

2016-2017 Campfire Student Guide



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Campfire implementation partners include:



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Welcome to Global Nomads Group!

Welcome to **Global Nomads Group** (GNG) and our global community of educators! GNG fosters dialogue and understanding among the world's youth. We use innovative technology to connect middle and high school students who otherwise would not meet. These virtual exchanges promote empathy, peace, and build 21st-century workforce skills. We hope you are excited to start your GNG program.

Who is GNG?

Global Nomads Group (GNG) is an international non-profit organization that fosters dialogue and understanding among the world's youth. Founded in 1998, GNG uses **virtual exchange** and a diverse range of innovative inquiry-based curricula to engage and empower youth around the world to make a difference in their local and global communities. GNG operates at the intersection of international and peace education. By fostering global awareness and promoting intercultural competence among the world's youth, we believe we can make the world a more peaceful, prosperous place.

WHO ARE GLOBAL NOMADS?

Global Nomads believe that all people, from all countries and cultures, are good. The misconceptions that we are taught blind us to think otherwise.

Global Nomads discuss these misconceptions openly and honestly.

Global Nomads are citizens of the world.

Virtual exchanges are technology-based education programs that foster people-to-people interactions, across different physical locations.

Virtual exchange is a particularly powerful way to achieve these goals. Today, less than 3% of young people travel during their academic career, but technology allows them to connect cultures and communities they may otherwise never encounter. Since 1998, GNG has reached approximately one million young people, on all 7 continents.

Campfire

Throughout history, campfires have brought people of different cultures together to share warmth, shelter, and stories. This program, Campfire, brings people together digitally to collaborate on global citizenship projects and share their experiences. Your class or group will be paired with a partner class in another country during the school year, and use an online platform to work together and get to know each other beyond media headlines. You will become a team, across borders, and work together to answer the question: **“How do we, as youth, engage our communities to create positive social change?”**





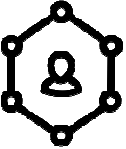


GNG Connect

GNG Connect (connect.gng.org) is a private online platform on which you and your partners get to know each other, review curriculum activities, and collaborate. Using this interactive tool, you can connect and engage with each other any time you wish, both during and outside of class. You will post assignments, ask questions, and share aspects of your daily lives.

Icon Key

Throughout the Student Guide, you will see symbols¹ that reference special features or specific tasks. Here is a list of symbols and their corresponding meanings.

 <p><u>POST</u> on GNG Connect In many activities, you will see the Post to GNG Connect icon reminding you to share your work with your partners on GNG Connect.</p>	 <p><u>VIEW and RESPOND</u> on GNG Connect The View and Respond to GNG Connect icon reminds you to view and respond to the work that your partners have posted on GNG Connect.</p>
 <p><u>REFLECT</u> Throughout the curriculum, you will reflect on your growing understanding related to concepts of empathy, global awareness and taking action. Reflections are recorded in the Student Guide and/or posted on GNG Connect.</p>	 <p><u>#EVERYDAYLIFE</u> on GNG Connect The #Everydaylife icon reminds you to share photos of your everyday life throughout the Campfire program.</p>
<p><u>THE SOCIAL HUB</u> on GNG Connect</p>  <p>The Social Hub logo reminds you to take and share photos and interact with others on GNG Connect.</p>	

¹ Icons were designed by various designers at thenounproject.com.

GNG Connect Extension Activities

As part of their Campfire experience, you are encouraged to extend your interaction through the GNG Connect Extension Activities, where you will learn more about other's cultural heritage, communities, and talents. Throughout Campfire, you have the opportunity to participate in the following activities:

#EverydayLife



The Everyday Everywhere project uses photography to build a global community of storytellers and combat cultural clichés, stereotypes, and misconceptions we might have about other people. Today, #Everyday is in Africa, Eastern Europe, Latin America, the Middle East, and the United States of America! Explore inspiring photos from around the world on their website: <http://everydayeverywhere.org/> and on the social media platform Instagram.

The #Everydaylife Discussion Forum is open space for students to post photos at any time throughout the program. Encourage students to take and share photos and to take them with the #EverydayLife hashtag and other #Everyday hashtags (for example: #EverydayCampfire, #EverydayPakistan, #EverydayKentucky, #EverydayJordan, #EverydayMorocco).

The Social Hub



The Social Hub Discussion Forum is dedicated to photography-based intercultural interactions between partners. Each Campfire module has a corresponding Social Hub theme on GNG Connect. Students use this feature to post and share photos and captions related to these themes. The Social Hub Discussion Forum themes are provided below for each of the corresponding Campfire modules and suggest hashtags:

Module 1: My Family's Good Old Days: #EverydayLegacy

Students share old family photographs they cherish and caption how these photos further enrich their lives and family bonds.

Module 2: A Dose of Inspiration: #EverydayInspiration

Students snapshot an example of an author, book, speech, work of art, or figure that has inspired them to be a better person.

Module 3: The Big Picture: #EverydayUnderstanding

Students address common misconceptions of their communities by sharing photographs of their realities that they feel better capture life where they live.

Module 4: Insights: #EverydayEvermore

Students share personal farewell videos showing a glimpse of what this intercultural experience helped them uncover about themselves, their community, and their partners' community.

The 60-Second Showcase

Individually or as a whole class, students share a video that showcases their talent! Keep it visual (without a lot of words or explanation) and keep it short (less than 60 seconds). Ideas for 60-Second Showcase include: playing a musical instrument, singing a song, dancing, reciting poetry, showing art, sharing any clothing or object associated with a custom or holiday, or something else!

Campfire Curriculum Glossary

Cultural Exchange occurs when people of different backgrounds, countries, or cultures engage in dialogue to share information and better understand one another.

Collaboration happens when two or more people work together towards a common goal.

Empathy is the ability to perceive, understand, and describe others' perspectives.

Global Awareness is the familiarity and understanding of important international issues.

Dialogue is ongoing, open-minded exchange of ideas between people; sharing ideas and perspectives.

Global Citizenship is the ongoing process of becoming culturally aware and well-informed about people, places, and events worldwide.

Partner refers to your international partner school or class.

Classmate refers to students in your own classroom/school.

Educator Note includes helpful tips and reminders that will guide the educator in implementing the lesson/activity.

Formative Assessment is an informal assessment that helps educators check for students' understanding.

Interactive Videoconference (IVC): A live meeting conducted via the Internet, using software such as Skype, Google Hangout, or Polycom.

