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Global Citizenship Certificate Program

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GLOBAL CITIZENSHIP CERTIFICATE PROGRAM

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PIM 74

A capstone paper submitted in partial fulfillment of the requirements for a Master of Arts in International Education at SIT Graduate Institute in Brattleboro, Vermont, USA.

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Abstract

In today's highly globalized and increasingly interconnected world, we face many pressing world problems including poverty, social inequalities, and climate change, to name a few. Reflecting this stark reality and acknowledging that these problems are indeed borderless, it has become vital to rethink education and provide the next generation of worldwide change-makers with the knowledge, skills, and attitudes necessary to solve these problems and make our world more equitable and sustainable. One avenue for achieving this shift in education and fostering these global problem-solving skills and attitudes, is global citizenship. United Nations Secretary General Ban Ki-moon corroborates this point, stating, "We must foster global citizenship. Education is about more than literacy and numeracy. It is also about citizenry. Education must fully assume its essential role in helping people to forge more just, peaceful, and tolerant societies" (Oxfam, 2015).

More and more schools, particularly international schools with their inherent global context, are currently recognizing the value of global citizenship. However, even though many schools see the value in bringing global citizenship into their classrooms and communities, educators often lack clarity and vision on how to foster this change. Although global citizenship is a core component of the vision of The JUMP! Foundation, an experiential education non-profit social enterprise, JUMP! programs specific to global citizenship have yet to be fully developed or implemented. Drawing from the needs of JUMP!, its international partner schools, and the greater state of education, this capstone outlines The Global Citizenship Certificate Program, a three-year, sequential program analyzing global citizenship at the personal, community, and global levels, with the aim of fostering informed, empathetic, innovative, and engaged global citizens.

List of Acronyms

<u>Name</u>	<u>Acronym</u>	<u>Section</u>
Global Citizenship Certificate Program	GCCP	All
Experiential Learning Theory	ELT	Theoretical Foundations
New International School of Thailand	NIST	Needs Assessment
Global Citizenship Diploma	GCD	Needs Assessment
Community Action Project	CAP	Curriculum
Sustainable Development Goals	SDG's	Curriculum
Partnership Manager	PTM	Staffing

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Introduction

Based out of Bangkok, Thailand, and Beijing, China, The JUMP! Foundation is a small but swiftly growing non-profit social enterprise founded in 2006. Realizing our world was becoming ever more globalized and interconnected, its founders established JUMP! because they wanted to empower youth and felt there was a “need in youth education for programs that address issues of leadership and global citizenship” (JUMP! Foundation, 2016, para. 4). JUMP!’s mission is to “inspire youth through experiential education, empower youth to be passionate community leaders, and engage youth in personal, community, and global development projects” (JUMP! Foundation, 2016, para. 2). JUMP! strives to achieve this mission through three main strands of programming; J!Schools, which involves JUMP!-led curriculum building and on-campus student and educator workshops; J!Experiences, JUMP!’s outdoor adventure and travel programs; and J!Development, which actively supports marginalized populations in youth empowerment and community development.

For the profit generating portion of the organization, J!Schools and J!Experiences, JUMP! offers several different programming options, including Leadership Trainings, Jr. Facilitator Trainings, Community Day Programs, and Educator Trainings, to name a few. These standard JUMP! programs follow an established format and curriculum, but are individually tailored to meet each school’s specific needs and requests.

Although JUMP! was founded with the intention to foster global citizenship, its signature and most popular programs have always centered around leadership, leaving its global citizenship programs and curriculum woefully underdeveloped. After nearly a year of working as a Partnership Manager for JUMP!, I have spoken with numerous partner schools who have shown newfound disinterest towards leadership programs, while simultaneously expressing

curiosity and excitement for programs and curriculum on global citizenship. JUMP!'s partner schools have also requested more long-term and sequential programming options, as most of JUMP!'s current programs are only a few days in length, which makes sustained learning and impact difficult. As an organization, JUMP! has also recognized the need to create and implement more long-term programs, in order to secure more sustainable partnerships and support JUMP!'s development as a growing non-profit.

Shortly after joining JUMP!, I was asked to drive forward a major project, innovating a school's entire curriculum and programming efforts to incorporate themes of global citizenship. Through this project, my interest in effective global citizenship education has deepened. This interest, coupled with the current context of JUMP! and its partners, led to the creation of the three-year JUMP! Global Citizenship Certificate Program (GCCP) presented in this capstone. The GCCP will guide students through a scaffolded journey, where they will explore global citizenship at the personal, community, and global levels. It is my hope that the GCCP will provide authentic and sequential learning experiences that foster engaged and responsible global citizens, while simultaneously meeting the changing needs of JUMP!'s partner schools and creating more sustainable partnerships for JUMP! as an organization.

Theoretical Foundations

Global Citizenship

Within both education and society at large, the term global citizenship is no doubt a controversial one, not simply because of the varied opinions and arguments it provokes, but because of its lack of a straightforward and universal definition. As Sperandio, Grudzinski-Hall, and Stewart-Gambino (2010) state, global citizenship is a "contested construct" (p. 13) with "no accepted definition" (p. 12). Even though the concept of global citizenship has been around for centuries (the ancient Greek Diogenes once famously declared "I am a citizen of the world"), it

has always, and continues to be, a problematic notion to define and conceptualize (Gaudelli, 2016). However, as our world has become increasingly globalized and interconnected in recent years, global citizenship has garnered more attention and debate, for according to Gaudelli, “People have wrestled with what global citizenship means for quite some time, increasingly in the past two decades” (2016, p. 10).

So, what makes global citizenship so difficult to define? There are many elements that factor into its complexity, first of which being the term ‘global.’ Similar to global citizenship as a whole, the term ‘global’ has been around for a long time, but especially gained popularity in the second half of the 19th century, particularly in reference to growing industrial growth and international trade (Gaudelli, 2016). Since then, ‘global’ has been used in a plethora of ways to describe and represent vastly different situations and realities. “Global characterizes a diversity of phenomenon, from trade and commerce, to environment and sustainability, from peace and human rights, to cultural diversity and religious affiliations” (Gaudelli, 2016, p.11). For instance, ‘global’ can be used to describe a company, institution, campaign, movement, brand, etc. With so many diverse applications of the term ‘global’, it is not surprising that a standard definition of global citizenship is difficult to achieve.

Even more problematic is the term ‘citizenship’, which as a concept has evolved over the course of history, but has now come to be inextricably linked to the nation-state. “For two hundred years citizenship and nationality have been political Siamese twins” (Heater, 1999, p. 95), meaning in today’s context, citizenship and nationality are ostensibly synonymous terms. This makes the pairing of the term ‘citizenship’, now widely understood to imply nationality, with the term ‘global’, problematic and difficult for many to comprehend. For instance, one might argue, “How can someone simultaneously be a citizen of a nation and the globe?”

Furthermore, to many ‘citizenship’ implies legality, another precarious element of defining global citizenship. Since as Gaudelli states, “No one is a global citizen in a legal sense and so the phrase can invoke uncertainty, disbelief, and even disorientation” (2016, pg. 9).

As evidenced, both the terms ‘global’ and ‘citizenship’ have varied and involved meanings, so it is not surprising that global citizenship as a whole remains difficult to define and comprehend. Several of the complexities of global citizenship will be analyzed further in this literature review; however, I would first like to explore the basic principles of global citizenship and put forth a recommended definition. First and foremost, global citizenship is not synonymous with global education, which often centers around intercultural awareness and cross-cultural communication skills. These skills are no doubt important and are also aspects of global citizenship; however, the “insertion of ‘citizenship’ into global education implies something more than – or different to – previous conceptions” (Davies, 2006, p.6). The citizenship component requires concrete action and implies an element of civic responsibility and engagement with social justice. Lynn Davies (2006) clearly articulates this distinction.

What seems to happen with global citizenship education is a confirmation of the direct concern with social justice and not just the more minimalist interpretations of global education which are about ‘international awareness’ or being a more rounded person. Citizenship clearly has implications both of rights and responsibilities, of duties and entitlements, concepts which are not necessarily explicit in global education. One can have the emotions and identities without having to do much about them. Citizenship implies a more active role. (p. 6)

In addition to moving beyond intercultural awareness, global citizenship also involves more than simply preparing young people to compete in the global economy. According to the United States Department of Education, the purpose of U.S. schooling is to “promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access” (2016, para. 1). Zoe Weil finds this stated educational mission lacking

and questions “doesn’t it make more sense for schools to ensure that students understand the formidable challenges before them; to prepare young people fully and well to address these challenges; and to engage youth in cultivating their ability and desire to create meaningful solutions to potentially calamitous global problems?” (2016, p. 17).

Although the concept is ambiguous and debated, it is evident that global citizenship entails more than simply global education, with its focus on intercultural awareness and global skills and competitiveness. Instead, among other things, global citizenship involves a commitment to social justice and engaged action, in order to tackle current issues to make our world more just, sustainable, and peaceful. As stated, there is no universally accepted definition of global citizenship; however, after examining numerous different definitions, I have settled on one that best encapsulates my own views on global citizenship. That definition is from OXFAM which sees a global citizen as someone who:

- is aware of the wider world and has a sense of their own role as a world citizen.
- respects and values diversity.
- has an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally.
- is outraged by social injustice.
- participates in and contributes to the community at a range of levels from the local to the global.
- is willing to act to make the world a more equitable and sustainable place.
- takes responsibility for their actions (2015, p.5).

This definition presents a thorough understanding of who a global citizen is and has guided the development of this capstone. For a useful chart further detailing what global citizenship is and is not, please see [Appendix A](#) (OXFAM, 2015, p. 7).

‘Soft’ vs. ‘Critical’ Global Citizenship

A prominent topic within the literature of global citizenship education is the concept of ‘soft’ versus ‘critical’ global citizenship. According to Vanessa Andreotti, ‘soft’ global

citizenship stems from the belief that we should help others (particularly in the global South) out of charity, empathy, and humanity, in addition to projecting the views of those in the North and West as being global and universal. This Western-imposed and charity-based model of global citizenship is incredibly damaging as it promotes “Northern/Western values and interests as global and universal which naturalises the myth of Western supremacy in the rest of the world” (Andreotti, 2006, p.44). Furthermore, ‘soft’ global citizenship fails to address the “economic and cultural roots of the inequalities in power and wealth/labour distribution” (Andreotti, 2006, p. 41) and places colonialism squarely in the past, without acknowledging its lasting effect and impact. Andreotti (2006) is wary of ‘soft’ global citizenship education, putting forth the following argument.

My argument is that if we fail to do that in global citizenship education, we may end up promoting a new ‘civilising mission’ as the slogan for a generation who take up the ‘burden’ of saving/educating/civilising the world. This generation, encouraged and motivated to ‘make a difference’, will then project their beliefs and myths as universal and reproduce power relations and violence similar to those in colonial times. (p. 41)

Viewing global citizenship as “helping others” less fortunate without critically analyzing the systems and Northern and Western power and influence that led to such misfortune and inequality, has the potential to repeat past failures of North/West control and dominance, as opposed to actually making our world a more just and peaceful place. Gaudelli also supports this argument stating, “This is perhaps the most daunting conundrum of global citizenship, the view that it is yet again an imposition of North upon South in a manner that serves to rein-scribe rather than ameliorate social inequalities” (2016, p. 26).

According to scholars such as Andreotti and Gaudelli, ‘soft’ global citizenship promotes the idea of being active out of charity and compassion, which is problematic since it is often solely “based on a moral obligation to a common humanity, rather than on a political

responsibility for the causes of poverty” (Andreotti, 2006, p. 42). This mindset into global citizenship and action can be deeply troublesome since it can often “end up reproducing unequal (paternalistic) power relations and increasing the vulnerability of the recipient” (Andreotti, 2006, p. 42). Furthermore, it often leaves the actor with a sense of charitable accomplishment that lacks “recognition of complicity or ‘causal responsibility’ in transnational harm” (Andreotti, 2006, p. 42).

As opposed to ‘soft’ global citizenship, Andreotti proposes ‘critical’ global citizenship, which acknowledges and analyzes the complex systems and unequal North/South power relations that have led to today’s problems and injustices, as well as framing global citizenship as a “political obligation for doing justice” (Andreotti, 2006, p. 42). According to Andreotti, ‘critical’ global citizenship is centered on “an attempt to understand origins of assumptions and implication” and involves committed critical literacy. Andreotti (2006) further explains her concept of ‘critical’ global citizenship.

In contrast with soft global citizenship education, this approach tries to promote change without telling learners what they should think or do, by creating spaces where they are safe to analyse and experiment with other forms of seeing/thinking and being/relating to one another. The focus is on the historical/cultural production of knowledge and power in order to empower learners to make better informed choices - but the choices of action and meaning (what ‘we’ are or ‘should be’) are never imposed, as the ‘right to signify’ is recognised and respected (as an ethical relationship ‘commands’). (p. 49)

Andreotti goes on to assert that ‘soft’ global citizenship is not inherently ‘bad’ and that it can even be appropriate under certain circumstances. However, she argues that in order for real learning and change to occur, and to not reproduce prevailing systems of oppression, the conversation cannot stop there.

National Identity, Global Citizenship, & Education

Another prevalent topic among scholars of global citizenship is its relationship to national identity and citizenship. As previously stated, since around the year 1800, the terms nationality

and citizenship have come to be almost interchangeable (Heater, 1999). Beyond that, both terms have also become inextricably linked to education. This melding of nationality, citizenship, and schooling became prominent in the 19th century as the rise in public schooling coincided with the rise of the nation-state, but has remained a staple of modern education, where the “production of civic pride and national sentiment has been the greatest function of the modern school” (Richardson, 2008, p. 58). This role of schooling as inculcating national identity and pride is particularly true in the United States, where “developing patriotic citizens loyal to the nation state has historically been one of the master narratives of US public education” (Myers, 2009, p. 1). Since the rise of the nation-state, education has been seen as a key method for fostering national identity and citizenship, and “many scholars see the close link between national identity, citizenship, and schooling as a product of a modernist nation-building ethos in which education plays the central role” (Richardson, 2008, p. 57).

Therefore, a major challenge to global citizenship is the deep-rooted entanglement of citizenship, schooling, and national identity and pride. According to Richardson (2008), “In the context of educating for global citizenship, the persistence of nation is much more than a problem to be overcome; it’s a presence to be acknowledged” (p. 62). Part of the challenge of this entanglement, is that as opposed to national citizenship, the idea and structure of global citizenship is much more difficult for students to visualize and comprehend.

Furthermore, with seemingly endless symbols, stories, myths, customs, and images, feeling connected to national identity and community is often a much easier task, as opposed to that of the global. Marshall McLuhan coined the term ‘global village’ in the 1960’s (Gaudelli, 2016), but in actuality, individuals do not live in a global village. “The reality may take on the appearance of a gigantic global village, but individual citizens do not live in a global village;

they live, for the most part, in their own culture, surrounded by the customs, the language, the people, and the legends that make them feel at home” (Pike, 2008, p. 225).

Herein lies a major problem with global citizenship education; its failure to recognize the influence of national culture and the reality that people like to belong to communities with symbols, customs, and traditions, which is much easier to achieve at the national level as opposed to the global (Pike, 2008). In addition, although there was a period of time after World War Two when the prevalence of the nation-state seemed to decline, coinciding with the creation of the United Nations and the World Court, research shows that since the fall of the Soviet Union, national rivalry and nationalism have increased, putting the nation-state back in center stage (Richardson, 2008).

Even though national identity and citizenship clearly pose a challenge to global citizenship, it has become increasingly clear that in order to effectively educate the next generation, the primary focus of schooling cannot lie with the national, since that is no longer viable in today’s interconnected world (Richardson, 2008). And there is evidence that the narrative is changing. Research shows that citizenship is becoming more personal and “is now understood as a flexible and multiple identity that is exercised in a transnational community” (Myers, 2009, p. 4). Adolescents in particular have shown a preference for multiple citizenship identities. “The research on adolescents’ beliefs about national citizenship indicate that many understand citizenship as extending beyond the traditional national narrative of legal status and exclusive membership. Adolescents today are likely to feel a strong moral responsibility to address global problems through political participation in social movements that are global” (Myer, 2009, p. 7). Furthermore, recent research “suggests that students may well already be thinking of themselves as global citizens” (Richardson, 2008, p. 60-61).

In addition, global citizenship might be expressly needed right now as civics and citizenship education are currently losing influence, with many students having “rejected civics as taught in schools” (Richardson, 2008, p. 60). And even though “citizenship education remains tied to and rooted in national affiliation” (Richardson, 2008, p. 62), young people today are clearly showing interest in a more global dimension to citizenship and civics, while at the same time expressing a decreased interest in national civic engagement. Current research shows “a trend in adolescents’ interest in civic participation away from the formal political system (especially political parties and national political issues) and toward social movements and non-governmental organizations (NGOs) concerned with transnational issues, such as the environment and human rights” (Myers, 2009, p. 25). Even though there seems to be a divergence of interest in national and global civics, it clearly does not have to be one or the other. Dower suggests that global citizenship might be the key to reviving traditional civics and citizenship, declaring that “they lie side by side and interconnected, not one inaccessibly beyond the other” (2008, p. 51). He goes on to claim that “being a global citizen need not conflict with being a citizen at all. They can complement one another and global citizenship can be expressed through citizenship” (2008, p. 43-44).

