



# Global Teaching Dialogue

## Using Media and Text to Nurture Global Citizenship

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- 2018-2019 Fulbright Teachers for Global Classrooms Fellow (Senegal International Field Experience)
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# Presenters



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# Introduction

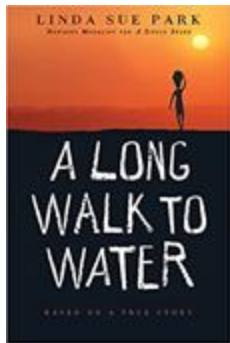


## Global citizenship education...

- works in a variety of contexts (varying levels of experience, expertise, and flexibility)
- employs a wide range of resources (fiction and nonfiction texts, film, activities, etc.)
- increases student engagement (through student choice, practical application, etc.)

## This session will...

- demonstrate how students in an ELA classroom learn and explore the world through various types of media and texts
- provide one example of a global citizenship foundation course, which can be adapted to different school contexts



# Nurturing World Travelers: Exploring the World and Beyond Through Texts





# The Challenge to Teach and Engage

## What the research says...

- From 2007-2017, students tended to read less (Vinterek et al., 2020)
- Reading motivation varies with age and gender (Wigfield, 2016)
- Students' reading and writing didn't match their needs and interests (Pitcher et al., 2007)

## Implications...

- Students need access to variety of texts they can choose from (Tegmark et al., 2022)
- Reading and discussion must be socially situated and thought-provoking (Lacy, 2019)
- Teachers must find a way to build an academic program around students' interests (Delpit & Dowdy, 2008)



# Context

- 2nd largest school district in the United States
- Urban school
- Nearly 800 students, 100% eligible for free lunch
  - About 51% Latinx
  - About 49% African American
- 10th grade students began the school year as reluctant readers
  - “Ms., I don’t read.”
  - “Ms., I don’t like to read.”



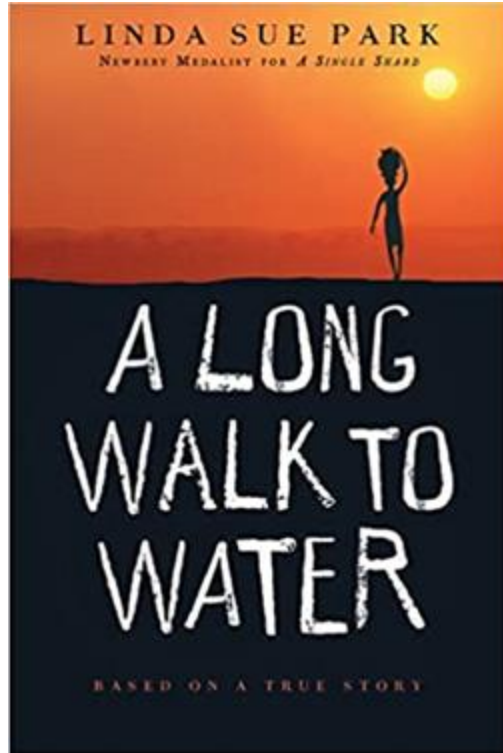


# Challenge Accepted





# First Stop: South Sudan



- Shorter story to read
- Multiple cliffhangers
- Opportunities for discussion
- Character growth and development







## CHAPTER FOUR

*Southern Sudan, 2008*

Nya's mother took the plastic container from her and emptied the water into three large jars. She handed Nya a bowl of boiled sorghum meal and poured a little milk over it.

Nya sat outside in the shade of the house and ate.

When she was done, she took the bowl back inside. Her mother was nursing the baby, Nya's little brother. "Take Akeer with you," her mother said, nodding toward Nya's sister.

Glancing at her younger sister, Nya did not say what she was thinking: that Akeer, who was only five years old, was too small and walked too slowly.

"She needs to learn," her mother said.

Nya nodded. She picked up the plastic container and took Akeer by the hand.

Home for just long enough to eat, Nya would now make her second trip to the pond. To the pond and back—to the pond and back—nearly a full day of walking altogether. This was Nya's daily routine seven months of the year.

Daily. Every single day.

- What do you notice as you read about Nya?
- What questions do you have?