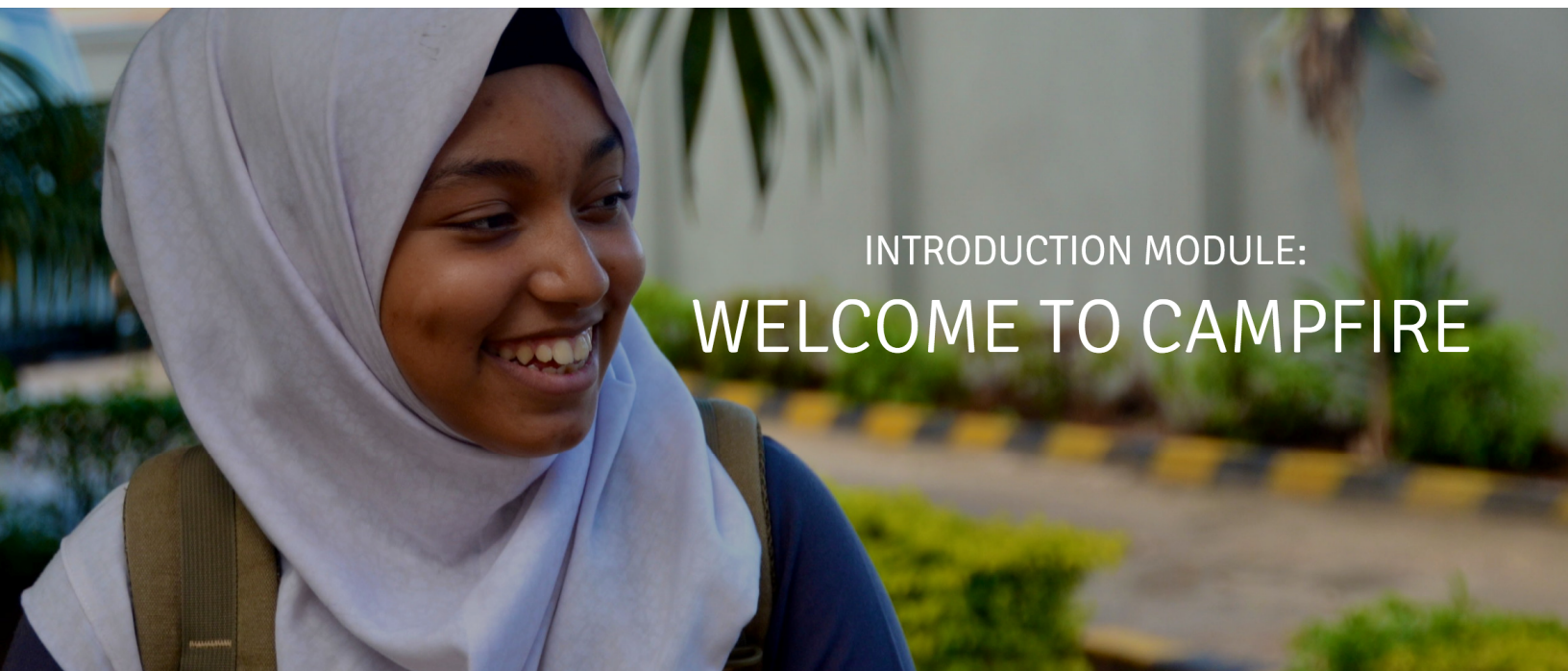
Online Platform: A virtual community where partner educators and students can share assignments and ideas. It's like our own private Facebook!

Campfire Curriculum Outline

“How do we, as youth, engage our communities to create positive social change?”

Component	Activity Description	Time
Introduction Module: Welcome to Campfire (about 2 hours) <i>How does experience affect my point of view?</i>		
Framing Thinking	Welcome to Campfire! Students complete the pre-program survey, are introduced to GNG and Campfire, and set up GNG Connect profiles.	50
Building Understanding	Windows: Students complete the “Windows” activity and discuss multiple perspectives.	20
Showing Learning	Asking Complete Questions: Students practice asking complete questions and create a classroom list.	30
Reflecting	Global Citizenship Project (GCP) Introduction: Students are introduced to the GCP and reflect.	30
Module 1: Cultural Introductions (about 1.5 hours) <i>How do I define myself and my culture?</i>		
Framing Thinking	Defining Culture: Students define culture and are introduced to the eight elements of culture.	20
Building Understanding	Eight Elements of Culture: Students brainstorm what the eight elements of culture look like in their own life, school, and community.	30
Showing Learning	Cultural Introductions: Students write and post short biographical introductions and personal photos utilizing at least three elements of culture on GNG Connect.	30
Reflecting	Partner Cultural Introductions: Students review their partners’ introductions and post a response to the reflection prompt on GNG Connect.	20
Module 2: Cultural Community Lenses (about 2.5 hours) <i>How do our perceptions of culture--our own and others'--differ?</i>		
Framing Thinking	Cultural Community Lenses Introduction: Students examine general sources about their community and discuss if these relate to their specific community and individual school.	35
Building Understanding	Identifying Sources: Students think critically about their individual communities and provide specific text and media sources while revisiting the eight elements of culture.	45
Showing Learning	Create and Share Cultural Community Lenses on GNG Connect.	45
Reflecting	Partners’ Cultural Community Lenses: Students view and respond to their partners' cultural community lenses and post a response to the reflection prompt on GNG Connect.	20
Module 3: Community Strengths and Challenges (about 3 hours) <i>How might we address local community challenges with a global perspective?</i>		
Framing Thinking	Identifying Community Strengths and Challenges: Students dive deeper by identifying strengths and challenges of their own community.	55
Building Understanding	Conflict Trees: Students use conflict trees as an analytical tool to reflect on community challenges. In small groups, students post their conflict trees on GNG Connect.	45
Showing Learning	Conflict Tree Gallery Walk: Students review classroom conflict trees and provide feedback to classmates and partners on GNG Connect.	45
Reflecting	Identifying a Community Challenge: Students reflect on their partners’ feedback and consider how these challenges impact them. Students identify a challenge that will be the focus of their GCP.	30
Module 4: Plan Your Global Citizenship Project (about 3 hours) <i>How do we, as youth, engage our communities to create positive social change?</i>		
Framing Thinking	Exploring Global Citizenship Projects: Students explore GCPs created by former participants.	45
Building Understanding	Global Citizenship Project Overview: Students brainstorm ideas on how to address their chosen challenge(s) and share with their partners for feedback on GNG Connect.	60
Showing Learning	Planning Your Global Citizenship Project: Students plan their GCP, incorporating feedback from their partners. Students post their Project Plan on GNG Connect.	60 ²
Reflecting	Campfire Program Reflection: Students implement their GCP with their classmates. Students reflect on the Campfire program and complete a post-program survey on GNG Connect.	35

² 60 minutes is the time needed for project planning; if you choose to implement your GCP, actual time will vary.

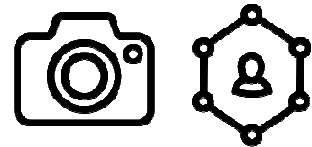


INTRODUCTION MODULE:
WELCOME TO CAMPFIRE

Getting Ready for Campfire!

Welcome, Global Nomad! You are now part of the Campfire Program and your class has been matched with a partner classroom in another country. You probably hear a lot on the news about other parts of the world and the different people who live in faraway places. However, unless we have the opportunity to meet someone from another place, we don't usually get the chance to learn about other people through firsthand conversation. Let's start to change that with Campfire!

INTRODUCTION OVERVIEW		
<i>How does experience affect my point of view?</i>		
Component	Activity Descriptions	Time
Framing Thinking	Welcome to Campfire! Students complete pre-program survey, are introduced to GNG and Campfire, and set up GNG Connect profiles.	50
Building Understanding	Windows Students complete the "Windows" activity and discuss multiple perspectives.	20
Showing Learning	Asking Complete Questions Students practice asking complete questions and create a classroom list.	30
Reflecting	Global Citizenship Project Introduction Students are introduced to the Global Citizenship Project and reflect on the Introduction module.	30
Materials Needed	<p>Resources: Computers, Internet connection, pens or pencils, whiteboard, chart paper, markers, and projector (if available). Materials needed for each activity might vary depending on task.</p> <p>Student Pages: Welcome to Campfire!, Windows, Asking Complete Questions, and Global Citizenship Project Introduction.</p>	



Don't forget the GNG Connect Extension Activities!