Global Citizenship Education: Why it is Needed in Schools

Although global citizenship as a notion can often spark debate, within progressive circles of schools and educators, the need for global citizenship education (educating students on global citizenship and bringing the concept into school communities), is much less controversial. Opinions on the best approaches to global citizenship education may vary, but its significance to modern schooling is relatively well-accepted.

Global citizenship education is vital for several reasons, first of which being that many educators see it as a way to tackle some of the world's most pressing challenges. In her book, *The World Becomes What We Teach*, Zoe Weil (2016) proposes teaching the next generation of students to become solutionaries, that is, people who can innovate and develop creative solutions to critical world problems that do the most good and least harm to people, animals, and the environment.

Secondly, global citizenship education is currently needed as it fosters a holistic approach to globalization and the growing interconnectedness of our world. "We are living in a world that is increasingly interdependent" states Fernando Reimers (2016, para. 1), and although many governments, schools, and teachers have begun to adjust educational practices to reflect globalization, they are all too often focused on hard skills and preparing students to be globally competitive, instead of promoting soft skills such as empathy, understanding, and collaboration. "Preparing students to live and work in an integrated world and contribute to improving society fulfills public schools' intended purpose. But many schools fail to provide students with such opportunities at a moment in history when the need has never been greater" (Reimers, 2016, para. 1 & 2). According to Reimers, today's students are unprepared to tackle current ethnic and religious conflict, especially when it is intensified by politicians who "capitalize on fear" and create "walls that marginalize many groups" (2016, para. 2). One need not look further than the 2016 U.S. presidential race and U.K. Brexit vote for examples of such division and rhetoric. Reimers (2016) goes on to state this claim.

This educational failure highlights the paradox that even though children across the world have greater access to education than they've had at any time in the past century, and globalization is bringing humanity closer together, we have also been pushed further apart. To help students respond to this crisis in a constructive way—rather than with fear—schools must take responsibility for effective and more deliberate global-citizenship education. (para. 4)

It is clear that even though our world is becoming more interconnected, building productive and collaborative connections and partnerships across borders is not effectively being achieved. For as Graham Pike states, “The realities of our interdependence, a reality that grows and deepens with the multiple impacts of globalization, are still not felt where it truly matters: in our hearts and souls” (2008, p. 227). This is precisely where holistic, values-driven global citizenship education must step in.

As evidenced, global citizenship is clearly a necessary concept in today’s world, but why is it needed in schools in particular? First of all, many scholars and educators see schools as the best outlet for tackling our world’s most pressing problems, as the “education of children is the root underlying all other systems” (Weil, 2016, p.17). In addition, besides being able to influence and affect other systems, schools “have unique opportunities to present other versions of reality and to help students explore alternatives versions of the future” (Pike, 2008, p. 230). Schools can do this by acting as “model communities” which can “demonstrate apposite attitudes and behaviors” and “encourage responsible student participation and illustrate the power of collaborative action” (Pike, 2008, p. 230). Besides being able to shape and guide the next generation, schools are clearly in prime positions to model for students ideals in community, respect, action, and collaboration. International schools are particularly primed for this endeavor as, “The multi-cultural setting of international education lends itself to a more natural development of global citizenship” (Carter, 2013, para. 2).

In the end, global citizenship education is most certainly needed in schools today, as it is “not just a buzzword within present-day education circles, but is a worldwide phenomenon that is changing the way people think about the world and their place in it” (Carter, 2013, para. 16).

Furthermore, it is clear that by “creating global citizens, we are helping give rise a better world” (Carter, 2013, para. 16).

Best Practices of Global Citizenship Education

There exists debate among scholars regarding several aspects to global citizenship education; however, after conducting a literature review on the topic, certain common best practices became apparent. In terms of methodology, many educators stressed the importance of utilizing the principles of experiential learning, namely education that is participatory, student-driven, application-oriented, and reflective. UNESCO claims that within global citizenship education, “participatory, learner-centered and inclusive teaching and learning practices are central, as is student engagement in different choices about the teaching and learning process” (2015, p. 52). UNESCO goes on to explain the importance of “process-centered learning” and the educator as “‘enabler’ or ‘facilitator’, rather than a ‘doer’ for children” (2014, p. 21).

Furthermore, in terms of methodology, the strategy of employing student-driven action projects and service learning opportunities repeatedly surfaced. Carter (2013) suggests utilizing “social action projects that use service-based learning to create a deeper awareness of global issues” (para. 2), while Pike notes the responsibility that schools have towards students to “channel their enthusiasm into practical action projects that can be seen to make a difference” (2008, p. 232).

However, many note the vital importance of approaching service learning in appropriate ways, such as Adam Davis (2006), who suggests analyzing and openly discussing the complexities surround service and why individuals choose to serve. In addition, the importance of actively and effectively employing technology was repeatedly expressed. Weil suggests that “Through blended learning with online technologies and project-based experiences that allow

students to pursue real-world accomplishments, schools can provide students with options that take advantage of today's myriad opportunities" (2016, p. 67).

Established best practices within global citizenship education also centered on adequately investing in teachers, through repeated teacher trainings since "Many teachers report that they feel inadequately trained to teach global issues" (DeNobile, 2014, p. 29). Also important for schools is emphasizing a school-wide approach where the administration sets the policy and creates the ethos but the "entire school community is responsible for achieving the mission" (Betts, 2003, para. 3).

In terms of curriculum for global citizenship education, there exists numerous approaches and topics; however, one common thread is the importance of teaching for complexity and preparing young people for a world that is shifting, variable, and unpredictable (Davies, 2006). OXFAM warns against oversimplifying material and sheltering students from complex world issues, claiming that adults "should have no pre-conceived issues about children and young people's ability to discuss global issues" (2015, p. 10). When students are really given the opportunity to engage and explore local and global issues, they feel the injustice and take ownership (OXFAM, 2015). For as UNESCO reminds us, "Young people are not 'future citizens' but active citizens now" (2014, p. 23).

Furthermore, creating curriculum design that explores multiple identities (such as personal, local, national, and global) as well as "embraces themes of awareness, empathy and a more holistic educational approach" (Carter, 2013, para. 2) seem nearly universal. Also common in opinions on global citizenship education is the need to avoid charity-based and 'soft' global citizenship. "Active global citizenship is sometimes interpreted as charity or fundraising, but this

isn't quite right. Active citizenship involves global political awareness and the impassioned advocacy for equality” (Ferguson, 2013, para. 9).

Best practice also suggests that global citizenship education not be focused on preparing students for global competitiveness, but instead on global understanding, empathy, activism, and advocacy. Ferguson suggests that there are two types cosmopolitanism. “One is an ethical sense of responsibility and social justice to the earth and its inhabitants. The other is the practical economic potential you get from cultural awareness and cross-cultural ability” (2013, para. 3). Best practice in global citizenship education emphasizes focusing on the former.

There are clearly several established best practices in global citizenship education, from its methodology and pedagogy, to its school strategies and curriculum. Central to all is its transformative nature. “Global citizenship education aims to be transformative, building the knowledge, skills, values and attitudes that learners need to be able to contribute to a more inclusive, just and peaceful world” (UNESCO, 2015, p. 15).

Experiential Learning

As noted, in terms of methodology, experiential learning is seen by many educators as vital to delivering effective global citizenship education. Although there have been several different contributions to the literature of experiential learning, the theory’s most ardent proponent has been David Kolb, who in 1984 outlined the theory in his book, *Experiential Learning: Experience as the Source of Learning and Development*. Even though Kolb proposed his own model of learning through concrete experiences, he drew heavily upon the works of prior prominent figures including John Dewey, Jean Piaget, and Kurt Lewin (Brooks-Harris & Stock-Ward, 1991).

John Dewey, who wrote during the progressive education movement in the United States, believed in a student-driven approach to education. Dewey stressed the importance of connecting

understanding with doing, and therefore believed it was impossible to understand something without actually doing it. To Dewey, education was not simply the transmission of facts, but instead involved teachers and learners engaged together in educating the entire individual (Itin, 1999).

In addition to John Dewey, Kolb referenced the work of the prominent psychologist Jean Piaget. At the heart of Piaget's work was the belief that learning was broken down into two forces: accommodation and assimilation (Kolb, 1984). The former being the practice of relating specific concepts to experiences in the world, and the latter being the opposite, relating experiences in the world to specific concepts. According to Piaget, in order for learning to be successful, one has to equally balance these two forces and the notions of specific concepts and direct experiences (Kolb, 1984).

Lastly, in forming his model of experiential learning, Kolb (1984) drew heavily from the notable researcher and psychologist Kurt Lewin. Lewin primarily conducted action research, which involved studying the actions of participants, collecting and analyzing the resulting data, and finally feeding the findings back to participants for their use in the modification of their behavior. In this way, Lewin coined the term and pioneered the concept of "feedback" (Kolb, 1984).

Supported by the common themes and foundations laid by Dewey, Piaget, and Lewin, among others, Kolb integrated these concepts into a framework titled Experiential Learning Theory (ELT) (Kolb, 2014). The fundamentals of ELT stem from Kolb's belief in the characteristics and tenets of learning. Kolb essentially sees learning as an ongoing process grounded in experience, and one that involves "transactions between the person and the

environment” (Kolb, 2014, p. 45). In its most simplistic terms, Kolb (1984) defines learning as “the process whereby knowledge is created through the transformation of experience” (p. 38).

From these basic principles of learning, Kolb (2014) developed ELT to help “explain how experience is transformed into learning and reliable knowledge” (p. xxi). A major tenet of ELT is Kolb’s experiential learning cycle ([Appendix B](#)), which outlines four main modes of experiential learning: concrete experience, reflective observation, abstract conceptualization, and active experimentation. In order for learners to effectively achieve new knowledge, skills, and attitudes, Kolb (1984) believes they must experience each mode of the cycle.

They must be able to involve themselves fully, openly, and without bias in new experiences (CE). They must be able to reflect on and observe their experiences from many perspectives (RO). They must be able to create concepts that integrate their observations into logically sound theories (AC), and they must be able to use these theories to make decisions to solve problems (AE). (p. 30)

Even though, according to ELT, learners must engage in all elements of the experiential learning cycle, Kolb acknowledges that individuals learn best in different ways, based on our natural comfort and inclination toward the different modes of the learning cycle. This led to the creation of the Kolb Learning Style Inventory, which outlines four different types of learners: divergers (those who prefer to feel and watch), assimilators (those who prefer to think and watch), convergers (those who prefer to think and do), and accommodators (those who prefer to feel and do). These learning styles, and the theory of experiential learning in general, boil down to the tension between the way that individuals perceive and process information. Kolb believes that learners perceive, or grasp, information through either concrete experiences (feeling) or abstract conceptualization (thinking). From there, learners process, or transform, information either through reflective observation (watching) or active experimentation (doing) (Kolb & Kolb, 2005).

A common misconception of experiential learning is the belief that learning stems from simply having an experience. On the contrary, according to Kolb, authentic learning occurs when individuals move beyond an initial concrete experience and engage in all modes of the experiential learning cycle. “Truth is not manifest in experience. It must be inferred by a process of learning that questions the conceptions of direct experience, tempers the vividness and emotions of experience with critical reflection, and extracts the correct lessons from the consequences of action” (Kolb, 2014, p. xxi).

Design Thinking

John Dewey’s educational philosophies have not only influenced the development of Kolb’s Experiential Learning Theory (Scheer, Noweski, & Meinel, 2012), but also constructivism, or the idea that “understanding is an individual construction” (Savery & Duffy, 1996, p. 136), meaning each learner personally constructs knowledge for themselves. According to Dewey, learning centers around “constructive problem-solving” and involves a process of “real-life inquiry, which has to be analysed in its complexity” (Scheer et al., 2012, p. 11). In order to facilitate this problem-solving and inquiry-based learning that Dewey proposed, many progressive educators are turning to design thinking.

Design thinking is an iterative process for designing and creating that was first “developed in connection with professional designers” but since then whose “strategies have been identified that are relevant to all disciplines and professions” (Scheer et al., 2012, p. 11). One such discipline that design thinking is rapidly gaining ground and attention in, is education. According to Razzouk and Shute, design thinking “can also have a positive influence on 21st century education across disciplines because it involves creative thinking in generating solutions for problems” (2012, p. 331). Scheer et al. argue that “learning through experience and complex

problem solving among other aspects are met in Design Thinking and can be employed at all age groups” (2012, p. 11).

Design thinking is broken down into five distinct but often overlapping steps. The first step is empathy, or to understand and observe. This involves asking questions and building “empathy and understanding of the people and the situation the problem or challenge is set in” (Scheer et al., 2012, p. 12). The second step is synthesis, or defining the problem. This includes synthesizing all of the perhaps contrasting opinions gathered during the empathy stage into a cogent and clearly defined problem. The following step is to ideate, or brainstorm in order to generate as many potential ideas and solutions as possible. The fourth step, prototype, involves experimentation of ideas generated from the previous step, as well as consolidating and sharing potential solutions. The final step is to test, where ideas are put into action for feedback from the original affected group and others. Centered on the solution, feedback should show “how well the problem has been understood” (Scheer et al., 2012, p. 12). In this final stage, it is important that learners “be able to communicate the idea you want to get feedback on, and to capture and interpret that feedback in order to refine your idea” (Scheer et al., 2012, p. 12). It is crucial to understand that although design thinking does outline distinct steps and a set procedure, learners and designers are encouraged to repeat or overlap steps when needed and remember that the process entails a “cyclical and iterative nature” (Scheer et al., 2012, p. 12). For a detailed infographic on the steps of the design thinking process, please see [Appendix C](#).

Design thinking has gained recent popularity in education circles for several reasons, including its ability to foster key competencies in students such as “dealing with complex real-life problems by analysing and evaluating them in order to act solution-oriented and responsible” (Scheer et al., 2012, p. 11). In addition, design thinking offers students “opportunities to design

and create prototypes, experiment with different ideas, collaborate with others, reflect on their learning, and repeat the cycle while revising and improving each time” (Razzouk & Shute, 2012, p. 343). Studies have shown that through design thinking, students “will be more ready to face problems, think outside of the box, and come up with innovative solutions” (Razzouk & Shute, 2012, p. 343). These skills and competencies are particularly important and relevant to global citizenship education, which involves students generating and developing creative, innovative, and human-centered solutions to pressing real-life local and global issues.

Needs Assessment

Stakeholder Observations

Partner Schools. While working at The JUMP! Foundation, I have worked directly with numerous JUMP! partner schools throughout Asia, Europe, The Middle East, Oceania, and Latin America. Through one-one-one conversations with educators and administrators at these schools, I have made a few noteworthy observations. First of all, I have noticed that after partnering with JUMP! for several years, many schools are becoming uninspired with JUMP!’s leadership programs. JUMP! began as an organization that solely provided programs on leadership, so leadership trainings have always been JUMP!’s signature type of programming. Although JUMP! still runs numerous leadership programs, as of late many schools seem disinterested in leadership training, particularly after training their same student leaders for several consecutive years.

Secondly, at the same time that numerous JUMP! partner schools have seemed apathetic towards leadership programs, many schools have expressed interest and excitement with the prospect of programs on global citizenship. In discussions with partners, many educators are interested in exploring global citizenship in their schools, but somewhat unsure of how to go

about it. Within JUMP!'s partner schools who are currently attempting global citizenship, it seems apparent they many are struggling with the charge, often because they lack the capacity, knowledge, or direction to effectively teach global citizenship.

Furthermore, an interest in global citizenship appears to coincide with many schools' greater focus and attention on social-emotional learning. Numerous JUMP! partner schools are placing increased effort in developing student values and attitudes such as kindness, empathy, and self-awareness, often electing to delegate such learning to homeroom and advisory classes. Although this can certainly be seen as a positive initiative and approach, many educators have expressed difficulty in implementing this strategy. On the one hand, some educators would prefer to have complete creative control to teach and develop social-emotional learning in their advisory/homeroom classes, while others need specific lesson plans and materials in order to know how, or be motivated, to teach such learning, making the task of developing a structured and universal advisory program challenging for many school administrators.

Lastly, most J!Schools programs are between one and three days in length, a reality that many partner schools have questioned as of late since creating sustained, deep, and meaningful learning is certainly difficult in such a short time frame. Because of this, more and more partner schools have been requesting longer-term, sequential JUMP! programs as a means of providing more sustained and lasting learning experiences.