*“Conversations about the books we read can connect us, intrigue us, and teach us...”  
(Rehbein, 2019)*

JOURNEY THROUGH SOLITH SLIDAN PASSPORT					
STATION NAME					
STATION 1:	STATION 2:	STATION 3:	STATION 4:	STATION 5:	STATION 6:
How strong are you?	What can you say about Salva Dui?	Muslims of the Lost Boys	Going to school in South Sudan	The importance of water	A Sweet Treat: Karkada
Look at the picture of Salva. How do you think he feels? Write a paragraph about his situation. What do you think he needs? Write a paragraph about his situation. What do you think he needs? Write a paragraph about his situation.	Think about Salva when he was 11. How would you describe him? Why? (Use evidence from the text.)	Listen to one of the songs at this address. What do you think about the lyrics? What do you think about the lyrics? What do you think about the lyrics?	Look at the picture of Salva. How do you think he feels? Write a paragraph about his situation. What do you think he needs? Write a paragraph about his situation.	Read the information about the water crisis around the world. Based on your reflection here. How can you do part of the solution? What can you do to help?	Follow the directions to make your own sweet drink. What do you think about it? Record your thoughts here.



The beginning of the SDGs





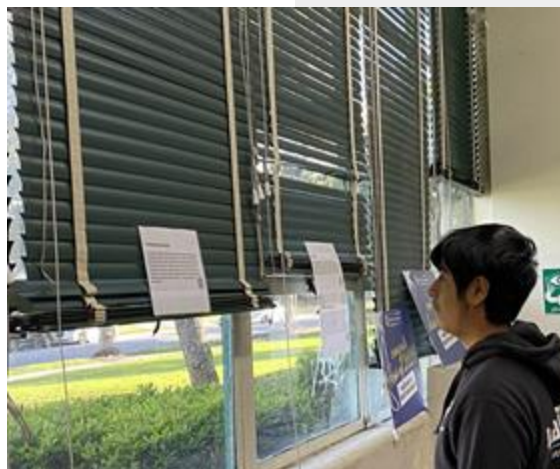
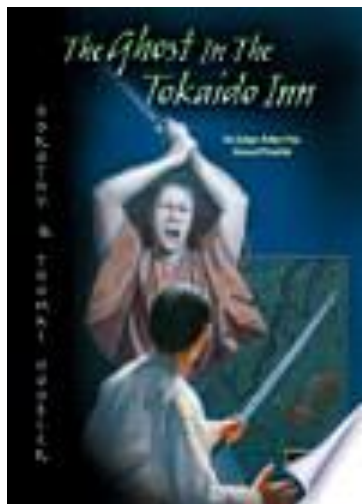
# Traveling the World Through Literature







# Feudal Japan





# South Africa

Official Languages in South Africa

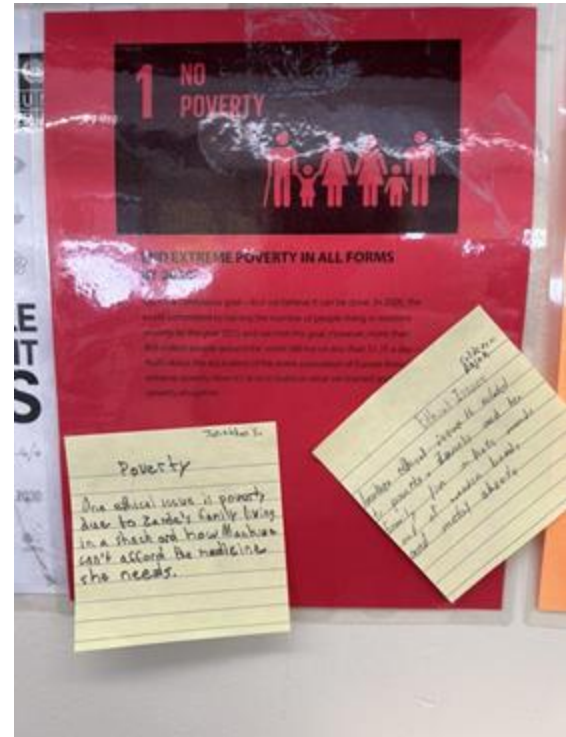
Afrikaans 13.5% of South Africans Speak it West Germanic	English
Xhosa 1st language of 8.2 million 2nd language of 11 million	Zulu 12 million native Speakers

along racial lines ⑦

<u>blacks</u>	<u>whites</u>
	electricity
	television
	"upstanding citizens"