The Global Nomads Challenge: Calling All Youth!

Global Nomads Group believes in the power of human connection. We work to connect young people, like you, with peers around the world. Why? Because together, we can work across borders that keep us apart. Together, we can solve challenges that are too complicated to fix on our own. If we engage in conversations across cultures, discover similarities, and celebrate differences, we can break down barriers and collaborate to change our communities.

Today, as part of the **Campfire** program, we ask you to join us, **to become a Global Nomad**.

WHO ARE GLOBAL NOMADS?

Global Nomads believe that all people, from all countries and cultures, are good. The misconceptions that we are taught blind us to think otherwise.

Global Nomads discuss these misconceptions openly and honestly.

Global Nomads are citizens of the world.

Check out this introduction [video](https://vimeo.com/171517672) to the GNG Campfire Program at <https://vimeo.com/171517672>

Throughout history, campfires have brought people of different cultures together to share warmth, shelter, and stories. This program does that digitally, to connect youth around the world. Your class or group will be paired with a partner class in another country during the school year, and use an online platform to collaborate and exchange experiences. You will have the chance to get to know and learn from each other, beyond what you hear in the media. You will become a team, across borders, and work together to answer the question: “How do we, as youth, engage our communities to create positive social change?”

Over the course of the Campfire program, you will:

- ✓ Complete curriculum activities and workshops with your class, preparing you to...
- ✓ Connect with your partner school in an online platform (GNG Connect).
- ✓ Learn how to collaborate, or work together, to address a challenge in your community by planning a “Global Citizenship Project.”
- ✓ **Share** your learning and work, locally and globally.

We challenge you to step outside your comfort zone.

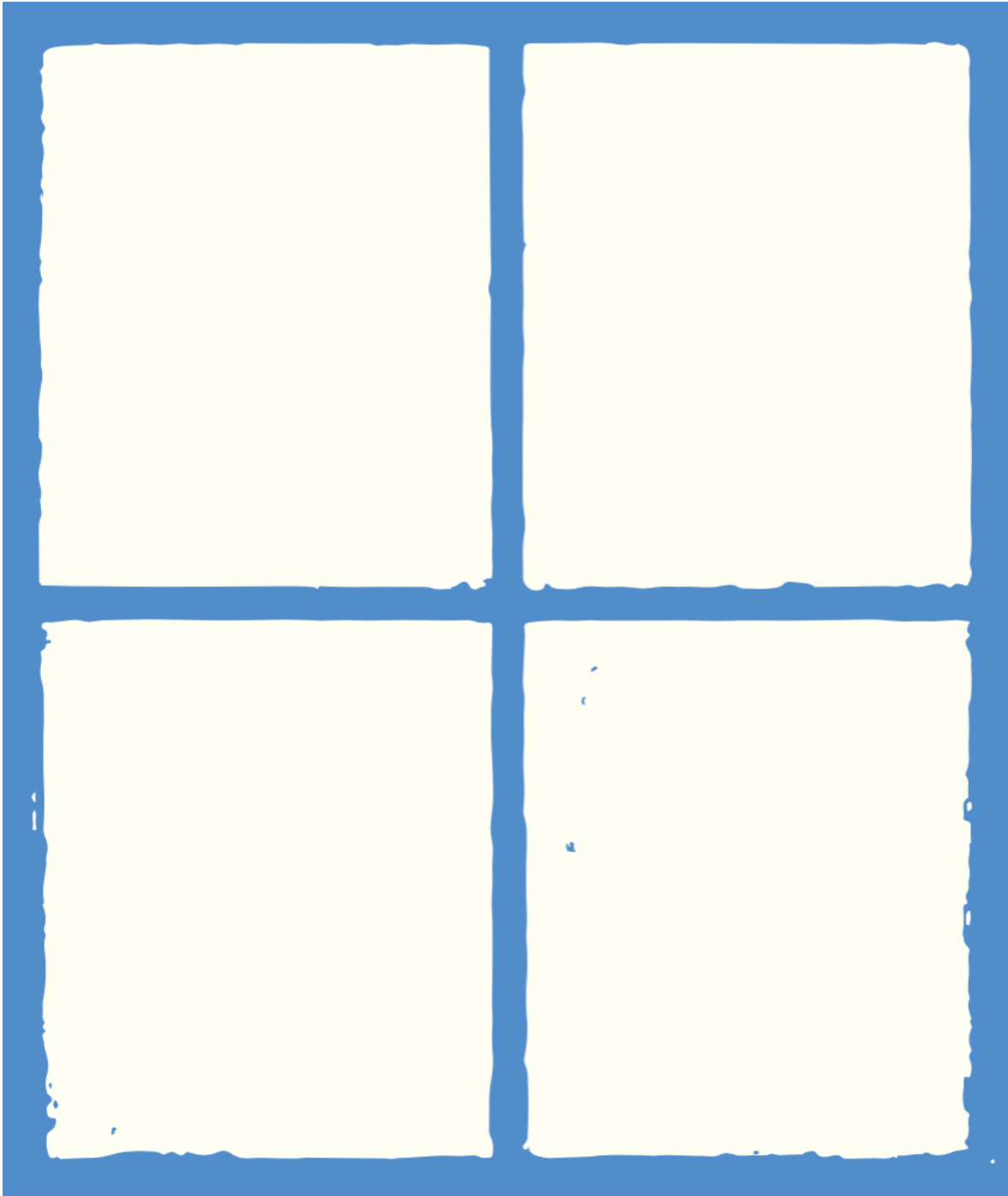
We challenge you to let go of the labels that we give each other — and ourselves.

We challenge you to prove that young people can make a difference.

Global Nomad: Are you ready to start?

Windows

From your seat, look out the window. What do you see? Take a few minutes to silently write and/or draw what you see outside the window. There are no right or wrong answers.



Asking Complete Questions

Practice asking complete questions with background and context that will help you create open, honest, and engaging dialogue throughout the program.

Instead of asking...	Create a complete question:
What is school like for you?	<i>Example: I start school at 7:30 am and have 5 classes each day. They include English, science, art, gym, and world history. What's your school day like?</i>
Why do you wear clothes like that?	
What's it like to live in a country with problems?	

What are the differences between the sample questions and your rewrites?

Create Your Complete Questions

As a group, prepare 2-3 complete questions you would like to ask your partners and write them below.

1.
2.
3.

Global Citizenship Project Introduction

Project Overview:

What is the Global Citizenship Project?

You and your partner school will work together to positively change your communities. In the Global Citizenship Project, you will work with your partners to identify a real-world local or global challenge that you want to address as a class. This could be access to education, stereotyping, gender discrimination, climate change, bullying, or another issue – it is up to you.

Then, you will **collaborate** to develop a solution through an arts or media project.

Global Collaboration:

How do we collaborate with global partners?

Collaboration happens when two or more people work together for a common goal.