Students. Besides individual partner schools, the other major stakeholder for JUMP! programming are the students themselves. Through JUMP!'s pre-program surveys of leadership programs, besides wanting training on leadership and facilitation, students have specifically requested to be trained in global issues and global citizenship. Furthermore, students have expressed enthusiasm for learning outside of the traditional classroom setting as well as

participating in action projects. Time and time again while working with students during JUMP! programs, I have heard how much students enjoy experiential learning and the opportunity for hands-on activities and reflection. In addition, at one of JUMP!'s main partner schools, the New International School of Thailand (NIST) in Bangkok, all middle years (grades 7, 8, and 9) students participate in action weeks, which are three weeks a year where normal class schedules are halted and students engage in completely student-driven action projects. Action weeks are always a popular time of year for students; I was once told by a NIST student that he, "learned more during the one week of action week than the rest of the semester combined."

Internal Review

In addition to the expressed need from JUMP!'s main stakeholders, a program such as the GCCP is needed by JUMP! for several reasons. First of all, as previously stated, The JUMP! Foundation began as an organization exclusively focused on leadership. As such, JUMP!'s programs on leadership are very extensive and comprehensive. On the other hand, JUMP! only started designing programs on global citizenship fairly recently, meaning those programs on global citizenship are currently underdeveloped and incomplete. In addition, being only ten years old, The JUMP! Foundation is still a growing organization looking to expand and establish itself. With that in mind, in terms of JUMP!'s partnerships and revenue, having long-term, multi-year, and multi-program partnerships at schools is a much more financially sound model as opposed to singular, short-term programs, which is often the case for JUMP!'s leadership programs.

Market Research

Global citizenship education is becoming a decidedly popular concept among schools and educators, being "one of the hot trends in education today" (Carter, 2013, para. 1). Although it is becoming prevalent at all levels of education, current studies show its diminished effects at the

tertiary level. Regarding their development of The Global Citizenship Program at Lehigh University, Sperandio et al. make the following conclusion.

Research suggests that colleges and universities do not necessarily play such a pivotal role in shaping student's long term civic engagement, social responsibility, or attitudes/beliefs; rather, students who were already inclined toward social activism, volunteerism, and political engagement tend to find their interests reinforced by their college experiences. (2010, p. 20)

In support of this finding is the suggestion that the secondary level of schooling might be a more ideal age to reach students in terms of global citizenship education and impact.

At the secondary level, global citizenship education is becoming particularly popular within the international school context, where a “substantial percentage of international schools claim through their mission statements that the school will strive to help students become global citizens” (Betts, 2003, para. 1). However, the idea of global citizenship is simply the beginning of an often challenging journey since the “somewhat amorphous cause can often be as difficult to achieve as it is to define” (Carter, 2013, para. 1). Many international schools are clearly interested by the “hot trend” of global citizenship, but often unsure about how to foster that learning and growth within their school communities and curricula. Bambi Betts (2003), of the Principal's Training Center for International Leadership, articulates this point.

To write the notion of global citizenship into our mission statements was the easy part. Many of our schools have been struggling for well over a decade to understand what it really means to be a global citizen, and how we actually produce such citizens from our schools. Check out the report cards in most of our schools—the same ones with “global citizen” at the heart of the school mission. It is unlikely that you will see a holistic, analytical or any other approach to describing student progress toward this all important goal. (para. 2)

Although clearly intrigued with the concept, sometimes enough to add it into mission statements and values, many international schools are currently failing to follow through on

producing global citizens, simply relying on their “international” title and distinction. But as Betts (2003) warns, this is not enough.

We cannot rely on the fact that we have the word ‘international’ in our name, that we have X number of cultures and nationalities represented in our schools, or that we hold intercultural events to meet that challenge. These are simply some of the conditions that should make it easier and should allow us, the international schools, to be leading the thinking and practice in this vital undertaking. (para. 17)

From these findings, a few conclusions are evident. First, global citizenship is clearly a popular and prevalent concept within education, especially the international school context. In addition, as tertiary education might be too late to truly impact students and affect their social responsibility and life choices, the secondary level of schooling might prove a more apt environment for global citizenship education. Finally, although the concept of global citizenship is admired and sought-after within international schools, many such schools are currently struggling to move beyond the simple proclamation of global citizenship and actually create authentic learning experiences that foster global citizenship in their students and school communities.

Similar Programs

Global Citizenship Diploma. All in all, I have found that JUMP!’s approach of coming onto a school campus and running programs for students on themes such as leadership and global citizenship (as opposed to outdoor education programs where students are taken off campus) is fairly unique. However, through my research I have found two programs that share some similarities with the GCCP, the first being the Global Citizenship Diploma (GCD). This program is offered at five international schools, including NIST, one of the schools where JUMP! has a permanent on-campus office. This is not a program that delivers content in global citizenship; rather, it offers students a way to better understand who they are as individuals by producing online reflections on activities they have participated in that relate to the fourteen qualities the

program has designated as integral for global citizenship. Students then receive credit for these reflections, ultimately earning a GCD (Global Citizenship Diploma, n.d.). Although I applaud the concept of awarding students an alternate form of recognition beyond their report cards, and support the idea of online reflection, I do have some reservations about the GCD. Many of the fourteen categories chosen do seem questionable and overly academic, and ultimately its primary focus is on recognition, as opposed to learning.

High Resolves. Also similar to the GCCP is a set of programs offered by the organization High Resolves, based in Australia. Similar to JUMP!, High Resolves delivers in-school programs for students on global citizenship and leadership. These programs are for years 7 through 10, and include themes such as collective identity, independent thinking, social justice, digital citizenship, personal impact, collective action, effective collaboration, and conflict resolution (High Resolves, 2016). Even considering High Resolve's and JUMP!'s similar on-campus program approach, as well as the comparable overall goal of both High Resolve's various programs and the GCCP –to foster more active and engaged global citizenship in students –the programs have clear differences, particularly in scope and methodology.

First of all, each High Resolve program is only 2-2.5 hours in length, whereas the GCCP is three years in total, focusing on sequential student learning and growth over a sustained period of time. In addition, as gathered from its website, High Resolve programs seem to be more academic in focus, and although practical and hands-on activities are mentioned, a more thorough commitment to the theory and practice of experiential learning, and its foundations of reflection and application, seems to be lacking (High Resolves, 2016).

Conclusion

The results from the stakeholder observations, internal review, and market research clearly show the strong need for the creation of the GCCP. Within JUMP!'s network of partner

schools, as well as the greater international school context, there is clearly a need for a comprehensive and highly intentional program on global citizenship. As the research shows, international schools are currently struggling with how to teach and develop global citizenship. This struggle for how to teach global citizenship can be ameliorated through the GCCP, with JUMP!'s partner schools gaining the opportunity to provide learning and growth for their students (and educators) in the "hot trend" of global citizenship (fulfilling many of their mission statements and declared values), with minimal effort on their part and without having to overhaul their curriculum or create a brand new program on their own. In addition to the established need from schools, a sequential, long-term program on the emerging trend of global citizenship is clearly in line with JUMP!'s current needs in terms of creating sustainable partnerships and providing greater financial security.

Program Description

Scope

The GCCP is designed for JUMP!'s J!Schools division, which entails JUMP! collaborating with one of its partner schools to first design a program tailored to that school's specific needs, and then traveling to that school's campus to deliver the program through the use of JUMP!'s team of trained facilitators. In order to accommodate this model of JUMP! programming, the GCCP is designed in a general scope, without a specific partner school or location in mind. With that, the GCCP has the ability to be tailored to individual partner schools and their needs, provided they meet the basic program and participant requirements, most notably having an advisory or homeroom class. It should be noted that although JUMP! does tailor its programs to each individual school and setting, JUMP! also has a list of signature program offerings, all of which have an established structure and curriculum. Similarly, the

GCCP has a set purpose, structure, and curriculum, while still remaining flexible enough to be adapted to each individual school's particular needs and context.

In terms of overall structure, the GCCP will be a three-year, sequential program designed for the high school/secondary level of schooling. During the three years of the program, students will journey through the JUMP! Leadership Mountain Range ([Appendix D](#)), analyzing global citizenship through the personal (year one), community (year two), and global (year three) lenses. This journey and the overall curriculum of the GCCP will be designed and delivered through the lens of experiential learning, with students being encouraged to drive their own learning and growth.

Timeline

As stated, the GCCP will be three years in total, with each year of the program being one semester in length. The GCCP will have the flexibility to be implemented in either the first or second semester of the school year. Each program year will commence with one week of JUMP!-led programming including a two-day educator training and three-day student workshop, designed to introduce and jump-start that year's theme and learning. Following that, the curriculum will be delivered in advisory/form classes (led by teachers trained through JUMP! educator trainings) and will include experiential activities, reflective exercises, journal-entries, literary analysis, readings and electronic resources, local service learning outings, and action projects.

During this time, teachers and students will continue to be supported by JUMP! facilitators through check-ins and Skype sessions. Each year's program will conclude with one-week of JUMP!-led programming, including a three-day closing workshop, a one-day symposium highlighting students' action projects, and a one-day educator concluding session. Students will journey through each year of the program, and upon successful completion of the

program and all required components and projects, participants will receive a JUMP! Global Citizenship Certificate.

The JUMP! Foundation does not have an official approval process for programs; therefore, there exists no timeline for program approval. In addition, there is no set timeline for program development, as that would commence once a school made the decision to partner with JUMP! to run the GCCP. For a detailed outline of a sample program timeline for the GCCP, please see [Appendix E](#).

Potential Participants

The GCCP is designed for the secondary/high school level within the international school context and can be implemented for students in grades 9 through 12. The program is designed to accommodate all students within each grade level but can also be delivered for a select group of participants. Therefore, potential participants will depend on the particular partner school and their specific needs and requests.

Goals and Objectives

The stated program and student goals and objectives were derived from the needs assessment and follow the JUMP! methodology of experiential learning. As with all JUMP! programs, the GCCP is designed to be flexible and responsive to participant needs; therefore, the listed goals and objectives might evolve through formative assessment received throughout the course of the program.

Program Goal

The goal of the GCCP is to fulfill identified school values by providing experiential, authentic, and sequential learning experiences that foster empowered, engaged, and active global citizens, as well as develop stronger and more sustainable partnerships for The JUMP! Foundation.

Program Objectives

PO #1: To provide experiential, student-driven, and scaffolded learning experiences that promote student personal discovery and reflection, community and global awareness, and innovative and authentic action.

PO #2: To develop a school community of active global citizenship in line with the declared mission statements and values of each participating partner school.

PO #3: To secure long-term and sustainable partnerships for The JUMP! Foundation, embedding JUMP! within the ethos and methodology of strategic partner schools.

Student Goal

The goal of the students participating in the GCCP is to reflect on who they are as individuals, gain greater knowledge of our interconnected world, develop personal values of empathy and diversity, and learn how to become responsible and engaged global citizens, creating impact in their local communities and the world at large.

Student Objectives

SO #1: Students will acquire greater knowledge and understanding of our interconnected world and how it works, as well as the ability to think critically about current local and global issues.

SO #2: Students will advance their ability to design and develop creative and innovative solutions to pressing local and global problems.

SO #3: Students will take responsibility for their own actions as global citizens, and work proactively and collaboratively with others in their local communities to make our world a more equitable and sustainable place.

SO #4: Students will undergo extensive personal discovery, reflecting on their personal, community, and global identities, developing a greater understanding of themselves and their place in the world.

SO #5: Students will develop a greater awareness of the varied members of their local communities and a strong value and respect for diversity and different cultures, as well as empathy, compassion, and the ability to walk in another's shoes.

SO #6: Students will undergo critical analysis of social justice matters, as well as participate in advocacy, civic engagement, and social entrepreneurship.

Curriculum

Design Overview

Based in the fundamentals of Kolb's ELT, the curriculum for the GCCP is designed to have students self-reflect, think critically, and engage in hands-on learning experiences. Also incorporating the principles of design thinking, students will develop creative, design, and systems thinking abilities, learning and practicing innovation and real world problem solving. Students will critically analyze global citizenship as they journey through the personal, community, and global program themes, developing cognitive, social-emotional, and behavioral global citizenship skills. Understanding that students will be in the adolescence stage of development, the GCCP curriculum aims to strike a balance between challenge and support, as it facilitates learning experiences that foster exploration of personal identities in a journey towards self-authorship. The curriculum will be delivered through a mixture of JUMP!-led workshops and trainings, educator-led advisory classes, and community action projects, all culminating in a yearly symposium showcasing student learning, growth, innovation, and action.

Developmental Tasks & Challenges

Students participating in the GCCP will be at the secondary level of schooling, between the ages of 14 and 18 years old. This means that they will fall under the adolescence stage of development, as described by Erikson, who theorized that individuals develop in accordance with “a series of age-linked, sequential stages that arise during an individual’s lifetime” (Evans, 2011, p. 182). According to Erikson, during adolescence, the central conflict for individuals revolves around questioning their identity. In addition, at this stage of development, peer relationships are of crucial significance (Gobbo, 2015). As such, the GCCP will facilitate learning that encourages students to question and explore their multiple identities, including their identities at the personal, community, local, and global levels. Furthermore, in acknowledgement of the importance of building interpersonal relationships with peers, the GCCP curriculum will involve substantial opportunities for student community building and group interaction and collaboration.

Understanding the significant role that values, attitudes, and ethics plays into global citizenship, the GCCP will also utilize Kohlberg’s model of moral reasoning, which proposes three levels of moral development. The GCCP curriculum will facilitate learning experiences that help move students along the spectrum of moral reasoning, from the first level, where “thinking is concrete and self-focused”, to the second, where the “rules of society and the opinions of others take precedence in decision-making”, to the final level, where “reasoning is based on self-determined principles and values” and “ethical principles, including justice, equality, and respect for human dignity guide behavior” (Evans, 2011, p. 194).

Finally, the curriculum for the GCCP will incorporate principles from Baxter Magolda’s theory of self-authorship ([Appendix F](#)). According to Baxter Magolda, individuals explore epistemological, intrapersonal, and interpersonal dimensions on their journey to becoming self-

authored, or individuals who “generate their beliefs, values, identities, and relational roles on the basis of internal standards they have created for themselves” (King & Baxter Magolda, 2011, p. 227). In order to assist in this process of individual meaning-making, the curriculum will include numerous reflective exercises such as journal entries, group discussions, and personal discovery activities. By creating space for students to navigate their own opinions, values, identities, and relationships, the GCCP aims to assist students in progressing towards self-authorship and greater personal discovery. Recognizing the challenges associated with adolescence, and the complex and often frustrating issues that students in the GCCP will be facing, the curriculum also aims to strike a balance between challenge and support, encouraging students to take the “captain’s seat” in steering their own learning, while emphasizing students and facilitators as co-learners and offering continued support throughout the course of the journey (King & Baxter Magolda, 2011, p. 233).

Program Components

Educator Trainings & Workshops. Each year of the GCCP will begin and end with JUMP!-led programming for educators. The two-day Educator Training at the beginning of the GCCP will serve as an introduction to the program, global citizenship, experiential learning, design thinking, and that year’s program theme and curriculum. The training will also serve as a space to prepare educators to deliver the GCCP in their advisory classes, create connections and bonds between JUMP! facilitators and educators, as well as illicit ideas and feedback from educators on the design and delivery of the GCCP. As educators move through the course of the program, the introductory Educator Training will increase in complexity and scope.

The one-day concluding Educator Workshop at the end of each program year will serve as a space for educator reflection, peer sharing, program assessment, and innovation for the year to come, as well as future renditions of the GCCP. Similar to all other JUMP! programs, the

Educator Trainings and Workshops will be designed and delivered through the use of experiential learning, meaning participants will drive their own learning experience and be encouraged to reflect, think critically, experiment with hands-on activities, and apply their learning directly to actual real world and classroom experiences. JUMP! often facilitates the same activities for educators as it does for students. However, activities, mainly during the reflection and debrief portions, are adjusted for adult participants, especially keeping in mind the principles of adult learning theories, namely the common need and desire of adults to recognize and share their previous experiences.

Student Workshops. Similar to the Educator Trainings and Workshops, the three-day JUMP!-led Student Workshops, held at the first and last week of each year, will serve as both introductions and conclusions to each year of the GCCP. These all-day workshops will be interactive and participatory in nature, encouraging students to get out of their comfort zones and engage in hands-on learning experiences, critical thinking, personal reflection, and real world application. The purpose of the introductory Student Workshop will be to introduce the GCCP and jump-start that year's theme, concepts, learning, and growth, while sparking excitement and momentum for the coming months. For a more thorough understanding of what the introductory workshops will entail, please see sample program flows for each year in Appendices [G](#), [H](#), and [I](#), which highlight key activities, learning, and guiding questions. The concluding student workshops will follow a similar format, structure, and methodology to the introductory workshops; however, their purpose will be to wrap-up and synthesize that year's theme, learning, and growth.

Advisory Classes. Beyond the JUMP!-led workshops and trainings, the GCCP will be delivered by school educators in advisory classes. Each advisory educator will have been trained

through the Educator Training and be paired with a JUMP! facilitator, who will support them throughout the course of the year and Skype with both the class of students and educator at least once a month. The frequency of advisory classes will depend on each school's schedule; however, most JUMP! partner schools have weekly advisory classes. Each advisory class throughout the course of the chosen semester will have a GCCP lesson plan designed by JUMP!.