## Connecting Ethical Issues to SDGs



## Creative Solutions for World Problems Note-Taking Guide

### Ethical Issue

Which ethical issue did you identify in the book (What Moral Dilemma)?  
Using as an ethical issue in the book of our people in South Africa?  
Which Sustainable Development Goal does it relate to? Why is this an ethical issue? What information can you find? (Who are the affected people? What are their living conditions? Where do they live? What circumstances exacerbate the problem (make the problem worse)?

I noted an ethical issue in many because she is very sick and she can't be cured because money and her family are too poor to afford the right medication or food she is requesting.

### Also called:

End hunger, achieve food security and improve nutrition and promote sustainable agriculture because in South Africa, the people get sick because of the bad agriculture.

### Proposing a Creative Solution

Based on what you know from your research, what creative solution can you develop or design to address the ethical issue that you identified? How do you know that this is a viable solution (a solution that will work)? Please be sure to provide evidence to support your claim.

I think that the best solution to achieve this goal is for people to volunteer to help farm better crops and teach the people of Africa how to farm better.

### Resources

Where did you get your information from?

The Sustainable Development Goals.

### Attempts to Address the Issue

What attempts have been made to address the ethical issue? How much progress have we made in finding a solution, according to the United Nations? How effective have the attempts been to alleviate the problem? What challenges have occurred as attempts to solve the problem have been made? (You will have to do some more research to find this out.)

A solution or effort to try and solve this issue have been a lot of fair trade workshops were being held to solve these problems like the National Capacity Building Workshop for a 2008 small and medium sized enterprises initiative on

Strengthening entrepreneurship skills for adaptation progress towards sustainable development goals

### Additional Information

What information did you find aside from the United Nations Sustainable Development Goals (SDGs)?

I also found articles about the terrible conditions the South Africans face. They don't have the resources to have good healthy agriculture.







# Teaching a Global Citizenship Course





# St. Xavier High School



- Private school established in 1831
- Catholic (80%, 20% other faiths)
- 1 of 88 Jesuit schools in the US and 874 worldwide
- 1400 students, all boys
- 42% of students receive tuition assistance



# Global Scholars Program

A flexible program of 2 to 3 years through which students develop as global citizens who think critically, recognize and respect diverse perspectives, and take action toward a more just, equitable, and sustainable world.



- **Curriculum**
  - **4 courses with a global dimension**
  - **Global Perspectives semester course - required**
- Language Study
- Global Events
- Intercultural Experiences
- Co-curricular Involvements
- Ongoing and Culminating Reflection
- Service
- Projects





# **Global Perspectives: a Global Scholars Program foundation course**



Global Perspectives seeks to create global citizens who take action toward creating a more just and sustainable future. Organized around SDG-themed units, the course uses contemporary world literature to examine issues of global significance such as education, poverty, peace and justice, migration, and climate change. In addition to reading novels, students will watch films, conduct research, participate in virtual exchanges, and implement individual and group projects on global topics of choice.





# Toni Morrison:

“...Art invites us to take the journey beyond price, beyond costs into bearing witness to the world as it is and as it should be.”





# Unit 1: Introduction to Global Citizenship & the 4 Domains of Global Competence







# Unit 1: Introduction to the SDGs





# Unit 1: Introduction to the Universal Declaration of Human Rights



Human Rights Marketplace Activity

The **WORLD CUP** **3**

**HUMAN RIGHTS**

**THE REAL GROUP OF DEATH**



In February 2021, The Guardian reported that \_\_\_\_\_ migrant workers had died in Qatar since the country won the bid to host the World Cup in 2010.



The **WORLD CUP** **7**

**UPSTANDERS**

An upstander is a person who takes action in defense of victims of injustice. Before and during this World Cup, some countries and their national teams have taken measures to shed light on various human rights abuses.



Match the country on the left with their "upstander" effort on the right.