Collaboration on the Global Citizenship Project means working with partners to help each class make their own project, by:

- Exchanging resources for projects
- Sharing feedback on projects

If you have the same project topic, goals, and format as your partners, you may also:

- Create *one* project with your two classes

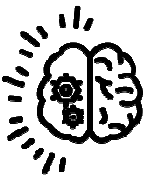
Project Goals:

What do you want to achieve?

Your project should address at least one of these three goals: **Awareness, Advocacy, and/or Action**. Read below for definition of each.

AWARENESS	ADVOCACY	ACTION
Inform others about a problem and give them the knowledge to change it.	Outreach to influence specific decision-makers who have the power to change policies.	Implement direct activities to address a problem yourself.

Reflection Questions



Please complete the sentence frames using what you learned from the Windows and Asking Complete Questions activities.

The Global Citizenship Project is . . .

When collaborating with someone I don't know very well, one challenge might be . . .

I can make collaboration easier by . . .

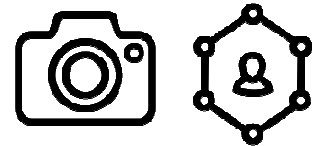


MODULE ONE:
CULTURAL INTRODUCTIONS

Module 1: Cultural Introductions

In Module 1: Cultural Introductions, you are going to think about how you know people by first looking closely at yourself and your culture. You will be working with your classmates to define, explain, and illustrate your understanding of your own culture. Then you will have the opportunity to write a cultural introduction of yourself and share it with your partner school on the GNG Connect platform. These cultural introductions will give you an opportunity to think about your own culture and learn more about your partner’s culture.

MODULE 1 OVERVIEW <i>How do I define myself and my culture?</i>		
Component	Activity Description	Time
Framing Thinking	Defining Culture Students define culture and are introduced to the eight elements of culture.	20
Building Understanding	Eight Elements of Culture Students brainstorm what the eight elements of culture look like in their own life, school, and community.	30
Showing Learning	Cultural Introductions Students write and post short cultural introductions and personal photos utilizing at least three elements of culture on GNG Connect .	30
Reflecting	Partner Cultural Introductions Students review their partners’ introductions and post a response to the reflection prompt on GNG Connect .	20
Materials Needed	<p>Resources: Computers, Internet connection, pens or pencils, whiteboard, chart paper, markers, and projector (if available). Materials needed for each activity might vary depending on task.</p> <p>Student Pages: Defining Culture, Eight Elements of Culture, Cultural Introductions, Cultural Introductions Peer Review Rubric.</p>	



Don’t forget the GNG Connect Extension Activities!

Defining Culture

What is Culture?

Work with a classmate to produce a definition of culture. Write or draw your definition below:

Eight Elements of Culture

After discussing your definition of culture, move into groups of four to five and, with your small group, record the eight elements of culture in the chart below. How do these eight elements connect to your definition?

Eight Elements of Culture	Your Connections How do these eight elements connect to your definition?	Personal Examples
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Eight Elements of Culture Questions

Use these questions to help you explain the eight elements of culture in relation to yourself, your school and your local community.

Daily Life	History
What are some activities you do every day (school, sports, chores)?	What historical events have most significantly impacted your town, community, and country? Why?
Social Groups	Religion
What are the different groups in your school and how do they define themselves? What are some of the unique groups within your community and how are they different than the general population?	How would you describe your religion? Where do you practice your religion? When and how do you practice your religion?
Language	Arts
What language(s) do you speak? What languages are spoken or taught in your home/school/community? Why do you learn these languages?	Do you dance, sing, paint, or act? What opportunities do you have to create art? What do the buildings look like in your community? What kind of music do you like? What kind of music is popular at your school?
Economy	Government
How do people make money and spend money in your community?	How do people become leaders in your community? Name a local leader and explain his/her role or work.

Cultural Introductions



Write a cultural introduction that you will share with a classmate and then post on GNG Connect. Your cultural introduction should include:

- | | |
|---|--|
| <input type="checkbox"/> Your name | <input type="checkbox"/> Three specific pieces of information with an explanation as to how each piece of information is connected to the elements of culture. |
| <input type="checkbox"/> Your age and grade | <input type="checkbox"/> A video or a photo of yourself. |
| <input type="checkbox"/> The name and location of your school | |

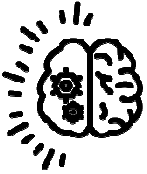
Cultural Introductions Peer Review Rubric

Use the following rubric to give feedback to your classmate on her/his cultural introduction.

Cultural Introductions	+1 You're doing great! How about...	+2 You got it! □ if...	+3 WOW! I'm amazed by...
Biographical Information		Student introduces self with name, age, and school. Students include 3 pieces of information about self.	
Connections to Culture		Student explains how biographical information is connected to 3 elements of culture.	
Reflection & Understanding		Student includes information that is relevant to both culture as a whole and to students' specific community.	
Craftsmanship		Student writing demonstrates control of language and correct usage for grade and development.	
Educator's Specific Criteria			
Peer Reviewer:	Score/Grade: / 15		

Partner Cultural Introductions

Reflection



Think about what you learned from your partners' cultural introduction. Write your response to the questions below. You will then post your response on GNG Connect.



What were the similarities and differences you noticed between your cultural introduction and that of your partner? Did anything surprise you?

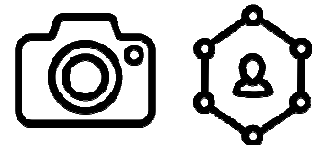


MODULE TWO:
CULTURAL COMMUNITY
LENS

Module 2: Cultural Community Lenses

As we learned from the Windows activity, we all have different ways we see the world around us. In Module 2: Cultural Community Lenses, you will use your “perspective” to evaluate, create, and gather text, media, and photographic sources that will allow your partners’ school to better understand your school, your community, and your culture. You and your classmates will then use the sources to create a cultural community lens that will be posted on GNG connect platform. After viewing your partners’ cultural community lenses, you will be invited to reflect on your perspective on both cultures.

MODULE 2 OVERVIEW		
<i>How and why do our perceptions of culture—our own and others’—differ?</i>		
Component	Activity Descriptions	Time
Framing Thinking	Cultural Community Lenses Introduction Students are introduced to the cultural community lens. Students examine general sources about their community and discuss if these relate to their specific community and individual school.	35
Building Understanding	Identifying Sources Students think critically about their individual communities and provide more specific text and media sources while revisiting the eight elements of culture.	45
Showing Learning	Create and Share Cultural Community Lenses Students create and post cultural community lenses on GNG Connect .	45
Reflecting	Partners’ Cultural Community Lenses Students view and respond to their partners’ cultural community lens and post a response to the reflection prompt on GNG Connect .	20
Materials Needed	<p>Resources: Cultural Resource Guide (printed version or on GNG Connect), computers, Internet connection, pens or pencils, whiteboard, chart paper, markers, and projector (if available). Materials needed for each activity might vary depending on task.</p> <p>Student Pages: Culture Community Lenses Introduction, Identifying Sources, and Creating and Sharing Cultural Community Lenses.</p>	



Don’t forget the GNG Connect Extension Activities!

Cultural Community Lenses Introduction

Read and discuss the sources found in the Cultural Resource Guide. Look at each source and 1) identify which of the 8 elements of culture the source addresses; 2) explain how the source could be used to help your partner better understand you and your community and culture; and 3) decide whether the source is essential, important, and or/interesting and explain why.