Educators will be provided with all relevant materials and instructions, but will of course be encouraged to incorporate their own ideas and personal teaching style. Among other components, advisory classes will include experiential activities, reflective exercises, journal-entries, literary analysis, and readings and electronic resources. For a sample advisory class lesson plan, please see [Appendix J](#). Also included in the advisory class component of the GCCP will be local service learning outings. Each advisory class will be encouraged to research and seek out a local organization or opportunity for service that is of particular interest and significance to them as a class. Supported and organized by the educator and JUMP! facilitator, each class will then take two outings each program year to engage in service learning.

Community Action Projects. A significant portion of the GCCP curriculum and student learning centers on the Community Action Project (CAP). Students will be required to complete a CAP for each year of the program, of which they can complete individually or in groups. These projects can be related and built upon each other year after year, or be completely unique and distinct. The overall purpose of the CAP will be for students to investigate and take action on a problem of local and global significance. Students will be required to address an issue that is currently affecting their local community and exhibit local and global thinking and understanding by relating the issue to one of the United Nations 17 Global Goals for Sustainable Development ([Appendix K](#)). Students will employ design thinking to thoroughly investigate the

issue and the people it affects, concisely define the problem, and develop and prototype innovative and creative solutions that effectively meets the community's needs. Each CAP will be showcased during the yearly Student Symposium and will be evaluated as part of each students' required program coursework. For more information on the GCCP's required coursework and evaluation, please see the Student Learning and Growth section of the Evaluation Plan.

Global Citizenship Symposium. At the end of each year of the CGGP, in collaboration with the partner school, JUMP! will organize and host a one-day Global Citizenship Symposium. The purpose of the Global Citizenship Symposium will be to highlight the learning and growth that students have undergone that year, as well as engage the entire school community in the GCCP and global citizenship in general. In this sense, one aim of the symposium will be to increase buy-in and generate excitement for global citizenship in students, educators, and parents. The exact components of the Global Citizenship Symposium will depend on the desires of the students and school, but will most likely include a showcase of each CAP, TEDx style guest and student speakers, and opportunities for each advisory class to interactively showcase their year's journey and learning experiences.

Content & Themes

The content and themes of the GCCP were designed to facilitate the envisioned learning and growth outlined in the student goals and objectives. The first three stated learning objectives focus on fostering cognitive and behavioral skills related to students developing a greater understanding of local and global issues and our interconnected world, designing innovative solutions to pressing problems, and taking responsibility for their actions as global citizens by working collaboratively to make our world a more equitable and sustainable place. These three objectives will be explored in each year of the GCCP, with their scope and complexity

scaffolded from one program year to the next. Additionally, the curriculum for each year of the GCCP will center on student learning objectives four (exploring personal discovery and identity), five (developing community awareness, cross-cultural understanding, and empathy), and six (engaging in social justice, civics, and social entrepreneurship), respectively. While student growth related to these objectives will not be solely limited to each designated year, these three objectives will serve as an anchor for each year's content, curriculum, and learning.

Year One: Personal. In the first year of the GCCP, students will be introduced to the concept of global citizenship, exploring what it means to be a global citizen and creating their own personal definitions of global citizenship. Students will also begin their journey of exploring global issues by being introduced to the 17 U.N. Sustainable Development Goals (SDG's). Students will begin to make links between the SDG's and analyze the ways in which global issues are interconnected. With the focus on the personal, students will also explore how personal choices can have local and global impact and be encouraged to commit to their own 'Teaspoons of Change', which are "personal choices, decisions, and actions that have a positive impact on people and the planet" (Lunn, 2016). Additionally, students will be introduced to the concept of design thinking, and in creating their first CAP, will be encouraged to choose a project that speaks to their personal values, passions, and motivations.

As stated, year one of the GCCP is centered on student learning objective four, where students will "undergo extensive personal discovery, reflecting on their personal, community, and global identities, developing a greater understanding of themselves and their place in the world." In facilitating this social-emotional learning and growth, main curricular concepts will revolve around the personal theme and include personal discovery and developing greater self-

awareness, exploring identity, critically examining privilege, and reflecting on personal values, passions, and motivations.

Based in the principles of experiential learning, this personal discovery will be undertaken through many hands-on activities, in both JUMP!-led workshops and advisory classes. One such activity is entitled “Who Are You?” and involves students being configured in outer and inner circles, facing their designated partner. One student from each pair then asks their partner “Who are you?” The person responding answers the question by continuously talking for the allotted amount of time (as determined by the facilitator, usually several minutes). If the person responding cannot think of anything else to say, the person asking the question will once again ask “Who are you?” This person is tasked with active listening, and can only say the words “Who are you?” After the conclusion of each round, the circles move and students are paired with new partners. This activity encourages students to go beyond the surface level of self-awareness and challenges them to dig deep into their own identity and who they are as individuals. Another activity students will participate in is called “Privilege Walk”. In this activity, students will silently line up facing one direction. The facilitator will then read a list of prompts, asking students to either take one step forward or backward. Prompts might include statements such as “If you have ever been bullied for something you cannot change, take one step back” or “If you have ever spent holidays traveling internationally or attending summer camp, take one step forward”. This activity helps students visually understand the concept of societal privilege and reflect upon their own personal privileges.

Besides activities, students will respond to journal prompts such as “How would you define your identity?” and “What are your personal passions and the things in life that motivate you to take action?” In addition, students will read and analyze articles such as Peggy

McIntosh's "White Privilege: Unpacking the Invisible Knapsack" in order to further examine privilege, and "What We Don't Talk About When We Don't Talk About Service" by Adam Davis to analyze service (prior to students' first service learning outing) and its relation to our personal motivations and choices. Students will also read one book throughout the course of year one of the GCCP, the novel *The Weight of Water*, by Sarah Crossman, a compelling work of fiction which explores themes of identity and personal discovery. For a program flow for the introductory Student Workshop for year one of the GCCP, please see [Appendix G](#).

Year Two: Community. Year two of the GCCP will involve students diving deeper into the concept of global citizenship, exploring what it means to be a global citizen at the community level. Students will revisit the SDG's, analyzing how the same global issues play out differently in communities around the world. Students will examine which SDG's are most pressing within their local communities, and explore local organizations, initiatives, and avenues for creating impact at the community level. For their second CAP, students will develop and hone their design thinking skills, while being challenged to design and create projects that truly meet the needs of their local community.

Additionally, year two of the GCCP will revolve around student learning objective five, which states that "Students will develop a greater awareness of the varied members of their local communities and a strong value and respect for diversity and different cultures, as well as empathy, compassion, and the ability to walk in another's shoes." This social-emotional learning and growth will be fostered through examining the theme of community, with students developing awareness, understanding, and respect for the members of their own communities and those of other cultures, in addition to building cross-cultural skills, empathy, a collaborative mindset, and community engagement.

In developing this learning, students will undergo various experiential activities, such as “Diversity Circle”. For this activity, students form one large circle in silence. The facilitator then reads out a list of prompts. If a prompt is true for a student, they take one step into the circle; if it is not true for them, or they do not feel comfortable sharing, they stay standing where they are. Prompts might include statements such as “I am comfortable with my body” or “I sometimes feel judged by my peers”. After all the prompts are read, just like all JUMP! activities, the facilitator will then lead a debrief session with students reflecting on how participating in “Diversity Circle” made them feel and ways in which they might apply lessons learned in the future. This activity is particularly useful at building bridges within communities and helping students understand and feel empathy towards members of their school communities. Students will also participate in another community building activity where they will interview a member of the local staff (this might be a cafeteria worker or a campus guard) in their school community. They must find ways to communicate with this individual, discover aspects of their life outside of school, and question them on issues they see and face within the school community. This activity is often a challenging (particularly considering language barriers) and rewarding experience for students, who often go through their days without understanding or even acknowledging these members of their communities. Students will build skills in cross-cultural communication, empathy, and respect.

Throughout the course of year two of the GCCP, students will also undergo personal reflection through responding to journal prompts such as “What does community engagement mean to you?” and “What does it mean to walk a mile in another’s shoes?” Additionally, students will critically read Ivan Illich’s “To Hell with Good Intentions”, developing a greater understanding of the importance of creating impact at the local level, as well as Geert Hofstede’s

“Dimensionalizing Cultures: The Hofstede Model in Context”, leading to a greater understanding about the concept of culture and the factors that distinguish cultures from one another. Students will also read Malala Yousafzai’s *I am Malala: The Girl Who Stood up for Education and was Shot by the Taliban*, through which they will discover the ways in which certain SDG’s affect a given community and the power of individual impact, while also developing empathy, awareness, and respect for another culture. For a program flow for the introductory Student Workshop for year two of the GCCP, please see [Appendix H](#).

Year Three: Global. The final year of the GCCP will entail students undergoing a critical examination of global citizenship, exploring globalization, systems thinking within global issues, and the root causes and relevant culpability to systemic global issues such as poverty, inequality, and injustice. For their final CAP, upon reflection of their first two projects, students will further refine their design thinking skills and be encouraged to design and develop a CAP centered around a social enterprise.

Year three of the GCCP will be concentrated on student learning objective six, which states that “Students will undergo critical analysis of social justice matters, as well as participate in advocacy, civic engagement, and social entrepreneurship.” Students will develop cognitive and behavioral skills related to the theme of global, through analyzing inequality and social justice issues and investigating methods to address such issues and create impact, particularly through advocacy, engagement with civics and local decision makers, innovation, and social entrepreneurship.

Several hands-on activities will help facilitate this learning and growth, including an activity entitled “Baby Egg” (American Psychological Association, 2016). In this activity, students are divided into groups and told they are either part of the high, middle, or low income

category. Each group is given an egg and a sum of fake money (amount depending on their category) that they must use to buy supplies to protect their “baby egg” and provide it with the best life possible. The whole group of students then participates in a marketplace sale of materials (padding, newspaper, string, etc.) where the high-income group is given the first opportunity to buy supplies, followed by the middle-income group, and finally the low-income group. Each group must then use their purchased supplies to protect their egg, before standing on a chair and dropping their egg to the ground. During the activity debrief, students reflect on how the experience of protecting (or failing to protect) their egg made them feel, and what this might reveal about social class and inequality.

Additionally, students will undergo reflection through responding to journal prompts such as “What social justice issue speaks to you the most?” and “If you could create a single social enterprise, what would it be?” Students will also read articles such as “‘Soft’ vs. ‘Critical’ Global Citizenship” by Vanessa Andreotti and “Plastic Bags to Leave Bali for Good” by Sophie Moeller, allowing them to critically examine the concept of global citizenship as well as be introduced to a current example of youth activists advocating for change. Students will also read David Bornstein’s book *How to Change the World: Social Entrepreneurs and the Power of New Ideas*, in order to understand and evaluate various methods and examples of social entrepreneurship. For a program flow for the introductory Student Workshop for year three of the GCCP, please see [Appendix I](#).

Staffing Plan

Staff for J!Schools programs include a Partnership Manager (PTM), who manages the overall program creation and design, as well as the communication and relationship with the partner school, a Program Manager (oftentimes fulfilled by the PTM) who manages the program

delivery, and facilitators who are responsible for the facilitation of the program delivery. Sitting above the PTM is the Program Director, of which JUMP! has two, one for its China team and one for its Global team. The Program Director oversees the entire program and is available for support if needed, but usually has little involvement in the actual program design and delivery. For a visualization of J!Schools staffing, please see [Appendix L](#).

For all JUMP! programs, even long-running and recurring ones, no program managers or facilitators are specifically linked to particular programs, meaning one staff member might manage or facilitate a program one year, followed by a different staff member the following year. Decisions on program staffing involve numerous factors, including staff availability and capacity, other concurrent programs, programs themes in relation to staff background and expertise, local language ability, and first-aid training. Therefore, staffing for the GCCP will be fluid with no JUMP! staff specifically linked to the program beyond the relevant Program Director as well as the regional JUMP! PTM (e.g. Australia, China, International, Bangkok, or Southeast Asia), who will take the lead in the overall program design and management throughout the course of the three-year program.

Besides the PTM, the GCCP will be staffed by a Program Manager and lead and support facilitators. For many of its short-term programs, JUMP! employs contract, part-time facilitators for many of its facilitation roles. However, due to the long-term nature of the GCCP, contract facilitators will only be employed as support facilitators, meaning they will only work the on-site portion of the GCCP. For lead facilitators, only full-time employees will be utilized as to ensure staff continuity and commitment. As with all JUMP! programs, the number of overall participants will determine the number of staffed facilitators; however, for this type of J!Schools program, JUMP! tries to keep its ratio around 1 facilitator per 13 students.

Each advisory will have a designated facilitator (staffed by lead facilitators) who will stay with that class of students throughout the course of the year. As a way to most appropriately guide the learning of each year of the program, the Program Manager and each lead facilitator staffed on the GCCP will work the entirety of that year, starting with the program preparations and opening workshop and ending with the Global Citizenship Symposium and Educator Workshop. Although students may get attached to their assigned facilitator, in order to provide students with alternative styles and perspectives, as well as consider other staffing factors, facilitators will not stay with students throughout the course of the three-year program. Instead, there will be different facilitator(s) for each year of the program. Depending on their particular expertise and other JUMP! staffing needs, program managers might also change with each year of the program.

Program Marketing

As a small non-profit with a fairly strong base of existing partner schools, The JUMP! Foundation does not have a comprehensive marketing strategy. JUMP! does have a website, as well as accounts on Facebook, Instagram, and Twitter, which are regularly updated with program photographs and highlights. Besides social media, JUMP! mainly uses word of mouth to expand its partnerships and programming. The international school network is fairly connected, with many teachers moving from one school to the next every few years. For JUMP!, oftentimes educators from existing partner schools will introduce JUMP! to educators at other schools, or bring JUMP! with them when they transition to a new school. This personal connection is often invaluable, making a more extensive, and most likely expensive, marketing strategy unnecessary for JUMP!.

When speaking with educators at schools, whether they be existing partners or new leads, JUMP! will usually first begin by engaging educators in discussions on issues their school is

currently facing, followed by providing information on the type of JUMP! program that would be most applicable and beneficial under the circumstance. Post meeting, JUMP! then follows-up by providing customized material, usually a program sketch, which is a document that outlines a basic description of the proposed program including purpose, objectives, structure, content, and pricing. Either before, during, or after the meeting, JUMP! might also share some standard marketing material, including JUMP!'s Brochure, Curriculum Map, and Program Menu. With this understanding of marketing at JUMP!, the GCCP would also not have a comprehensive marketing strategy, but would be promoted to new and existing partners through one-on-one discussions. However, in order to assist JUMP! in this promotion, a universal two-page (double-sided) document outlining the purpose, features, and structure of the GCCP has been created ([Appendix M](#)).

Student Recruitment and Admissions

Except for one J!Experience individual enrollment program titled Global Nomads, JUMP! does not recruit students for its programs. Instead, JUMP! partners directly with schools, leaving the decision of which students will participate in the programs up to the schools themselves. Usually, JUMP! programs are designed for a predetermined groups of students, such a student council, an environmental club, or an entire grade level. However, occasionally JUMP! will run a program without a specific group of students in mind, such as a general Leadership Program. In such a case, JUMP! may offer suggestions for recruiting and selecting students; however, the ultimate decision on student enrollment always lies with the school.

The GCCP is designed to be flexible and adaptable to individual schools' needs; therefore, the overall scope of the program and number of participants will depend on each specific school's needs and circumstances. Ideally, the program would be implemented for an

entire grade level, meaning no student recruitment would be necessary. Nevertheless, upon school request, the program could also be implemented for a select group of students. Once again, JUMP! would leave the student selection process up to the school itself; however, if a school requested JUMP!'s assistance in recruiting students, factors such as teacher recommendations, admissions essays, and interviews would be considered.

Logistics

JUMP! On School Campus

During the beginning and end of each year of the GCCP, JUMP! staff will travel to the partner school and operate on their school campus. All transportation to and from local accommodations for JUMP! staff will be organized by the Program Manager and initially paid for by JUMP!; however, after each year of the program closes, the school will reimburse JUMP! for all staff travel expenses (including flights, visas, taxis to and from airports, etc.). All transportation for JUMP! staff from local accommodations to and from school grounds will be organized and paid for by the school. In addition, local accommodations for JUMP! staff will also be organized and paid for by the school. As a non-profit that values sustainability, even when being reimbursed, JUMP! tries to keep its expenses as low as possible and encourages schools to organize homestays (as opposed to hotels) and staff to take public transportation when available.

For both the introductory and closing week of each year of the GCCP, JUMP! will allocate two days of on-site preparation time, to be completed on school grounds. In terms of food, during prep and program days when JUMP! is on school grounds, the Program Manager will organize and pay for breakfast and dinner for all staff, while the school will organize and pay for lunch. As such, all travel and meals for staff are covered by either JUMP! or the school. JUMP! staff are required to cover all other expenses they might incur while on program. JUMP!

staff will bring any specific materials needed (e.g. specialty activity supplies), while the school will pay for and provide all other program-related material (e.g. paper, pens, sticky notes, tennis balls, etc.). The Program Manager will send a finalized list of needed materials to the school at least one week before JUMP!'s arrival. While on school grounds, the school will organize (in consultation with JUMP! when appropriate) all other logistics, such as classrooms and program spaces.