1) Denmark  
2) Germany  
3) England  
4) Australia  
5) Iran  
6) France

A) After FIFA threatened sanctions over this team's plan to wear "One Love" armbands in support of LGBT communities, the country instead lit up one of its iconic home stadiums in rainbow colors.  
B) At the start of one match, players from this team stayed silent during their national anthem to show support for women in their home country.  
C) In October, this team released a video criticizing the tournament's human rights abuses.  
D) Several major cities in this country have announced that they will not organize public screenings, or "fan zones," for World Cup matches.  
E) This country's black jerseys honor the migrant workers who have died building infrastructure for the World Cup.

Submit your "quiz" after answering this question!

[image credit](#)







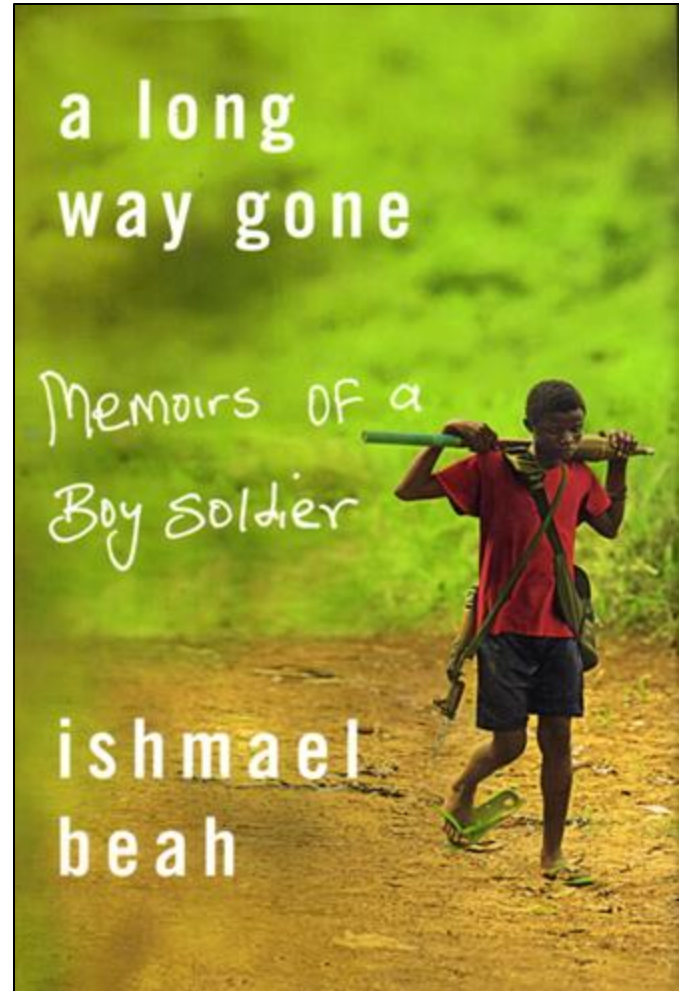
## Unit 2: SDGs 4 & 16

# Quality Education Peace & Justice

A twelve-year-old boy is forced to become a child soldier when civil war erupts in Sierra Leone.

### Guiding Question:

What are the conditions which prevent and disrupt the education of children around the world?