	1. Which elements of culture does this source address?	2. How will this information help your partner better understand you and your community?	3. Is the source <ul style="list-style-type: none"> ● Essential? ● Important? ● Interesting? Explain briefly how you would label the source and why.
Source 1			
Source 2			
Source 3			
Source 4			
Source 5			
Source 6			
Source 7			
Source 8			

Other Notes:

Identifying Sources

When creating your Cultural Community Lens what sources could you use to illustrate your own community? Work with your group to brainstorm possible sources for each element of culture. Include sources that have already been created (examples: photos, videos, etc. on the Internet) and ones that you will create yourselves (photos or videos that you take).

Daily Life	History
<p>What are some activities you do every day (school, sports, chores)?</p> <p>Source:</p> <p>Will you create the source or find it? Briefly explain.</p>	<p>What historical events have most significantly impacted your town, community, and country? Why?</p> <p>Source:</p> <p>Will you create the source or find it? Briefly explain.</p>
Social Groups	Religion
<p>What are the different groups in your school and how do they define themselves? What are some of the unique groups within your community and how are they different than the general population?</p> <p>Source:</p> <p>Will you create the source or find it? Briefly explain.</p>	<p>How would you describe your religion? Where do you practice your religion? When and how do you practice your religion?</p> <p>Source:</p> <p>Will you create the source or find it? Briefly explain.</p>

**Identifying Sources
 Continued...**

Language	Arts
<p>What language(s) do you speak? What languages are spoken or taught in your home/school/community? Why do you learn these languages?</p> <p>Source:</p> <p>Will you create the source or find it? Briefly explain.</p>	<p>Do you dance, sing, paint, or act? What opportunities do you have to create art? What do the buildings look like in your community? What kind of music do you like? What kind of music is popular at your school?</p> <p>Source:</p> <p>Will you create the source or find it? Briefly explain.</p>
Economy	Government
<p>How do people make money and spend money in your community?</p> <p>Source:</p> <p>Will you create the source or find it? Briefly explain.</p>	<p>How do people become leaders where you live? Name a local leader and explain his/her role or work.</p> <p>Source:</p> <p>Will you create the source or find it? Briefly explain.</p>

Create and Share Cultural Community Lenses



Work with your small group and plan the details of your Cultural Community Lens before posting to GNG Connect.

Our group is creating a Cultural Community Lens that includes text/media/photographic sources for:

- all eight elements of culture** (one source for each of the eight elements).

OR

- one of the eight elements of culture** (eight sources for the element of _____).
Write the one element of culture.

Write a brief description of your source below, as well as a caption. Captions should be brief and help explain the source to your partner.

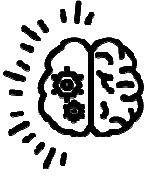
Example 1	Example 2
<p>Brief Description of Source: Picture I took of cows on our family farm</p> <p>Caption: Many families in our community raise livestock and have farms. This is a picture of cows eating hay on Julie's family's farm.</p> <p>Brief Description of Source:</p> <p>Caption:</p>	<p>Brief Description of Source: Picture I found on the Internet of a popular garden in Lahore</p> <p>Caption: Our city, Lahore, is known as the city of gardens. This is a picture of a popular garden near our school where many families go to picnic on weekends and holidays.</p> <p>Brief Description of Source:</p> <p>Caption:</p>

Create and Share Cultural Community Lenses
Continued...

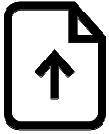
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Partners' Cultural Community Lenses

Reflection




Think about what you learned from your partners' cultural community lenses. Write your response to the questions below. You will then post your response on GNG Connect.



What are 3 new things you learned from your partners' community lenses?

- 1.
- 2.
- 3.

Imagine that you had created a community lens for your partners' school before beginning Campfire. What images or sources would you have selected? Why? How, if at all, is what you would create now different?

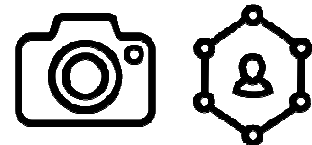


MODULE THREE:
COMMUNITY
STRENGTHS & CHALLENGES

Module 3: Community Strengths and Challenges

No place is perfect. Everyone has things about their community that make them proud, and things they wish they could change. In fact, we often care most about improving the places that are important to us. In Module 3, you will think about the particular strengths of your community and the challenges that your community faces. You'll then practice a conflict mapping technique to analyze some of the challenges and consider potential solutions. One of the potential solutions you come up with might lead to your Global Citizenship Project!

MODULE 3 OVERVIEW <i>How might we address local community challenges with a global perspective?</i>		
Component	Activity Descriptions	Time
Framing Thinking	Identifying Community Strengths and Challenges Students dive deeper by identifying strengths and challenges of their own community.	55
Building Understanding	Conflict Trees Students analyze the challenges of their community through conflict trees. Students post their conflict trees on GNG Connect .	45
Showing Learning	Conflict Tree Gallery Walk Students review classroom conflict trees and provide feedback to classmates and partners' school on GNG Connect .	45
Reflection	Identifying a Community Challenge Students reflect on their partners' feedback and individually consider how these challenges impact them. Students respond to a reflection question on GNG Connect and identify a challenge that will be the focus of their Global Citizenship Project.	30
Materials Needed	<p>Resources: Computers, Internet connection, pens or pencils, whiteboard, chart paper, markers, and projector (if available). Materials needed for each activity might vary depending on task.</p> <p>Student Pages: Identifying Community Strengths and Challenges, Conflict Tree, Conflict Tree Feedback (Gallery Walk), Identifying a Community Challenge.</p>	



Don't forget the GNG Connect Extension Activities!

Identifying Community Strengths and Challenges

Identify Strengths

Think about the strengths of your community and your partners' community. Write 2-3 strengths of your own community and your partners' community.

My Community	My Partners' Community
<p>Give One (My Idea):</p> <p>Get One (A Classmate's Idea):</p>	<p>Give One:</p> <p>Get One:</p>

Identify Challenges

Think about the challenges of your community and your partners' community. Write 1-2 challenges of your own community and what you think might be challenges of your partners' community. Be sure to explain why this is a challenge and reference how you know this.

My Community	My Partners' Community
<p>Give One:</p> <p>Get One:</p>	<p>Give One:</p> <p>Get One:</p>

Identifying Community Strengths and Challenges Continued...

Identify Strengths

Think about the strengths of your community and your partners' community. Write 2-3 strengths of your own community and your partners' community.

My Community	My Partners' Community
<p>Give One (My Idea):</p> <p>Get One (A Classmate's Idea):</p>	<p>Give One:</p> <p>Get One:</p>

Identify Challenges

Think about the challenges of your community and your partners' community. Write 1-2 challenges of your own community and what you think might be challenges of your partners' community. Be sure to explain why this is a challenge and reference how you know this.

My Community	My Partners' Community
<p>Give One:</p> <p>Get One:</p>	<p>Give One:</p> <p>Get One:</p>

Conflict Trees

Your thinking about your own community and the community of your partner school will help identify a specific challenge to define the focus of your Global Citizenship Project. While you and your partners do not need to focus on the same topic or project, you will collaborate with one another.

Let's review what collaboration means and begin to think about how you might work together.

Now, revisit the list of community challenges that you brainstormed with your class. Use the questions below to think about how you might narrow your challenges down to four or five.