JUMP! Off School Campus

For the segments of the GCCP when JUMP! is not located on school grounds, once again, the school will be responsible for the cost and organization of all classrooms and program materials, including books, printing, etc. In terms of off-campus service learning outings, JUMP! will work with the school to plan appropriate venues; however, all related logistics and associated expenses will be managed by the school. Each facilitator will Skype with their designated advisory class and educator at least once a month; these sessions will be organized by the JUMP! facilitators.

Health and Safety Plan

Throughout the GCCP, all times that JUMP! staff will be with students will be on school grounds; therefore, as per JUMP! policy, GCCP staff will follow each school's individual health and safety procedures. In addition, JUMP! actively encourages educators to be present (and participatory) during JUMP!-led student workshops. JUMP! will do the same for the GCCP and hope to have at least one educator present (or at least close by) at all times; therefore, if there were to be any health and safety concerns, JUMP! would follow the lead of the educators present and the school as a whole. Even though JUMP! would follow the lead of the school, all JUMP! staff are required to be certified in at least basic first aid, with many staff members possessing much higher qualifications such as Wilderness Fir Aid and Emergency First Responder. During

the parts of the program when JUMP! is not on school grounds, all health and safety concerns will be completely managed and fulfilled by the school. Furthermore, all full-time JUMP! staff are provided comprehensive health insurance by JUMP!, which covers staff anywhere in the world (excluding Canada and the United States where only emergency services are provided).

Crisis Management Plan

As stated, while on school grounds, JUMP! will follow the lead of the school and educators in terms of all health and safety policies and procedures. This protocol of following the lead of the school would also be true in case of a crisis or emergency. However, if a crisis were to occur, staff would pay close attention to keeping the rest of the GCCP and JUMP! staff informed. It is JUMP! policy that all program managers have local SIM cards with sufficient credit while they are on program. This policy will remain true for the GCCP, and in the event of a crisis, staff will keep the rest of JUMP! informed by working their way up the JUMP! Lines of Communication Chart ([Appendix N](#)).

Evaluation Plan

The GCCP will be evaluated at several key stages, using formative assessments during the progression of each program year, yearly assessments at the end of each program year, and summative assessments at the conclusion of the entire program. In addition, there will be a final assessment of students three years post program. The JUMP! Foundation will use a wide variety of methods including but not limited to the following: plus/deltas, highlight/challenges, expectation spectrums, debriefs, surveys, focus groups, student portfolios, program symposiums, and interviews.

Formative Program Assessment

JUMP!-Led Workshops & Trainings. During the GCCP student workshops and educator trainings, led by JUMP! facilitators on school grounds, JUMP! will use several formative assessments tools commonly featured in JUMP! programs. First, at the start of every program, JUMP! always asks its participants, students and educators alike, to write down all of their expectations for the program. These might include responses such as “Learn something new”, “Have fun”, “Make new friends”, or “Challenge myself.” Facilitators then ask participants to place their expectations along a spectrum from unmet, to partially met, to met. Participants are then invited to revisit and move their expectations, if they wish (either forwards or backwards), several times throughout the course of the workshop or training. JUMP! will use the Expectation Spectrum assessment tool during workshops and trainings of the GCCP to assess participants’ learning and expectations, as well as to gauge initial facilitator and program success.

Another standard JUMP! assessment tool that facilitators will employ during the JUMP!-led workshops and trainings is Plus/Delta. Plus/Delta is similar to Pro/Con, but instead is action-oriented and forward-thinking. A plus is a repeatable action that will produce a desired effect, and a delta is a suggested change that will produce an improved outcome. In order to keep the feedback action-oriented, both pluses and deltas are encouraged to begin with verbs. Facilitators will use the Plus/Delta assessment tool at the end of each workshop and training day, when all participants will be invited to write down at least one plus and one delta for the day. These might be shared in pairs or as a group if appropriate, or simply kept for the facilitators to review after the day’s conclusion.

Another standard JUMP! assessment tool that facilitators will use is Highlight/Challenge. For Highlight/Challenge, participants, as well as facilitators, are invited to share their highlight and challenge for the day, either in pairs or small or large groups. JUMP! facilitators will use

these formative assessment tools to modify the flow, structure, and delivery of the workshops and trainings in order to reflect participant needs.

In addition, in conducting formative assessment for JUMP!-led workshops and trainings for the GCCP, facilitators will conduct Educator Debriefs at the conclusion of each workshop and training. Depending on the overall numbers of JUMP! staff and educators, these debriefs will include either all facilitators or simply the PTM or Program Manager, as well as either all or simply key educators. Educator Debriefs are another standard JUMP! assessment tool, and take the format of having all educators and facilitators share their highlight and challenge, followed by educators' pluses and deltas for the entire workshop or training. Finally, at the conclusion of each workshop and training, JUMP! staff will take time amongst themselves as a group to discuss and record their individual highlights and challenges, as well as pluses and deltas.

Advisory Classes. In addition to JUMP!-led workshops and trainings, formative assessment will also be conducted during advisory classes, led by both educators and JUMP! facilitators. First, after introducing Expectation Spectrum, Plus/Delta, and Highlight/Challenge to educators during the initial Educator Training, educators will be encouraged to use these assessment tools during their advisory classes. In addition, each JUMP! facilitator will Skype with their assigned advisory class one to two times a month. These Skype sessions will serve as general check-ins, allowing facilitators to assess student progress, learning, and growth. Furthermore, each facilitator and their corresponding educator will have one Skype session per month, as a way to check-in with each other and assess program progression and student learning.

Yearly Program Assessment

Student Survey. At the conclusion of each year of the GCCP, all participating students will be sent an online survey created through the website Typeform. The survey will be sent out

approximately one week after the Global Citizenship Symposium. Please see [Appendix O](#) for sample survey questions.

Educator Survey. In addition to students, at the conclusion of each year of the GCCP, all participating educators will be sent an online survey created through the website Typeform. Please see [Appendix O](#) for sample survey questions.

Parent Survey. Besides participating students and educators, at the conclusion of each year of the GCCP, all parents will be sent an online survey created through the website Typeform. Please see [Appendix O](#) for sample survey questions.

Student Focus Group. In addition to surveys at the end of each year, JUMP! will conduct a student focus group in order for students to elaborate on their survey responses and for JUMP! to gather more qualitative assessment. The focus group will be held over Skype approximately one month after the conclusion of that year's program (timing would be flexible and dependent on school calendars). A select group of students representing different advisories will be chosen. Please see [Appendix O](#) for sample focus group questions.

Educator Debrief. In order to gather more qualitative assessment, JUMP! will also conduct an Educator Debrief with all participating educators. Taking into account educators' busy schedules and the benefit of in-person assessment, the Educator Debrief will occur while JUMP! is on-site during the final day of that year's program. Please see [Appendix O](#) for sample debrief questions.

Student Learning & Growth

A significant component of measuring the success of the GCCP will be evaluating student learning and growth. This will be conducted primarily through facilitator and educator evaluations of students' active participation, personal growth, and successful completion of required program components including yearly action projects, symposium presentations, and

program portfolios. Each yearly portfolio will consist of a minimum of five student reflection journal entries, details of their CAP and how it followed the principles of design thinking, and student letters to themselves, written at the beginning and conclusion of each program year. The letter at the conclusion of each year must include students' self-assessment of their own personal learning and growth, and how well they believe they have attained the GCCP student goal and objectives. Student portfolios will be jointly reviewed by each student's JUMP! facilitator and advisory educator at the end of each program year. Specifics on exactly how the portfolio will be assessed will depend on the school and their specific method of grading. All students will need to have their portfolios approved before commencing the next year of the GCCP.

Summative Program Assessment

After formative and yearly assessments of the GCCP have been completed, JUMP! will undergo procedures for summative assessment, with the goal of gathering assessment data and feedback reflecting the GCCP in its entirety.

Student Survey. Similar to the survey sent to students at the conclusion of each year of the GCCP, a final survey, utilizing Typeform, will be sent to all participating students one month after the conclusion of the program. Please see [Appendix O](#) for sample survey questions. For the complete survey, please see [Appendix P](#).

Parent Survey. In addition to students, a final Typeform survey will be sent to all parents one month after the conclusion of the program. Please see [Appendix O](#) for sample survey questions.

Focus Groups. After the conclusion of the GCCP, in addition to surveys, JUMP! will also conduct separate focus groups with both students and educators, in order for participants to elaborate on their survey responses and for JUMP! to gather more qualitative assessment. The focus groups will be held over Skype approximately one to two months after the GCCP's

conclusion (timing would be flexible and dependent on school calendars). The focus groups will include select groups of students representing different advisories and educators representing different year levels. Please see [Appendix O](#) for sample focus group questions.

Three Year Post Program Assessment

As a final program assessment, JUMP! will conduct interviews with former participants of the GCCP, three years after the program's conclusion. The school will be asked to put JUMP! in touch with a small sample of students, who JUMP! staff will then conduct interviews with. These interviews will provide qualitative assessment on the GCCP and the extent to which it affected students. Please see [Appendix O](#) for sample interview questions.

Conclusion

With this extensive data gathering, JUMP! will have comprehensive assessments from the stakeholders involved with the GCCP. JUMP! staff, particularly the PTM, will use the information collected to improve upon curriculum as needed and adjust any logistical considerations. As an organization, JUMP! takes feedback very seriously and continuously strives to improve its programs. Only through thorough assessment and evaluation can JUMP! continue to innovate and invigorate the GCCP to continue to offer top-quality programming, meet the evolving needs of its participants, and create lasting learning, growth, and impact.

Further Considerations & Research

The GCCP has been designed with the flexibility to be implemented at various schools and can be adapted and altered to fit a given school's specific context. In particular, beyond what has been presented in this capstone, the GCCP could be designed to be further integrated into a school's curriculum, incorporating various subjects in an interdisciplinary approach. In addition, as the GCCP is designed for the international school context, it could also be used to complement the International Baccalaureate Diploma Program and its required CAS (Creativity,

Action, Service) component. In order to enhance the program and learning laid out in this capstone, further research could be conducted on analyzing how national identity factors into global citizenship education in the international school context, as well as best practices in educating for ‘critical’ global citizenship.

Limitations

The scope and timing of this capstone created a few overall limitations. First, in the capstone proposal, a focus group with JUMP! staff members was proposed as a way to enhance the internal review segment of the needs assessment. However, due to the capstone development happening concurrently with JUMP!’s busy fall season of programming, scheduling such a focus group proved impossible. Secondly, since the GCCP was created in a general scope as to accommodate many different JUMP! partner schools, educators and students were not questioned specifically about the need and design of the GCCP. Therefore, if JUMP! were to implement the GCCP at a given partner school, a further needs assessment with that’s school’s various stakeholders would need to be conducted.

Conclusion

Upon completion of the GCCP, students will have undergone significant personal discovery, as well as community and global understanding, growth, and action. It is the aim of the GCCP to provide authentic and sequential learning experiences that promote cognitive, social-emotional, and behavioral global citizenship skills, which in turn foster informed, empathetic, innovative, and engaged global citizens, who take responsible action to positively impact their local communities and the world at large. Even given the program limitations and call for further research, hopefully the analysis, structure, and design of the GCCP will prove a

useful program and resource for JUMP!, its partner schools, and the students they serve and educate.

Budget

The JUMP! Foundation											
Program Budget											
Program Details		Program Group Breakdown				Program Staff Breakdown					
School/Org	Singapore American Community School	Students (#):	200	Staff Role	Number	Design Days	Prep Days	Program Days			
Program Name	Global Citizenship Certificate Program	Educators (#):	10	Partnership Manager	4	9	12	30			
Region	Southeast Asia	Staff (#):	15	Program Manager	7	6	12	30			
Partnership Manager	Southeast Asia PTM	Total:	225	Contract Facilitator	4	0	12	30			
Start Date	Aug. 15 2017			Total:	15	15	36	90			
End Date	Dec. 15 2019										
I. Direct Expenses											
Description	Expense Account	Expense Type	Local Currency	Cost per Unit (LC)	Quantity/Unit	Program Frequency	Total Cost (LC)	Exchange Rate to USD	Total Cost (USD)		
<i>Paid by JUMP!</i>											
Daily meal budget (prep days)	Program Food	Cash	USD (US \$)	27	15	12	4860	1	4860		
Daily meal budget (program days)	Program Food	Cash	USD (US \$)	18	15	30	8100	1	8100		
Appreciation dinner	Program Food	Cash	SGD (Singapore \$)	30	15	6	2700	0.72	1944		
PM SIM Card	Expenses-Other	Cash	SGD (Singapore \$)	30	1	6	180	0.72	129.6		
Contract facilitator prep days	Contract Facilitators	Bank Transfer	USD (US \$)	56	4	12	2688	1	2688		
Contract facilitator program days	Contract Facilitators	Bank Transfer	USD (US \$)	75	4	30	9000	1	9000		
									Total USD	26721.6	
<i>Paid by JUMP! (billed to school)</i>											
JUMP! roundtrip staff flights	Program Transport	JUMP! Credit Card	USD (US \$)	150	15	6	13500	1	13500		
Transport to airport	Program Transport	Cash	USD (US \$)	10	15	6	900	0.028	25.2		
Transport from airport	Program Transport	Cash	SGD (Singapore \$)	10	15	6	900	0.72	648		
									Total USD	14173.2	
<i>Paid by School</i>											
Transport to school	Program Transport	Cash	SGD (Singapore \$)	0	4	30	0	0.72	0		
Transport from school	Program Transport	Cash	SGD (Singapore \$)	0	4	30	0	0.72	0		
JUMP! staff lunch	Program Food	Cash	SGD (Singapore \$)	15	15	30	6750	0.72	4860		
JUMP! staff accommodations	Program Accommodation	Cash	SGD (Singapore \$)	120	8	48	46080	0.72	33177.6		
Program materials	Program Materials	Cash	SGD (Singapore \$)	200	1	3	600	0.72	432		
Program books	Program Materials	Cash	SGD (Singapore \$)	17	200	3	10200	0.72	7344		
Transport to/from service learning	Program Transport	Cash	SGD (Singapore \$)	250	10	6	15000	0.72	10800		
									Total USD	56613.6	
II. Indirect Expenses											
<i>Paid by JUMP!</i>											
Partnership Manager design days	Staff Salary	Bank Transfer	USD (US \$)	100	4	9	3600	1	3600		
Partnership Manager prep days	Staff Salary	Bank Transfer	USD (US \$)	100	4	12	4800	1	4800		
Partnership Manager program days	Staff Salary	Bank Transfer	USD (US \$)	125	4	30	15000	1	15000		
Program Manager design days	Staff Salary	Bank Transfer	USD (US \$)	73	7	6	3066	1	3066		
Program Manager prep days	Staff Salary	Bank Transfer	USD (US \$)	73	7	12	6132	1	6132		
Program Manager program days	Staff Salary	Bank Transfer	USD (US \$)	98	7	30	20580	1	20580		
									Total USD	53178	
III. Income/Revenue											
Program management fee	Revenue	Bank Transfer	USD (US \$)	5000	1	3	15000	1	15000		
Student participant fee	Revenue	Bank Transfer	USD (US \$)	625	200	3	375000	1	375000		
									Total USD	390000	
										Total Program Expenses (USD)	150686.4
										Program Expenses Incurred by JUMP! (USD)	79899.6
										Total Paid by School (USD)	446513.6
										Total Income/Revenue (USD)	390000
										Total JUMP! Gross Profit (USD)	310100.4
										Total JUMP! Profit Margin (%)	79.5129208

Budget Notes

1) General Notes

- a) The budget for the GCCP was modeled after the standard JUMP! program budget and includes the same principles and categories (e.g. expense account, expense type, etc.). The standard JUMP! budget was not used as the formulas and format cannot be manipulated, and the budget would not be able to accommodate a program of this length (standard budget is broken into days, of which there are only 10).
- b) A fictional sample school, Singapore American Community School, was used as to be able to calculate exact figures, as were sample dates and participant numbers.
- c) The allocated program staff was broken down into four partnership managers, seven program managers, and four contract facilitators. In reality, in terms of GCCP roles, the

program would only have one partnership manager and one program manager (potentially the same person), with all other staff either acting as facilitators. However, since all lead facilitators would be full-time JUMP! employees, their actual JUMP! roles were listed in the program staff breakdown for reasons of indirect salary costs, as is JUMP! policy.

