



# WINTER PARK HIGH SCHOOL

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## *Global Citizen Project*

The mission of UHS is to *advance student achievement for all students with the education necessary to be responsible, successful citizens*. This applies to our community, our nation and our world. Educators must foster thinking outside the four walls of the classroom in order for our students to understand their place in the world. The following proposed project is an attempt to accomplish just that.

### **GOAL:**

The goal of the project is to have high school age students, from around the world, better understand their place in the global village. By understanding their place they foster development of better policies for international relations, commerce and information exchange. The time frame for implementation of this project is 2007-2008 academic year.

### **PROJECT:**

1. Students from participating classes prepare a pictorial autobiography to illustrate their role in their family. This may include pictures, notes, movie tickets, etc. The biography must be presented to class. After presentations are completed each student will write a reflective journal about their experience. This will be placed at the end of their project and be saved.
2. Approximately six weeks later participating classes from each school will meet with each other to discuss different roles of people in school. Teacher led discussion through questioning about expectations, the roles of different groups, what social mobility exists and more. Comments from the discussion are teacher posted on a pre-existing web site. Only participating teachers can read these postings for now. Students will write a reflective journal and place in their project portfolio.
3. Approximately six weeks later the participating schools are led through discussion by an elected or government official about roles of teenagers in the nation. Teacher supplied questions to official will help in flow of discussion. Again selected comments from discussion are posted on web site. Students will write a reflective journal and place in their project portfolio.
4. Homework for the kids ... go to the web site and read the comments posted from the different schools. We do not allow the kids to communicate...yet!

5. Approximately six weeks later have participating classes meet to discuss what they read on the web site and the role of individuals in the globe. What pre-existing ideas do our kids have about different people from around the world? What can we learn from these different people? How can we apply these learned concepts to our community? Have kids write a reflection about the project to date.
6. Homework again for the kids ... reach out to kids on the website and begin dialogue about the project, past postings, etc.
7. Approximately six weeks later classes meet to discuss what was learned from the continued communication on the web site? What did they like, dislike? Did any preconceived ideas change with this communication? Again, how can we apply this conversation to help us in our community today? How do we apply this knowledge to help us with our world? Have kids write up reflection about the project to date.
8. About 2 weeks later, while their ideas are fresh in their mind we arrange a global video cast where kids from all participating schools are allowed to speak with each other about the project, what was learned, how we apply it to our goals, etc.
9. At the end of the school year we meet as schools to talk about what was learned and how the kids have applied it to their individual world to date. What have they learned? How difficult is it to change others pre-existing thoughts, etc.
10. Participating teachers write reflective journal about process. Publish findings.