1. How does the challenge impact your community?
2. How might it impact your partners' community?
3. How could collaboration (including getting resources and feedback from you partners) be useful in addressing this challenge?
4. Why is this important to consider?

Global Collaboration:

How do we collaborate with global partners?

Collaboration happens when two or more people work together for a common goal.

Collaboration on the Global Citizenship Project means working with partners to help each class develop their own project. This may include exchanging resources for projects and/or sharing feedback on projects

If you have the same project topic, goals, and format as your partners, you may also create *one* project with your two classes

Write your four or five challenges in the space provided below.

Conflict Trees Continued...

Every conflict or challenge has roots (causes) and branches (effects), like a tree. Conflict analysis helps us understand these causes and effects, and identify solutions. This analysis is subjective, and depends on who analyzes the conflict, and from what perspective.

Use the tree below to explore the issue you've identified for your Global Citizenship Project.



Level of Conflict (select one):

- Local
- National
- International/Global

Remember to Include:

- ✓ Trunk (Core challenge)
- ✓ Roots (Causes)
- ✓ Branches (Effects)



**Post your Conflict Tree on GNG
Connect!**

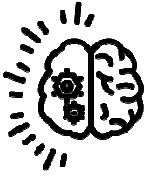
Conflict Tree Gallery Walk

1. Would this challenge be considered local, national or international? Why?

2. Would you begin to address the challenge at the roots, trunk or branches? Why?

3. What ideas do you have for a project that could address this challenge?

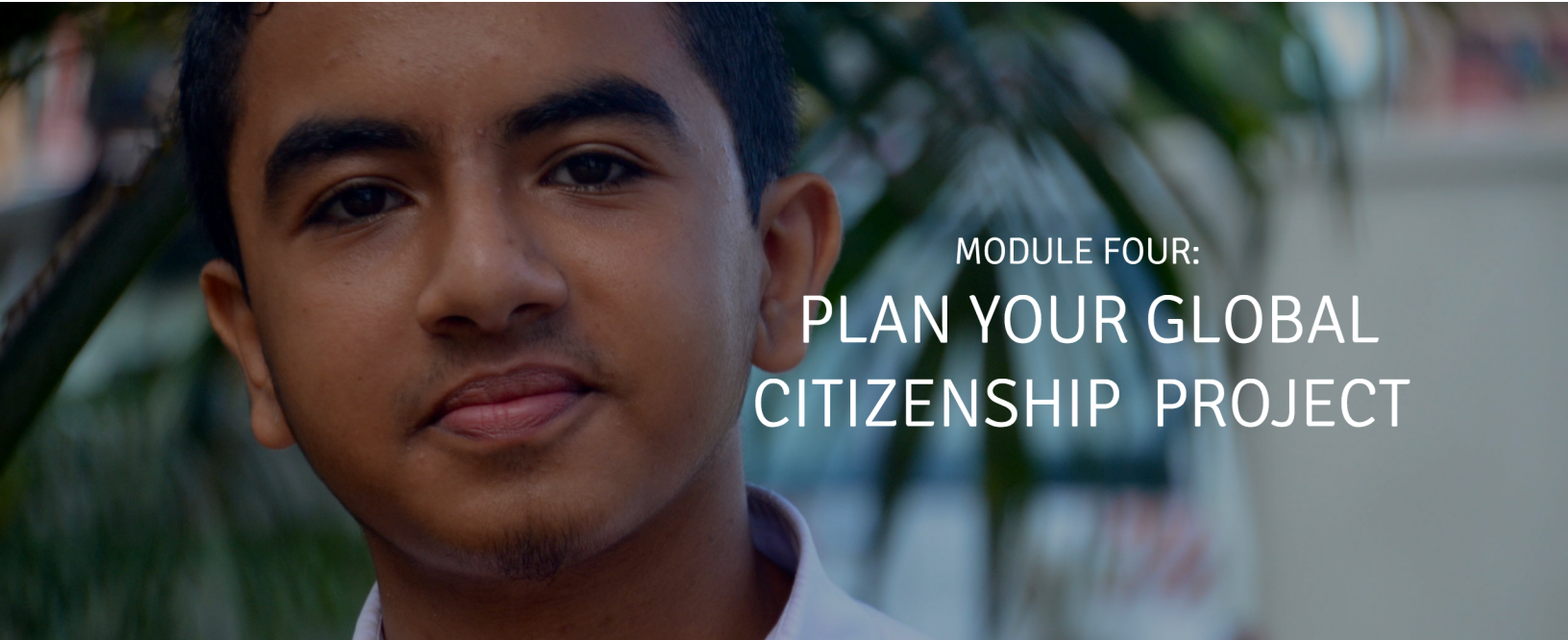
Identifying a Community Challenge Reflection



Think about what you learned from creating a conflict tree for a community challenge and viewing your classmates' and partners' conflict trees. Write your response to the question below. You will then post your response on GNG Connect.



What does it mean to think globally and act locally?

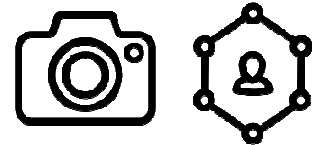


MODULE FOUR:
PLAN YOUR GLOBAL
CITIZENSHIP PROJECT

Module 4: Plan Your Global Citizenship Project

Global Nomad, it’s time to take your ideas global! In this last module of Campfire, you will plan on positively engaging your communities through your Global Citizenship Project plan. In Module 4, you will analyze past projects to help you prepare for creating your own class project. You will also collaborate with partners to determine ways to support their Global Citizenship Project. And finally, reflect on the entire Campfire experience and consider how to move forward with the skills and learning from the experience.

MODULE 4 OVERVIEW		
<i>How do we, as youth, engage our communities to create positive social change?</i>		
Component	Activity Descriptions	Time
Framing Thinking	Exploring Global Citizenship Projects Students explore Global Citizenship Projects created by former participants.	45
Building Understanding	Global Citizenship Project Overview Students brainstorm ideas to address their chosen challenge(s) and share with their partners for feedback on GNG Connect .	60
Showing Learning	Planning Your Global Citizenship Project Students plan their Global Citizenship Project with feedback from their partners and post their Project Plan on GNG Connect .	60 ^{*3}
Reflecting	Campfire Program Reflection Students implement their Global Citizenship Project with their classmates. Students reflect on the Campfire program and complete a post-program survey on GNG Connect .	35
Materials Needed	<p>Resources: Computers, Internet connection, pens or pencils, whiteboard (or chart paper), markers, projector (if available). Materials needed for each activity might vary depending on task.</p> <p>Student Pages: Exploring Global Citizenship Projects, Global Citizenship Project Overview, Global Citizenship Project Plan, Campfire Program Reflection.</p>	



Don’t forget the GNG Connect Extension Activities!

³ 60 minutes is the time needed for project planning; if you choose to implement your GCP, actual time will vary.

Exploring Global Citizenship Projects

Here are six examples of past Global Citizenship Projects from different GNG programs. With your group, explore one from each category (Awareness, Advocacy, and Action) and answer the questions on the following page for the projects you explored.