- d) Only full-time staff salaries/time were listed in indirect expenses, as these are the only indirect expenses that JUMP! currently includes in its program budgets (health care, office expenses, etc. are not included).
 - e) Abbreviation LC stands for local currency.
- 2) Direct Expenses
- a) JUMP! has a meal budget policy different for each city it operates in. For Singapore, the budget is 9 USD per meal. On prep days, JUMP! covers three meals a day for all staff.
 - b) On program days, JUMP! covers two meals a day (breakfast and dinner) for all staff.
 - c) It is JUMP! tradition to have an appreciation dinner for all staff at the end of every program. For the purposes of the GCCP, two appreciation dinners per year (one for the opening week and one for the closing week) were budgeted.
 - d) Only the GCCP Program Manager would receive a local SIM card.
 - e) Since contract facilitators are not full-time JUMP! employees, their salaries are put under direct as opposed to indirect expenses.
 - f) All transportation costs (flights, transport to/from airports, etc.) are billed to the school.
 - g) The transportation costs to and from the school were budgeted at zero since the majority of JUMP! partner schools organize accommodations very near to school grounds, meaning there is no need for transportation as JUMP! staff can walk to and from the school.
 - h) When possible, JUMP! requests shared accommodations for staff. For the GCCP budget, staff were allocated two people per room. The first night of accommodations is always the night before the first prep day and the last night is always the night of the final program day.
 - i) For the transportation to service learning outings, transportation was broken down by advisory classes.
- 3) Indirect Expenses
- a) Design days would include any time JUMP! staff spent designing the program, Skyping with students or educators, and completing post program wrap-up and assessment.
- 4) Income/Revenue
- a) JUMP! has a fixed pricing chart for its standard programs; however, for unique or new programs pricing is determined on a program by program basis. Pricing for the GCCP was determined factoring in the approximate expenses JUMP! would incur and the profit margin that JUMP! aims for with J!Schools program (80 percent).

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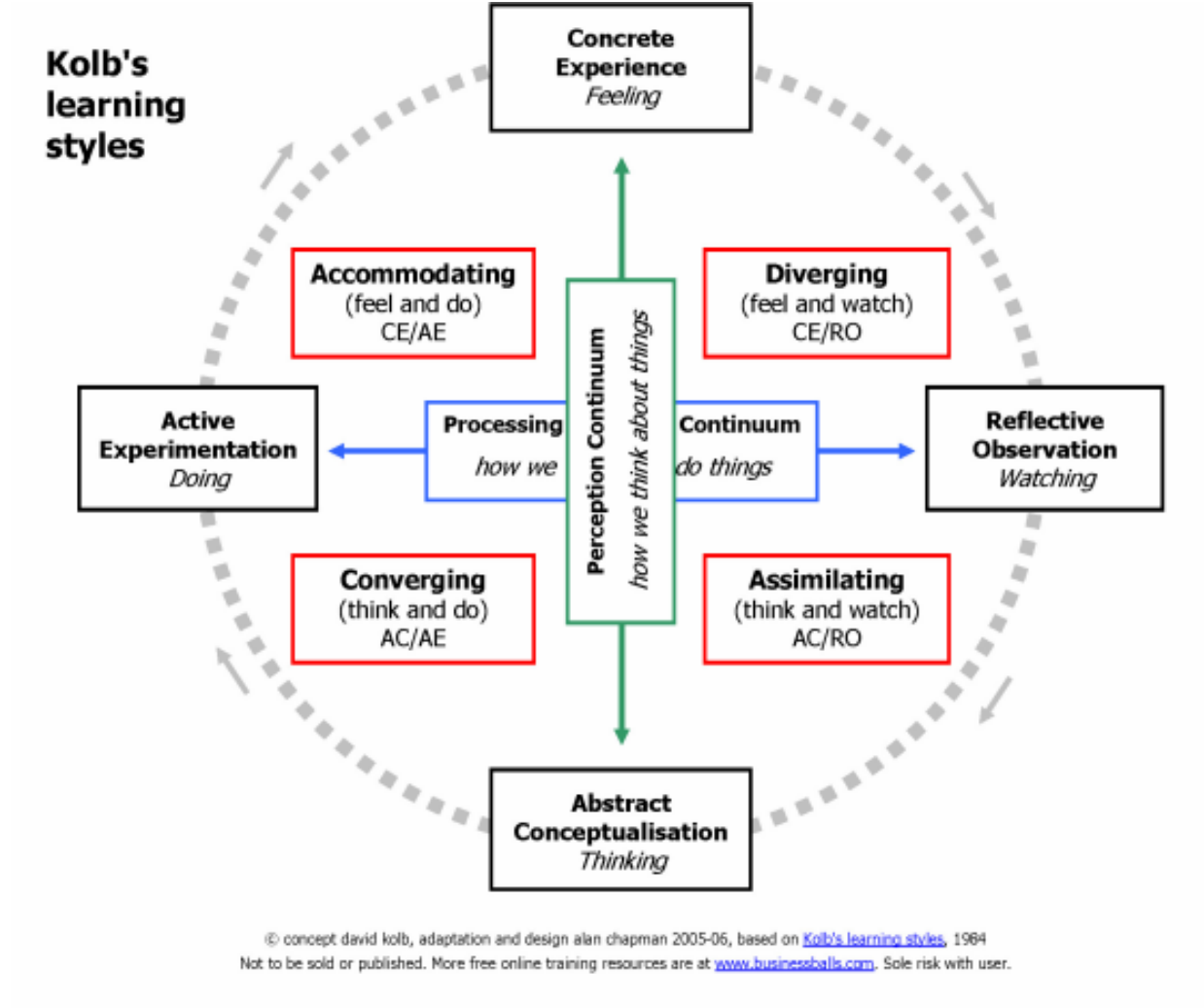
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Appendix A: OXFAM Chart on What Global Citizenship Is and Is Not

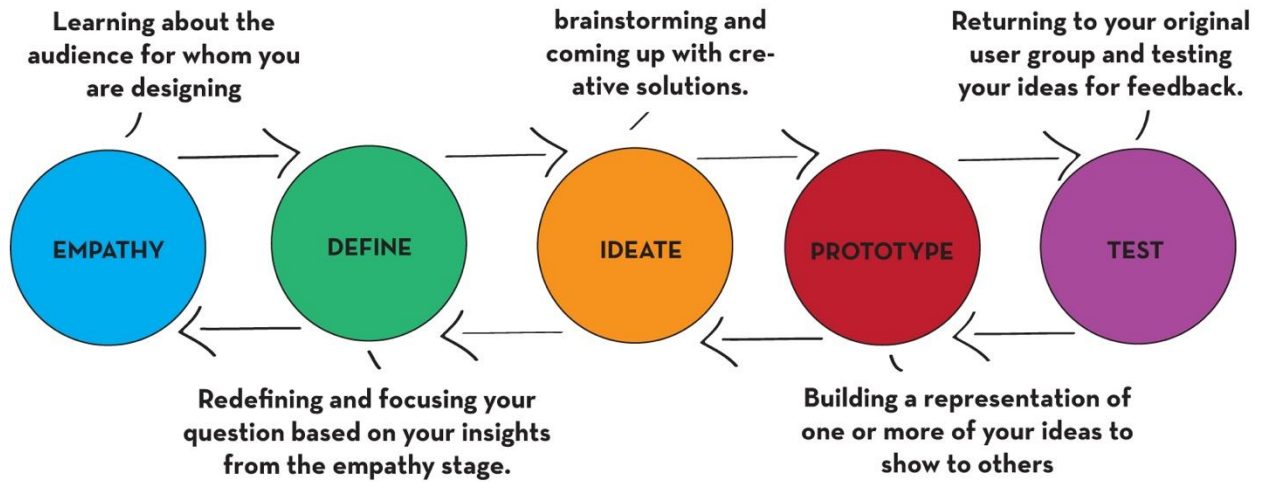
Global citizenship Involves...	It is not....
✓ asking questions and critical thinking	✗ telling people what to think and do
✓ exploring local-global connections and our views, values and assumptions	✗ only about far away places and peoples
✓ exploring the complexity of global issues and engaging with multiple perspectives	✗ providing simple solutions to complex issues
✓ exploring issues of social justice locally and globally	✗ focused on charitable fundraising
✓ applying learning to real-world issues and contexts	✗ abstract learning devoid of real-life application and outcomes
✓ opportunities for learners to take informed, reflective action and have their voices heard	✗ tokenistic inclusion of learners in decision-making
✓ all ages	✗ too difficult for young children to understand
✓ all areas of the curriculum	✗ an extra subject
✓ enrichment of everyday teaching and learning	✗ just a focus for a particular day or week
✓ the whole school environment	✗ limited to the classroom

Appendix B: Infographic of The Experiential Learning Cycle



(Image retrieved from <http://www.businessballs.com/kolblearningstyles.htm>)

Appendix C: Infographic of Design Thinking Model



(Image retrieved from <http://bopdesigner.com/>)

Appendix D: JUMP! Leadership Mountain Range



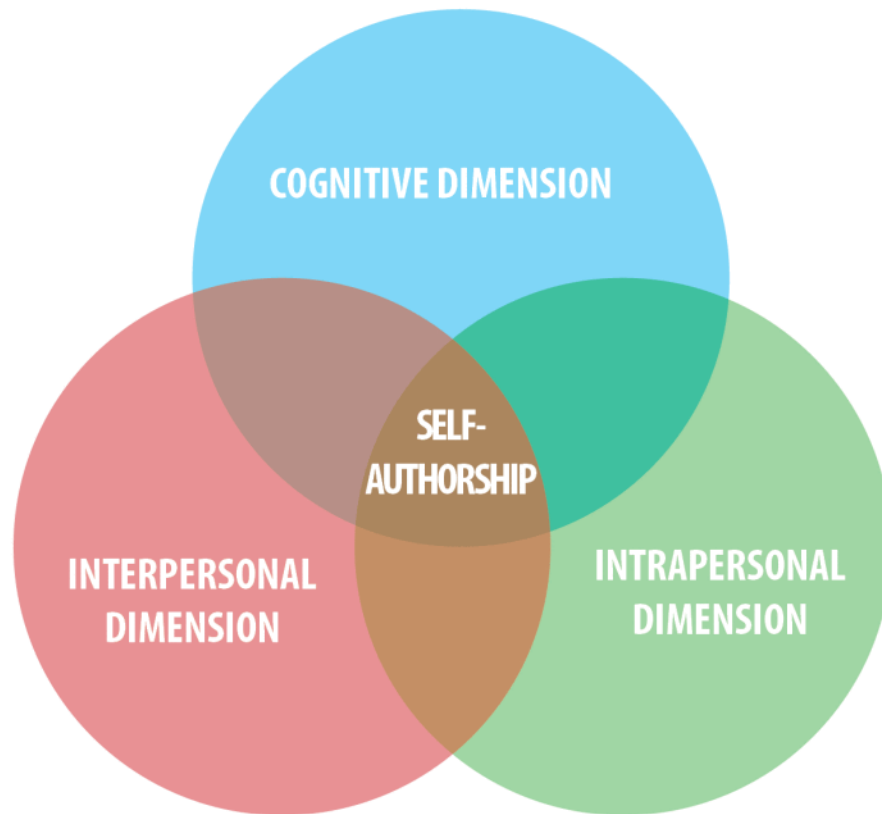
Appendix E: Program Timeline

Month/Year	Program Components
YEAR ONE: PERSONAL	
July/August	<ul style="list-style-type: none"> • Program design and preparation
September	<ul style="list-style-type: none"> • One-week JUMP! introductory programming <ul style="list-style-type: none"> ○ Two-day Educator Training ○ Three-day Student Workshop • Advisory classes
October	<ul style="list-style-type: none"> • Advisory classes • First service learning outing • Students begin Community Action Projects
November	<ul style="list-style-type: none"> • Advisory classes • Students continue Community Action Projects
December	<ul style="list-style-type: none"> • Students complete Community Action Projects • One-week JUMP! closing programming <ul style="list-style-type: none"> ○ Three-day Student Workshop ○ One-day Global Citizenship Symposium ○ One-day Educator Concluding Workshop (including Educator Debrief) • Students, parents, and educators complete online surveys
January	<ul style="list-style-type: none"> • Student focus group
YEAR TWO: COMMUNITY	
July/August	<ul style="list-style-type: none"> • Program design and preparation (based on feedback from previous year)
September	<ul style="list-style-type: none"> • One-week JUMP! introductory programming <ul style="list-style-type: none"> ○ Two-day Educator Training ○ Three-day Student Workshop • Advisory classes
October	<ul style="list-style-type: none"> • Advisory classes • First service learning outing • Students begin Community Action Projects
November	<ul style="list-style-type: none"> • Advisory classes • Students continue Community Action Projects
December	<ul style="list-style-type: none"> • Students complete Community Action Projects • One-week JUMP! closing programming <ul style="list-style-type: none"> ○ Three-day Student Workshop ○ One-day Global Citizenship Symposium ○ One-day Educator Concluding Workshop (including Educator Debrief) • Students, parents, and educators complete online surveys
January	<ul style="list-style-type: none"> • Student focus group

YEAR THREE: GLOBAL	
July/August	<ul style="list-style-type: none"> • Program design and preparation (based on feedback from previous year)
September	<ul style="list-style-type: none"> • One-week JUMP! introductory programming <ul style="list-style-type: none"> ○ Two-day Educator Training ○ Three-day Student Workshop • Advisory classes
October	<ul style="list-style-type: none"> • Advisory classes • First service learning outing • Students begin Community Action Projects
November	<ul style="list-style-type: none"> • Advisory classes • Students continue Community Action Projects
December	<ul style="list-style-type: none"> • Students complete Community Action Projects • One-week JUMP! closing programming <ul style="list-style-type: none"> ○ Three-day Student Workshop ○ One-day Global Citizenship Symposium ○ One-day Educator Concluding Workshop (including Educator Debrief) • Students, parents, and educators complete online surveys
January	<ul style="list-style-type: none"> • Student focus group
February	<ul style="list-style-type: none"> • Summative student and parent surveys
March	<ul style="list-style-type: none"> • Summative student and educator focus groups
POST-PROGRAM	
Three years post program	<ul style="list-style-type: none"> • Final program assessment- student interviews


***This sample program timeline is made to accommodate the fall semester.

Appendix F: Baxter Magolda's Theory of Self-Authorship



(Image retrieved from <https://selfauthorshipcmu.wordpress.com/what-is-self-authorship/>)

Appendix G: Year One Student Workshop Program Flow


YEAR ONE INTRODUCTORY STUDENT WORKSHOP

PROPOSED WORKSHOP FLOW

DAY 1

Block 1: Introduction to JUMP!

Key Questions: Why are we here? What is JUMP!?

- Icebreaker activities to get students moving and acquainted with each other
- Introduction to JUMP!, facilitators, and students
- Introduce JUMP! Powers of Community
- Introduce JUMP! facilitation tools
- Introduce Expectation Spectrum

Block 2: Introduction to the GCCP

Key Questions: What will the GCCP entail? What is its purpose? How will it be structured?

- Outline GCCP structure, purpose, and learning objectives
- Review workshop flow
- Answer questions and invite participant feedback on GCCP design

Block 3: Community Building Part 1

Key Questions: Who are the other members of my advisory? How will we work together this year? What are our personal and community visions for the GCCP?

- Icebreakers and group activities to get students further acquainted and comfortable with one another
- Personal and advisory class GCCP vision statements

Block 4: Community Building Part 2

Key Questions: How do we define community? How would we characterize our advisory class community? What direction are we moving in together?

- Group discussion and definition of community
- Group challenges exploring communication, trust, and motivating others
- Debrief discussions about group development
- Identify strengths and areas for improvements within advisory community
- Present model of group development (e.g., Tuckman's Stages of Group Development)
- Final group community-building challenge

Block 5: What is Global Citizenship?

Key Questions: What is global citizenship? How do we define it? What does it mean to be a global citizen?

- Global citizen sticky storm and group draw
- Individual and group definitions of global citizenship
- Individual creation of model global citizen
- Activities that encourage students to think about and communicate who they are as global citizens

Block 6: Reflections

Key Questions: What is my most valuable takeaway from today? What would I like to accomplish tomorrow?

- Reflections and feedback on the day's activities
- Revisit Expectations Spectrum
- Student Plus/Delta on the day
- Review and modify plan for the following day
- Set goals for the following day

(page one)



PROPOSED WORKSHOP FLOW

DAY 2

Block 7: Opening & Intention Setting

Key Questions: *What is our purpose and focus for the day? What are we trying to accomplish together?*

- Opening team challenge
- Review workshop flow and purpose
- Individual and group reflection on the day

Block 8: Personal Discovery & Identity

Key Questions: *Who am I? What do I value? What are my strengths and challenges? What is my identity?*

- Personal Discovery activities to get students to explore who they are as individuals (e.g. Who Are You?, What's in my Room?, etc.)
- Circle of Values activity to get students thinking about their personal values
- Series of activities to explore students individual strengths and challenges
- Introduce models of Growth Mountain and Gift + Passion = Change
- Identity Card activity
- Individual identity mapping activity (exploring identity at the personal, community, global levels)

Block 9: Passions, Motivations, & Purpose

Key Questions: *What inspires and motivates me? What am I passionate about? How do I define success? What is my purpose? How can I be successful and relate my passions and motivations to my purpose?*

- Group challenge focused on internal and external motivations
- Activities to explore students' personal passions
- Group discussion and reflection on the meaning of success
- Group challenge that tests students' definitions of success
- Introduce Find Your Purpose Model

Block 10: Exploring Privilege

Key Questions: *What is privilege? How do we define privilege? How am I privileged? How can my personal privilege affect my values, opinions, and action?*

- Privilege sticky storm
- Individual and group definitions of privilege
- Privilege Walk activity
- Individual reflection on personal privilege and its effects

Block 11: Reflections

Key Questions: *What is my highlight from today? How did I challenge myself? What would I like to accomplish tomorrow?*

- Reflections and feedback on the day's activities
- Revisit Expectations Spectrum
- Student Plus/Delta on the day
- Review and modify plan for the following day
- Set goals for the following day

(page two)



PROPOSED WORKSHOP FLOW

DAY 3

Block 12: Opening & Intention Setting

Key Questions: *What is our purpose and focus for the day? What are we trying to accomplish together?*

- Opening team challenge
- Review workshop flow and purpose
- Individual and group reflection on the day

Block 13: Introduction to Global Issues

Key Questions: *What are some current pressing local and global issues? What do we know about these issues? How are they connected?*

- Local/Global issues sticky storm
- Local/Global issues web activity for students to begin to see how issues are connected
- Individual reflection on the personal impact and responsibility of local and global issues

Block 14: Sustainable Development Goals

Key Questions: *What are the SDG's? Which SDG's am I most passionate about?*

- Introduce and examine the SDG's
- Information and sharing activity to build students knowledge of the SDG's
- Individual reflection and mapping of which SDG's students are most passionate about

Block 15: Teaspoons of Change

Key Questions: *What are 'Teaspoons of Change'? What are my committed 'Teaspoons of Change'?*

- Introduction to 'Teaspoons of Change' Model
- Introduce concept of help vs. harm
- Individual 'Teaspoons of Change' commitment statements

Block 16: Introduction to Design Thinking

Key Questions: *What is Design Thinking? What is the process of Design Thinking? What is the Community Action Project (CAP)? How can we utilize Design Thinking in our CAP's?*

- Activity to model the importance of fully taking into account a community's needs
- Introduce model of Design Thinking
- Group completion of sample Design Thinking process
- Introduce CAP's
- Students begin to brainstorm ideas for their CAP's

Block 17: What's Up Next?

Key Questions: *What is up next for the GCCP? What can we expect?*

- Review the rest of the semester and what is up next for the GCCP
- Answer student questions on next steps for the GCCP
- Students complete individual letters to themselves

Block 18: Reflections

Key Questions: *What did I learn today? What was the highlight? What is my biggest 'takeaway'?*

- Reflections on highlights and takeaways of the day
- Revisit Expectations Spectrum
- Student Plus/Delta on the day
- Appreciations
- Group celebrations

(page three)

Appendix H: Year Two Student Workshop Program Flow



YEAR TWO INTRODUCTORY STUDENT WORKSHOP

PROPOSED WORKSHOP FLOW

DAY 1

Block 1: Introduction to the GCCP Year Two

Key Questions: *Why are we here? What will year two of the GCCP entail?*

- Opening team challenge
- Introduction to facilitators and students
- Review workshop flow and purpose
- Review JUMP! Powers of Community
- Introduce Expectation Spectrum
- Individual and group reflection on the day

Block 2: Year One Learning & Growth

Key Questions: *What learning and growth did we experience last year? What were my biggest takeaways?*

- Year One GCCP Boardstorm
- Revisit GCCP student objectives as a group and student self-assessment of learning objectives
- Students revisit year one letters to self
- Individual reflection on moving forward in the GCCP after year one

Block 3: Community Discovery

Key Questions: *What communities am I a part of? Who are the other members of my school community? Do we really know each other?*

- Individual and group brainstorm on the different communities students are a part of
- Examine and map school community
- Individual and group reflection on understanding and engaging with all members of a community
- Community Discovery activities (e.g. Diversity Circle, Who Are We?, etc.)

Block 4: Community Building

Key Questions: *What do collaboration and communication have to do with community? How can we effectively collaborate and communicate as a community?*

- Communication and collaboration sticky storms
- Series of group activities centered on communication and collaboration (e.g. Colorblind, Haunted Forest, Blind Orchestra, etc.)
- Group discussion and reflection on the importance of effective communication and collaboration within a community
- Final community building challenge

Block 5: Community Building Part 2

Key Questions: *How does a global citizen lead in a community? What are different ways you can be a leader in your community?*

- Identify different styles of leadership and relate them to global citizenship
- Leadership styles act out
- Examine different leadership styles in relation to real-world scenarios
- Group discussion and individual reflection on ways to show leadership within a community as a global citizen

Block 6: Reflections

Key Questions: *What did I learn today? What was the highlight? What is my biggest 'takeaway'?*

- Reflections on highlights and takeaways of the day
- Revisit Expectations Spectrum
- Student Plus/Delta on the day
- Review and modify plan for the following day
- Set goals for the following day

(page one)



PROPOSED WORKSHOP FLOW

DAY 2

Block 7: Opening & Intention Setting

Key Questions: *What is our purpose and focus for the day? What are we trying to accomplish together?*

- Opening team challenge
- Review workshop flow and purpose
- Individual and group reflection on the day

Block 8: Empathy

Key Questions: *What is empathy? How can we show empathy? Why is it important for global citizens to be empathetic?*

- Empathy group draw
- Individual and group definition of empathy
- Series of activities to explore empathy (e.g. Take a Stand, Power of Voice, etc.)
- Group discussion and reflection on importance of empathy

Block 9: Exploring Culture

Key Questions: *What is culture? How do we define culture? How do cultures differ?*

- "What is culture?" sticky storm
- 10-5-2-1 group definition of culture
- Introduction to Hofstede's Cultural Dimensions and the ways in which cultures differ
- Student skits based on each of Hofstede's Cultural Dimensions

Block 10: Cross-Cultural Skills

Key Questions: *How do I communicate with someone who doesn't speak my language? What are the challenges, and how can I overcome these challenges?*

- Barnga activity to simulate cross-cultural communication
- Role play and simulations related to communicating cross-culturally
- Introduce tools and skills for communicating cross-culturally
- Group discussion and individual reflection on the meaning and importance of cross-cultural communication

Block 11: Reflections

Key Questions: *What did I learn today? How can I challenge myself tomorrow?*

- Reflections on highlights and takeaways of the day
- Revisit Expectations Spectrum
- Student Plus/Delta on the day
- Review and modify plan for the following day
- Set goals for the following day

(page two)



PROPOSED WORKSHOP FLOW

DAY 3

Block 12: Opening & Intention Setting

Key Questions: *What is our purpose and focus for the day? What are we trying to accomplish together?*

- Opening team challenge
- Review workshop flow and purpose
- Individual and group reflection on the day

Block 13: Community Identity & Engagement

Key Questions: *How would we characterize our local community? Who are the people that make up our community? Do I currently engage myself with the local community? How can I be more engaged?*

- Community identity mapping exercise
- Boardstorm on ways to be more engaged in the community
- Individual reflection and group discussion on community engagement
- Community commitment statements

Block 14: SDG's at the Community Level

Key Questions: *Which SDG's are currently most pressing within our community? Why is this the case? What is currently being done to address these issues? What else can we do?*

- Revisit SDG's
- Small group examination and sharing of SDG's at the community level and current community needs
- Group ideation exercise to brainstorm ideas for addressing community issues
- Revisit Gift + Passion = Change model and Individual student reflection on utilizing student's talents and passions to address current community issues and needs

Block 16: Design Thinking Part Two

Key Questions: *What was the Design Thinking process like last year? How can I improve my Design Thinking skills this year? What kind of CAP do I want to pursue this year?*

- Revisit model of Design Thinking
- Re-forming and assessment of last year's CAP's
- Individual reflection on improving the Design Thinking process
- Introduce emphasis/theme for this year's CAP's: Community & community needs
- Students begin to brainstorm ideas for their CAP's

Block 17: What's Up Next?

Key Questions: *What is up next for the GCCP? What can we expect?*

- Review the rest of the semester and what is up next for the GCCP
- Answer student questions on next steps for the GCCP
- Students complete individual letters to themselves


Block 18: Reflections

Key Questions: *What did I learn today? What was the highlight? What is my biggest 'takeaway'?*

- Reflections on highlights and takeaways of the day
- Revisit Expectations Spectrum
- Student Plus/Delta on the day
- Appreciations
- Group celebrations

(page three)

Appendix I: Year Three Student Workshop Program Flow


YEAR THREE INTRODUCTORY STUDENT WORKSHOP

PROPOSED WORKSHOP FLOW

DAY 1

Block 1: Introduction to the GCCP Year Three
Key Questions: Why are we here? What will year three of the GCCP entail?

- Opening team challenge
- Review workshop flow and purpose
- Review JUMP! Powers of Community
- Individual and group reflection on the day

Block 4: Systems Thinking
Key Questions: What is systems thinking? In what ways are different systems interconnected?

- Systems thinking sticky storm
- Individual and group definition of systems thinking
- Systems thinking role play
- Small group analysis of systems thinking within specific global scenarios

Block 2: Year Two Learning & Growth
Key Questions: What learning and growth did we experience last year? What were my biggest takeaways?

- Year Two GCCP Boardstorm
- Revisit GCCP student objectives as a group and student self-assessment of learning objectives
- Students revisit year two letters to self
- Individual reflection on moving forward in the GCCP after year two

Block 5: Critical Global Citizenship
Key Questions: What is 'critical' global citizenship? What is neocolonialism? How can we ensure that global citizenship is not a Northern and Western imposition?

- Knot Expert activity to simulate the imposition of "experts"
- Analysis and discussion of "Soft" vs "Critical" Global Citizenship" article
- "Soft" vs "Critical" Global Citizenship role play
- Group discussion and individual reflection on becoming 'critical' global citizens

Block 3: Globalization
Key Questions: What is globalization? How is our world interconnected?

- Group simulation and discussion on globalization and how our world is interconnected
- Globalization group draw
- Individual and group definition of globalization
- Take a Stand: Is globalization a positive or negative phenomenon?
- Globalization positive vs. negative phenomenon debate

Block 6: Reflections
Key Questions: What are my most valuable takeaways from today? What would I like to accomplish tomorrow?

- Reflections on highlights and takeaways of the day
- Revisit Expectations Spectrum
- Student Plus/Delta on the day
- Review and modify plan for the following day
- Set goals for the following day

(page one)



PROPOSED WORKSHOP FLOW

DAY 2

Block 7: Opening & Intention Setting

Key Questions: *What is our purpose and focus for the day? What are we trying to accomplish together?*

- Opening team challenge
- Review workshop flow and purpose
- Individual and group reflection on the day

Block 8: Civic Engagement

Key Questions: *What is civics? What does it mean to be civically engaged? How can I practice civic engagement?*

- Civics and civic engagement sticky person
- Individual and group definition of civics and civic engagement
- Group brainstorm on local political and non-political processes and opportunities for engagement and change in their communities
- Individual reflection and commitment statements on being civically engaged global citizens

Block 9: Social Justice

Key Questions: *What is social justice? What are some important social justice issues? How can we work towards solving them?*

- 10-5-2-1 group definition of social justice
- Social justice issues sticky storm and categorization
- Individual and group analysis of pressing social justice issues
- "Socially just world" group draw
- Creation of potential actions and next steps in addressing social justice issues

Block 10: SDG's, Social Justice, & Passions

Key Questions: *What is the connection between social justice and the SDG's? How can we combine our passions to work towards greater social justice?*

- Revisit SDG's
- Mapping of overlap and connections between SDG's and social justice issues
- Take a Stand: What are the most pressing social justice issues and SDG's?
- Person to Person Activity: What social justice issues and SDG's are you most passionate about?
- Revisit Gift + Passion = Change model

Block 11: Reflections

Key Questions: *What did I learn today? What was the highlight? How did I challenge myself?*

- Reflections on outcomes, highlights, and challenges of the day
- Revisit Expectations Spectrum
- Student Plus/Delta on the day
- Review and modify plan for the following day
- Set goals for the following day

(page two)



YEAR THREE INTRODUCTORY STUDENT WORKSHOP

PROPOSED WORKSHOP FLOW

DAY 3

Block 12: Opening & Intention Setting

Key Questions: *What is our purpose and focus for the day? What are we trying to accomplish together?*

- Opening team challenge
- Review workshop flow and purpose
- Individual and group reflection on the day

Block 13: Advocacy

Key Questions: *What is advocacy? Why is advocacy important? What are the different ways one can be an advocate?*

- Advocacy boardstorm
- Individual and group definition of advocacy
- Advocate and advocacy gallery walk
- Advocacy role plays
- Creation of recommended advocacy do's and don'ts

Block 14: Social Entrepreneurship

Key Questions: *What is social entrepreneurship? What are the different methods, strategies, and avenues of social entrepreneurship?*

- Social entrepreneurship group draw
- Individual and group definition of social entrepreneurship
- Analysis and act out of social entrepreneurship case studies
- Ideation activity for groups to brainstorm their own social enterprises
- Social enterprise Marketplace

Block 15: Design Thinking Part Three

Key Questions: *What was the Design Thinking process like last year? How can I improve my Design Thinking skills this year? What kind of CAP do I want to pursue this year?*

- Revisit model of Design Thinking
- Re-forming and assessment of last year's CAP's
- Individual reflection on improving the Design Thinking process
- Introduce emphasis/theme for this year's CAP's: Social Entrepreneurship
- Students begin to brainstorm ideas for their CAP's

Block 16: What's Up Next?

Key Questions: *What is up next for the GCCP? What can we expect?*

- Review the rest of the semester and what is up next for the GCCP
- Answer student questions on next steps for the GCCP
- Students complete individual letters to themselves

Block 17: Reflections

Key Questions: *What did I learn today? What was the highlight? What is my biggest 'takeaway'?*

- Reflections on highlights and takeaways of the day
- Revisit Expectations Spectrum
- Student Plus/Delta on the day
- Appreciations
- Group celebrations

(page three)

Appendix J: Sample Advisory Class Lesson Plan (Hunger Banquet)

Participants: GCCP Year Two students

Overall GCCP Learning Objective: Students will acquire greater knowledge and understanding of our interconnected world and how it works, as well as the ability to think critically about current local and global issues (SO #1).

Lesson Goal: For students to experientially gain a more nuanced perspective on social inequalities such as hunger.

Lesson Objectives:

- 1) Students will gain greater knowledge and understanding of SDG #2: No Hunger.
- 2) Students will be able to engage in critical thinking surrounding the complexities of world hunger.

Materials: Green, yellow, and red colored paper, list of prompts and color group information, meal for each student (three different categories), table settings, silverware, and pitchers.

Structure:

- 1) Open lesson by watching the video “If the World Were 100 People”
 - a. Popcorn style discussion on student’s reactions to the video.
- 2) Facilitate Hunger Banquet activity
 - a. Introduce and frame activity by telling students that they are about to participate in an activity where they will simulate the world’s population in a similar fashion to the “If the World Were 100 People” video. They will eat lunch simulating how people around the world eat.
 - b. Have students randomly choose a piece of paper from a hat; each paper is a different color. Fifteen percent of the class will receive a green piece of paper, fifty percent will receive a yellow piece of paper, and twenty-five percent will receive a red piece of paper.
 - c. Invite the green ticket students to sit down at their table, which has a nice tablecloth, dinner napkins, flowers, and fine china. Serve them their meal (full-course meal) while the other students watch.
 - d. Have students with yellow tickets sit at their assigned row of desks and serve themselves. Meals are small and not very nutritious.
 - e. Have students with red tickets sit in a circle on the floor and place a large bowl of rice and a pitcher of dirty water (use food coloring) in the middle of the circle.
 - f. After students finish their meals, let them know that they are now eating the way the world eats. Read out the following information:
 - Green: “Those of you lucky enough to end up in this group represent the 15% of the world's people who get more than enough food. You live mostly in countries like the U.S., Australia, France, Switzerland and most other countries in Western Europe, although some of you can also

be found in developing regions such as Brazil, Haiti and India. You use more than your fair share of the world's resources. Your children are healthy and attend good schools. This will help them get high-paying jobs later on. You get the best medical care when you are sick. Because of your high-fat, high-sugar diets, however, the leading causes of death in your group are heart disease, cancer and diabetes” (iEARN, n.d.).