AWARENESS	ADVOCACY	ACTION
<p>Inform others about a problem and give them the knowledge to change it.</p> <p><u>Deaf People Can Do Anything</u></p> <p>Video Public Service Announcement (Malaysia and US) https://vimeo.com/87682902</p> <p><u>Challenge:</u> Deaf people face discrimination around the world.</p> <p><u>Solution:</u> Deaf students in the US and Malaysia created a video to raise awareness about discrimination deaf people face – and all they can do.</p>	<p>Outreach to influence specific decision-makers who have the power to change policies.</p> <p><u>Working for Change</u></p> <p>Blog (Brazil, US, and Qatar) http://roadtodoha.blogspot.com/</p> <p><u>Challenge:</u> Students at our school need to change their treatment of the environment because those actions contribute to climate change.</p> <p><u>Solution:</u> Brazilian students created a blog about specific environmental challenges and ways that youth could take action to solve those issues.</p>	<p>Implement activities to directly address a problem yourself.</p> <p><u>Dance Your Dabke to Great Health</u></p> <p>Community Event (Palestine and US) http://tinyurl.com/healthhygiene</p> <p><u>Challenge:</u> Our community needs greater access to proper hygiene resources because we suffer from preventable health issues.</p> <p><u>Solution:</u> Palestinian students researched hygiene issues, and organized a community Health Day, demonstrating healthy behaviors.</p>
<p><u>Collaborative Mural</u></p> <p>Visual Art (Afghanistan and US) https://vimeo.com/55036369</p> <p><u>Challenge:</u> Youth need to develop tolerance of different cultures because their future peace and security are intertwined.</p> <p><u>Solution:</u> Classes in Kabul and Virginia co-designed the same mural to paint at their schools, to show the value of cultural exchange and tolerance.</p>	<p><u>Terrorism and Its Possible Solutions</u></p> <p>Campaign (Pakistan and US) http://tinyurl.com/terrorismolutions</p> <p><u>Challenge:</u> Pakistanis and Americans need to advocate for solutions to terrorism because it hurts them both.</p> <p><u>Solution:</u> Pakistani and US students surveyed their communities about causes and solutions of terrorism, and presented their findings to advocate for alternatives to violence.</p>	<p><u>Karachi Beach Clean-Up</u></p> <p>Event & Campaign (Pakistan and US) http://tinyurl.com/karachibeach</p> <p><u>Challenge:</u> People in Karachi need a clean beach because they rely on the environment for jobs and health.</p> <p><u>Solution:</u> Karachi students planned and implemented a beach clean-up to address pollution in their environment, involving partners in the community.</p>

Exploring Global Citizenship Projects Continued...

	AWARENESS	ADVOCACY	ACTION
	<i>Which project did you explore? ✓</i>		
	<input type="checkbox"/> Deaf People Can Do Anything <input type="checkbox"/> Collaborative Mural	<input type="checkbox"/> Working For Change <input type="checkbox"/> Terrorism and Its Possible Solutions	<input type="checkbox"/> Dance Your Dabke to Great Health <input type="checkbox"/> Karachi Beach Clean-up
What did this project make you feel, think, or do?			
How did the project address the challenge? How did it achieve its goal of awareness, action, or advocacy ?			
In what ways do you think this project impacted the students' school and community?			
How did the "window" or perspective of the creators influence their project?			

Global Citizenship Project Overview



Use this chart to define the key elements of your project and post on GNG Connect.

Challenge Statement	<p>_____ need (s) _____</p> <p><i>Who has the challenge or need? What is the challenge or need?</i></p> <p>because _____</p> <p><i>Why is it important to solve?</i></p>
Objective	<p><input type="checkbox"/> Awareness <input type="checkbox"/> Advocacy <input type="checkbox"/> Action</p> <p><i>What do you hope to achieve with your project?</i></p>
Target Audience	<p><i>Who do you want to reach through the project? Why are they important?</i></p>
Format (see below)	<p><i>Which is the best project format to achieve our goal and reach our target audience?</i></p> <p><input type="checkbox"/> PSA <input type="checkbox"/> Campaign <input type="checkbox"/> Documentary <input type="checkbox"/> Event <input type="checkbox"/> Other: _____</p> <p>Specific media output (radio piece, blog, photo story, etc.): _____</p>
Project Summary	<p>We are going to _____ about _____</p> <p><i>What exactly do you plan to do?</i></p> <p>_____ in our community.</p> <p><i>What is the topic of your project?</i></p>
Partner School's Role	<p><i>To complete our project, we will need our partners to _____</i></p> <p>_____.</p> <p><i>What resources, information, or activities do you need from your partners?</i></p> <p><i>Our partner school can further support us in our project by _____</i></p> <p>_____.</p> <p><i>What other kinds of support can your partners provide?</i></p>

Global Citizenship Project Overview Continued...

Review the options below and decide which project format and media output will best achieve your project objective. Some projects may fit into more than one goal or format. Check off which format you choose in your **Project Overview**.

	AWARENESS	ADVOCACY	ACTION
Goal	Inform others about an issue and give them the knowledge to change it.	Outreach to influence decision-makers who can change policies.	Implement direct activities to change an issue yourself.
Project Format	Public Service Announcement (PSA): <i>Message that changes public attitude</i> Media Output: Visual/performing arts	Campaign: <i>A set of activities that promotes a specific cause, law, or change of behavior, often through media or politics</i> Media Output: Visual arts, performing arts, writing, event	
	Documentary*: <i>Media/art that objectively presents the stories of real-life people or events, often focusing on a specific issue or cause</i> Media Output: Visual or performing arts, writing This is not just film! It can be radio, photo, art, theatre, or journalism!	Event: <i>In-person activity with a specific goal (voter registration, fundraising)</i> Media Output: Event-based	
	Student Choice: <i>Design and implement your own type of project!</i> Media Output: All!		

What are **Media Outputs**? This is the specific media format for your final project, such as:

- **Visual Arts:** Photography, drawing, design, crafts, mural, film, posters
- **Performing Arts:** Radio, theatre, film, music, spoken word, dance
- **Writing:** Blog, newsletter, journalism, letter campaign, creative writing, social media
- **Events:** Debate, fundraiser, exhibition, rally, registration drive

Give Feedback on your Partners' Project Overview



Review your partners' project overview on GNG Connect. Use the following guiding questions to help you provide feedback:

- Was the challenge statement clear and convincing?
- What do you like the most about what they provided?
- What do you think is still missing?
- Do you think their plan will engage your partners' target audience? If not, suggest how they can do so.

What support can you offer your partners to help them in their project (providing resources, giving share ideas from your community, and other sections)?

Planning Your Global Citizenship Project

What activities do you need to complete for your project? Record them in the chart, remembering your media format, resources available, and partners' school's role!

Activity (Step)	Materials/Resources Needed	Deadline	School / Student Roles
<i>Example: Research our town's monthly water use.</i>	<i>Library/Internet access, phone interview with local water agency</i>	<i>April 5, 2015</i>	<i>Al-Wakra School *Research team: Sana, Ali, and Jordan</i>
1.			
2.			
3.			
4.			
5.			
6. Share your project with your local and global community!			