- Yellow: “Those of you who ended up in the yellow group represent the 60% of the world's population who get just enough to eat. You can be found in more countries than the blue group, including the U.S., Eastern Europe, Thailand, the Philippines and Iran. Most of the time your families get enough food. Sometimes, however, you may not have enough money to pay expensive medical bills, rent and heating bills in the winter. During those times you cannot spend as much as usual on food for your family. Your children are six times more likely to die of diseases related to hunger than those in the blue group. You could be Lucia, a school teacher in Prague who takes in sewing to earn extra money to support her parents and her children. You could also be MaryAnn, a mother of three in Chicago, who works two jobs cleaning homes and offices in order to feed her children. Some of you struggle to keep from falling into the red group” (iEARN, n.d.).
- Red: “Those students who ended up in the red group represent the more than 1 billion people around the world who never get enough food to eat. You are hungry everyday of your life. Most of you come from the global south - Ethiopia, Mozambique, Haiti, Bangladesh, or Cambodia. Some of you can also be found in wealthier countries such as the U.S., Canada and England. Most of you live on \$2 a day. You do not have access to clean water and often drink water that is contaminated. You cannot afford medical care of any kind. You live in makeshift homes or out in the open. For many, especially your children, this means early death. Some of you work on large plantations that grow sugarcane, coffee or bananas that are shipped out of your country. You would prefer to grow food to feed your families. You could be Doire, a farmer in Haiti, who rents a small plot of land. In the dry season when nothing will grow he makes charcoal to sell or trade for a few day's worth of food. You could be David who is homeless in New York City and earns a few dollars a day opening doors for customers at a local bank. Many of you cannot find employment - without jobs you have no money to buy food or rent a home. You often go a full day with nothing to eat” (iEARN, n.d.).

3) Form students into one big circle and lead a debrief. Sample debrief questions include the following:

- What happened in this activity?
- How do you feel after completing that activity?
- Was the activity fair?
- What surprised you?
- Did you have control over which group you were placed in?

- Do people have control over which economic situation they are born into?
- Why do some people have more than enough food while others have not enough?
- Are there people that go hungry where you live or in your home country?
- Has this changed your view on SDG #1 (No Poverty) or SDG #2 (No Hunger)?
- Why do you think this might be an important activity for people to participate in?
- How might you apply what you have learned from this activity in the future?

Adapted from iEARN, n.d. Lesson plan to help organize a hunger banquet. Retrieved from https://iearn.org/uploads/media/00/00/03/24/32408_HungerBanquetInformation.pdf

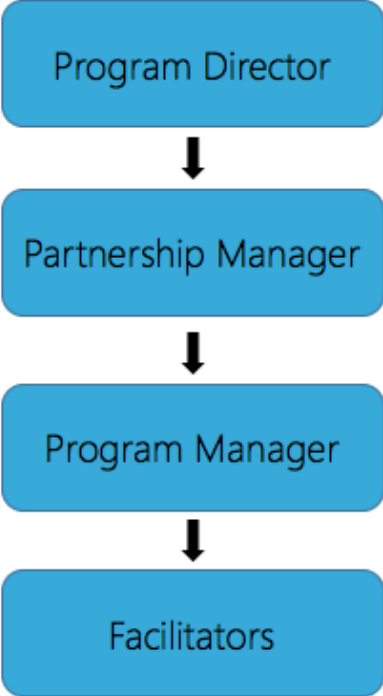
Appendix K: U.N. Global Goals for Sustainable Development



(Image retrieved from <http://www.eco-business.com/news/the-business-of-achieving-the-sustainable-development-goals/>)

Appendix L: J!Schools Program Staffing Chart

J!Schools Program Staffing Chart



Appendix M: GCCP Brochure



INSPIRE
youth through experiential education

EMPOWER
youth to be passionate community leaders

ENGAGE
youth in personal, community, and global development

GLOBAL CITIZENSHIP CERTIFICATE PROGRAM

A three-year sequential program delivering progressive global citizenship education on schools campuses

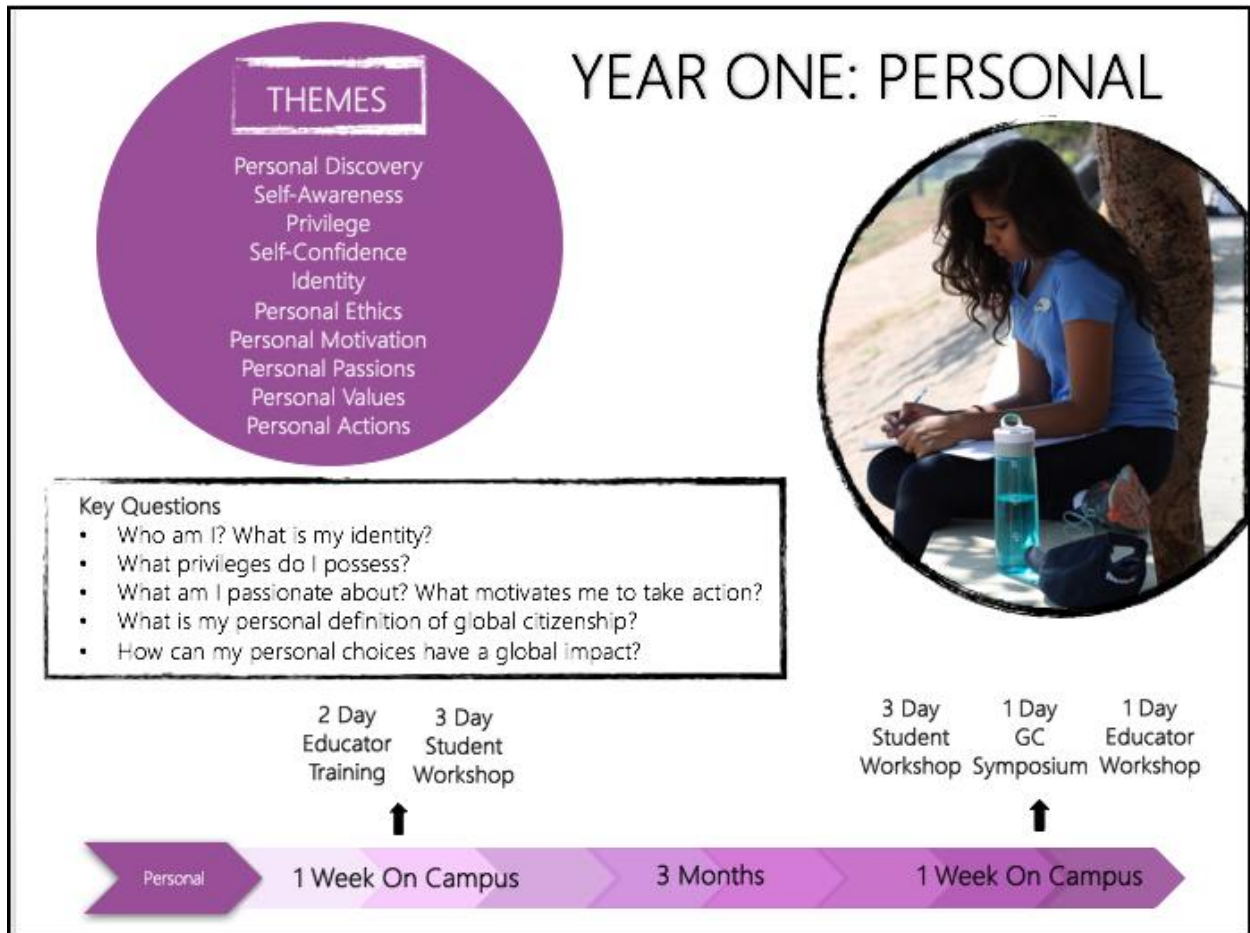
- Experiential Learning
- Design Thinking
- Service Learning
- Scaffolded Learning Experiences
- Teacher-Training & Capacity Building
- On-Campus Delivery



PROGRAM OBJECTIVES
Students will...

- acquire greater knowledge and understanding of our interconnected world and how it works, as well as the ability to think critically about current local and global issues
- advance their ability to design and develop creative and innovative solutions to pressing local and global problems
- take responsibility for their own actions as global citizens, and work proactively and collaboratively with others in their local communities to make our world a more equitable and sustainable place
- undergo extensive personal discovery, reflecting on their personal, community, and global identities, developing a greater understanding of themselves and their place in the world
- develop a greater awareness of the varied members of their local communities and a strong value and respect for diversity and different cultures, as well as empathy, compassion, and the ability to walk in another's shoes
- undergo critical analysis of social justice matters, as well as participate in advocacy, civic engagement, and social entrepreneurship

(page one)



(page two)



YEAR TWO: COMMUNITY

THEMES

Diversity
Empathy
Community Awareness
Community Building
Community Challenges & Solutions
Cross-Cultural Understanding & Respect
Cross-cultural Communication
Community Engagement
Community Action
Compassion

Key Questions

- What communities am I a part of? Who are the other members of my communities?
- What is empathy and the meaning of 'walking in another's shoes'?
- How can I appropriately engage with and learn from other cultures?
- How can I create global impact at the local level?
- What does it mean to be engaged in my communities?

2 Day
Educator
Training

3 Day
Student
Workshop

3 Day
Student
Workshop

1 Day
GC
Symposium

1 Day
Educator
Workshop

Community

1 Week On Campus

3 Months


1 Week On Campus

(page three)

YEAR THREE: GLOBAL

THEMES

Social Justice
Systems Thinking
Globalization
Innovation
Social Entrepreneurship
Social & Global Responsibility
Critical Global Citizenship
Global Impact
Civic Engagement
Advocacy
Inequality
Injustice



Key Questions

- What is social justice? Which social justice issues are most pressing in my communities?
- What are the systems that produce inequality and injustice?
- What are the ways I can pursue innovation and social entrepreneurship?
- How can I have an impact on a global scale?

2 Day
Educator
Training

3 Day
Student
Workshop

3 Day
Student
Workshop

1 Day
GC
Symposium

1 Day
Educator
Workshop

Global

1 Week On Campus

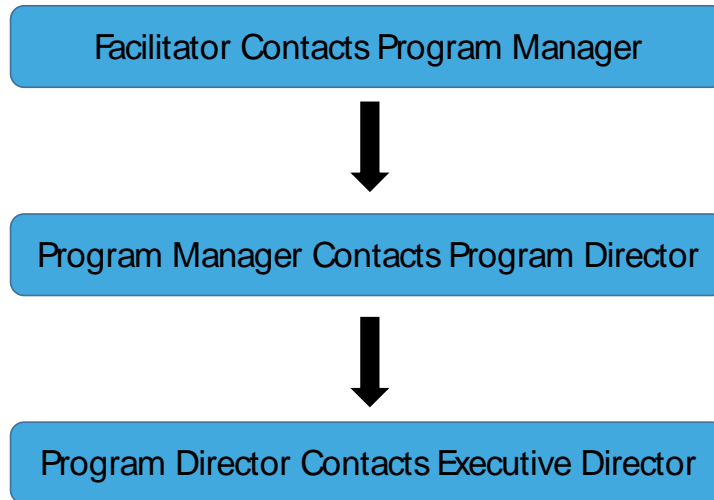
3 Months

1 Week On Campus

(page four)

Appendix N: JUMP! Lines of Communication Chart

JUMP! Lines of Communication Chart: JSchools



***!f you can't reach the the person you are supposed to contact please move up the chain.



Appendix O: Survey, Focus Group, Debrief, & Interview Questions

<p>Yearly Program Assessment: Student Survey</p>	<ul style="list-style-type: none"> • Do you consider yourself to be a global citizen? Why or why not? • How do you think you have benefited from the GCCP? • Is there anything you suggest we change in the GCCP?
<p>Yearly Program Assessment: Educator Survey</p>	<ul style="list-style-type: none"> • Have you witnessed an increase in students' cognitive, socioemotional, and behavioral global citizenship skills? If so, in what way? • How well did JUMP! prepare you to run the GCCP in your advisory classes? • Is there anything you suggest JUMP! change in the GCCP?
<p>Yearly Program Assessment: Parent Survey</p>	<ul style="list-style-type: none"> • What differences have you seen in your child due to their participation in the GCCP? • How do you believe your child has benefited from the GCCP? • Is there anything you suggest JUMP! change in the GCCP?
<p>Yearly Program Assessment: Student Focus Group</p>	<ul style="list-style-type: none"> • What did you enjoy about the GCCP? • What can be improved for next year's GCCP? • Any other comments or reflections on this year's GCCP?
<p>Yearly Program Assessment: Educator Debrief</p>	<ul style="list-style-type: none"> • What do you consider to be the strengths and challenges of the GCCP? • What can be improved for next year's GCCP? • Any other comments or reflections on this year's GCCP?
<p>Summative Program Assessment: Student Survey</p>	<ul style="list-style-type: none"> • Do you consider yourself to be a global citizen? Why or why not? • Reflecting back on your three years in the GCCP, do you believe the program fulfilled its stated learning objectives? • Do you believe the GCCP will affect your academic, career, or personal paths? If yes, how so?
<p>Summative Program Assessment: Parent Survey</p>	<ul style="list-style-type: none"> • What changes have you seen in your child throughout the course of the GCCP? • Do you believe the GCCP has been a positive experience for your child? Why or why not? • Do you believe the GCCP will affect your child's academic, career, or personal paths? If yes, how so?
<p>Summative Program Assessment: Focus Groups</p>	<ul style="list-style-type: none"> • Do you think the GCCP has been successful in bringing global citizenship into the school community? Why or why not? • What suggestions do you have for improving the GCCP? • Any other comments or reflections on the GCCP in its entirety?

<p>Three Years Post Program Assessment</p>	<ul style="list-style-type: none">● Where are you now?● How did the GCCP affect your academic, career, or personal path?● Do you consider yourself to be a global citizen? If so, how are you currently engaged in global citizenship?
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Appendix P: Summative Assessment- Student Survey

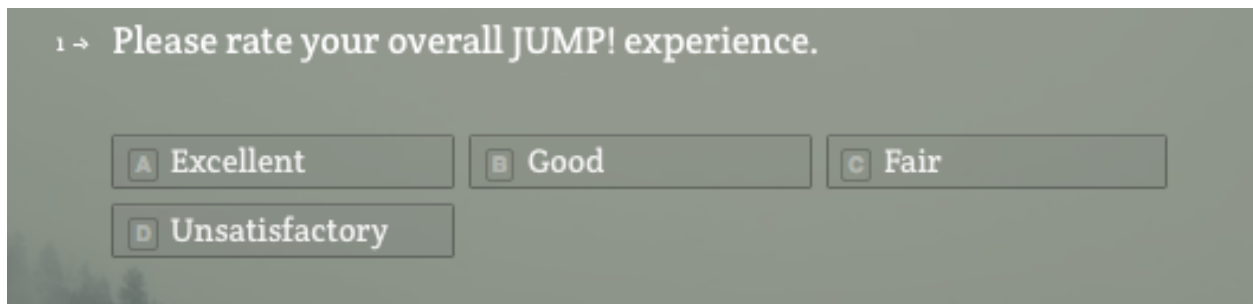
JUMP! Foundation
Inspire • Empower • Engage

Hello There!

We hope you enjoyed the Global Citizenship Certificate Program as much as we did! It has been amazing to watch you all develop into active and engaged global citizens over the course of the three years of the program, and have fun while doing it!

If you could please take 8-10 minutes to fill out this post-program survey, we'd really appreciate it. Your input will help us to improve the GCCP around the needs of participants - other people just like YOU, and enable us to have data for future programs with your school community. Thanks so much!

Inspire Me! press ENTER



1 → Please rate your overall JUMP! experience.

A Excellent

B Good

C Fair

D Unsatisfactory

2 → As a result of the GCCP I feel I have gained...

Choose as many as you like

- A Personal awareness
- B Community awareness
- C Global awareness
- D Empathy & compassion
- E Innovation & design skills
- F Intercultural skills
- G Critical thinking skills
- H Action planning skills
- I Awareness of social justice & global issues
- J Social entrepreneurship skills
- K Advocacy skills

3 → As a result of the GCCP, I am more likely to...

Choose as many as you like

- A Pursue personal growth
- B Contribute to my local communities
- C Be understanding and respectful of those that are different from me
- D Engage in local and global issues
- E Collaborate with my peers and others in my local communities
- F Create and pursue innovative solutions to local and global problems
- G Work toward making the world a more sustainable and equitable place

4 → Please describe your overall experience with the GCCP.

To add a paragraph, press SHIFT + ENTER

5 → Do you consider yourself to be a global citizen? Why or why not?

To add a paragraph, press SHIFT + ENTER

6 → Do you believe the GCCP will affect your academic, career, or personal paths? If yes, how so?

To add a paragraph, press SHIFT + ENTER

7 → Reflecting back on your three years in the GCCP, how well do you believe the program fulfilled its stated learning objectives?

(1 is strongly disagree and 4 is strongly agree)

- a. Students will acquire greater knowledge and understanding of our interconnected world and how it works, as well as the ability to think critically about current local and global issues.



- b. Students will advance their ability to design and develop creative and innovative solutions to pressing local and global problems.



- c. Students will take responsibility for their own actions as global citizens, and work proactively and collaboratively with others in their local communities to make our world a more equitable and sustainable place.



- d. Students will undergo extensive personal discovery, reflecting on their personal, community, and global identities, developing a greater understanding of themselves and their place in the world.



- e. Students will develop a greater awareness of the varied members of their local communities and a strong value and respect for diversity and different cultures, as well as empathy, compassion, and the ability to walk in another's shoes.



- f. Students will undergo critical analysis of social justice matters, as well as participate in advocacy, civic engagement, and social entrepreneurship.



- 8 → Is there anything you would suggest JUMP! change in the GCCP for next time or for other programs we do?

To add a paragraph, press SHIFT + ENTER