Create your Project Storyboard! (Optional)

Your Project Storyboard tells the story of your project, or what is included in it. This will help you create the final product and allow for your partners to see what you're planning for your project. Use the **Media Output** list below to plan for your storyboard:

What are **Media Outputs**? This is the specific media format for your final project, such as:

- **Visual Arts:** Photography, drawing, design, crafts, mural, film, posters
- **Performing Arts:** Radio, theatre, film, music, spoken word, dance
- **Writing:** Blog, newsletter, journalism, letter campaign, creative writing, social media
- **Events:** Debate, fundraiser, exhibition, rally, registration drive

Campfire Program Reflection



Reflect on your experience as a participant in the Campfire program by responding to the questions below. You will then post one of your responses on GNG Connect.

1. What will you tell your friends and family about this experience?

2. Has this program made you think differently? If so, how?

3. How could you use the Global Citizenship Project planning process in the future projects?

4. How can you actively contribute to your local and your global community?

5. How can you use your personal strengths and what you've learned in this program to lead change in your community?

Appendix A: Alumni Toolkit

Congratulations! You have successfully completed your Global Nomads Group program and are now GNG Alumni! We welcome you into a network of over 1 million Global Nomads in 50+ countries, who engage in dialogue and collaborate to solve local and global challenges. Even though your virtual exchange program has ended, you can stay connected with your peers and share your experiences through the following activities.

Stay Connected:

Continue communicating on your program's **GNG Connect Community**.

Join the **GNG Alumni Facebook Group** to meet students from GNG programs worldwide, share resources, and exchange ideas. www.facebook.com/groups/gngalumni/.

Follow GNG on social media:

- ✓ Facebook: www.facebook.com/globalnomadsgroup
- ✓ Google+: plus.google.com/u/0/109565674376618689920
- ✓ Twitter: twitter.com/global_nomads
- ✓ YouTube: www.youtube.com/user/GlobalNomadsGroup

Engage with other groups' **Global Citizenship Projects** via GNG's social media and alumni pages.

Pen Pal Exchange

Do you want to connect one-on-one with your partners? Start a pen pal exchange!

1. **Match pen pals:** Work with your teachers to assign pairs or small groups of pen pals.
2. **Exchange contact information:** This could be physical addresses, email addresses, and/or social media (Skype, Facebook, etc.).
3. **Start with a letter exchange:** Write your pen pal, online or by mail (no more than a page). *If by mail, these can be sent as a group to your partner school.*
1. **Decide together how/when to connect:** How do you want to communicate? How often?

You may not be writing in your pen pal's first language, so use clear and short sentences. Include photos or videos!

What to write in your first letter?

Introduce yourself: Tell your pen pal about your interests, family or community, or future plans.

Share what you learned: What did you learn from your pen pal's class? What was the most meaningful activity or part of your project? Why?

Ask and learn: What do you want to know about your pen pal, their school, or community? What

Share Your Experience and Global Citizenship Project

Spread the impact of your project and program in your school, community, and beyond:

- ✓ Display or share your final project at your school.
- ✓ Give a presentation to friends, family, clubs, community organizations, and/or local government. This could be about your project, a specific issue, and/or a cultural exchange event (food festival, holiday, music and dance, etc).
- ✓ Write letters to future GNG participants.
- ✓ Arrange a guest speaker event to share information about a related topic (religion, culture, politics, current events from your partner country, etc).

Planning Your Global Citizenship Event

Getting Started

Here is a guide to help you plan your school or community event – whether to share your project or focused on your program experiences – and stay on track before, during, and after the day of the event. To start, review examples of **types of events**, but feel free to be creative!

Cultural Celebration:

Teach your community about your partner country and culture through a religious celebration, food festival, music and dance, etc.

Guest Speaker

Promote dialogue on a specific local or global problem by inviting guest speakers, officials, or those impacted by the issue to speak.

Film Screening/Art Exhibit

Share the story of your issue or program experience using art, perhaps a film or documentary, photo exhibit, or creative arts or writing.

Fundraising Events

Raise money for a cause via a concert, exhibit, festival, or student presentation on a GNG-related topic.

Community Service

Engage your peers in volunteer activities related to your project topic.

- Goals for the Event:** What do you want to achieve with the event? Defining your goals will help you plan and engage participants – your peers and the audience. Sample goals include:
 - ✓ Raise awareness about the problem you addressed in your Global Citizenship Project;
 - ✓ Share what you learned in the program about culture, religion, education, family, etc;
 - ✓ Take action by promoting participation in future GNG programs.

- Create a Timeline:** Consider your audience and your goals to decide on a date for the event, and then set a schedule for the preparation and planning. Think about:
 - ✓ Can you motivate your audience by incorporating the event into a holiday celebration, the start of a school semester, or community event?
 - ✓ Are there school/community events that would interfere with an event?
 - ✓ How much time do you need to plan and promote the event?
 - ✓ Do you need to reserve a special room or place for the event? When is it available?

- Preparing the Venue:** When selecting a place to have the event, think about:
 - ✓ How many people will attend? What space is best (auditorium, outdoors, etc.)?
 - ✓ Do you need sound, lighting, or video equipment, or other materials?
 - ✓ Will you provide refreshments or food? This is a great way to involve the community – ask a local restaurant if they would donate, or prepare food from your partner country.
 - ✓ Do you want to track attendance? Think about including a registration area with sign-in sheets, so you can record guests' contacts/emails and share information after the event.
 - ✓ Do you need help setting up and running the event? If so, recruit volunteers in advance!

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

- **Plan a Discussion:** Prepare to facilitate a discussion as part of the event. Start with the brief summary of your involvement in the GNG program, before asking questions to guest speakers or the audience on the topic of the event. Questions can include:
 - ✓ What would you want to ask students from our partner school?
 - ✓ After participating in this event, has your view of our partner country changed? How?
 - ✓ What did you find most surprising? What would you like to discuss further?
 - ✓ *Anticipate questions from the audience, such as:* Were partner schools able to keep in touch after the program? What activities did students participate in together?

Planning an Event: Before, During, and After

- **Before the Event:**
 - ✓ Make sure that venue, equipment, and Internet are reserved and ready.
 - ✓ Make sure that the refreshments are prepared (if applicable).
 - ✓ Ensure materials are printed or prepared (e.g. sign-in sheets, information on GNG).
 - ✓ Be sure you have a camera to take pictures/video to document your event (depending on your audience, you may require photo releases).

- **Day of the Event:**
 - ✓ Arrive early to set up.
 - ✓ Test all technology prior to event start.
 - ✓ Train volunteers and have people ready to greet guests and run the sign-in area.
 - ✓ Organize materials for your audience and display these in a visible location. Hand them out when guests sign-in, or have the materials set on each seat prior to audience arrival.
 - ✓ Begin with an introduction to GNG and a brief explanation of what you hope the audience will gain from the event. This is an opportunity to facilitate a brief discussion with probing questions. If you will be holding a discussion after the event, be sure to reference this prior to the event so the audience is prepared to participate.

- **Concluding the Event:**
 - ✓ End by thanking everyone for participating.
 - ✓ Encourage them to visit the GNG website and social media, and view your Global Citizenship Projects.
 - ✓ Give the audiences ideas for ways to get involved!

- **After the Event:**
 - ✓ If you have collected email addresses or other contact information, send a message thanking everyone for participating and including follow-up information.
 - ✓ If you had any special guests, send them a personal thank-you note.
 - ✓ Debrief to determine what went well and what could have been improved.

Post your photos on the GNG Alumni Facebook page and GNG Connect community.