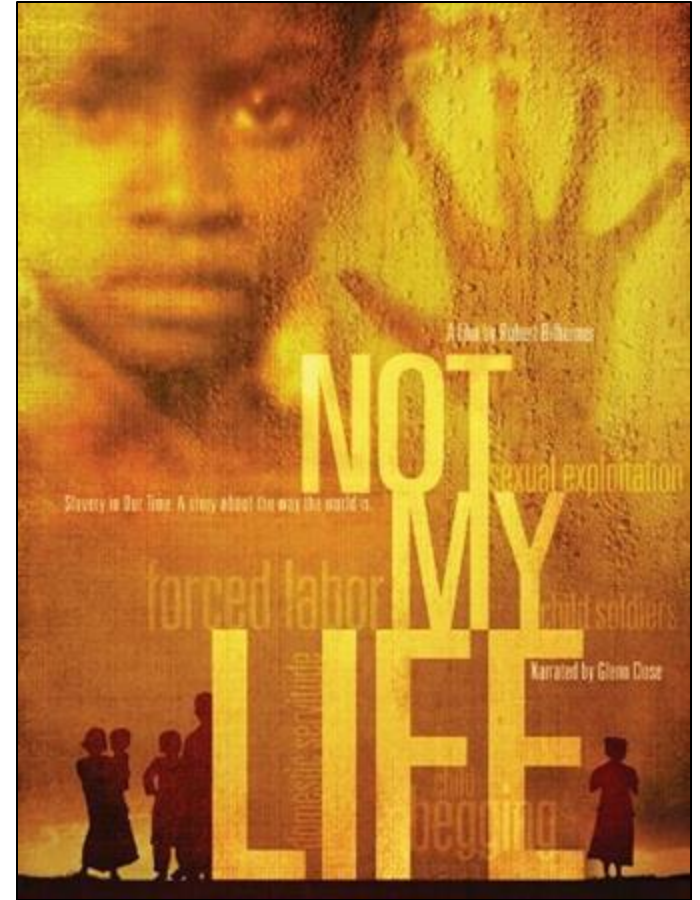
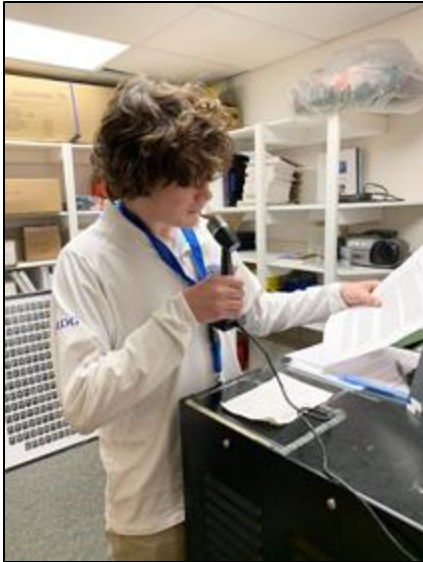
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## Unit 2: SDGs 4 & 16

# Quality Education Peace & Justice



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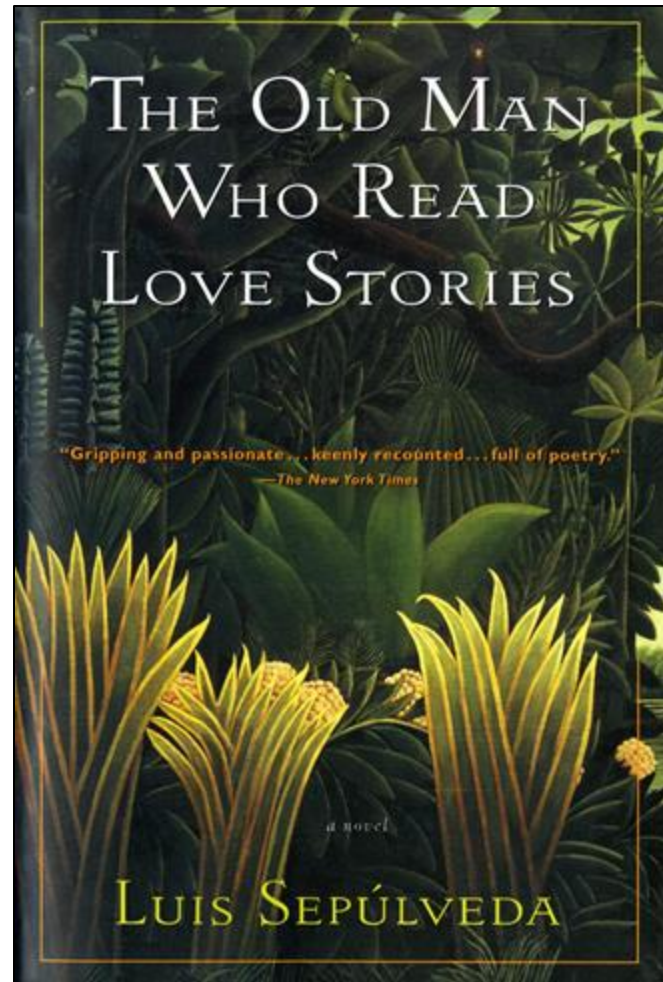
## Unit 3: SDGs 13 & 15

# Climate Action Life on Land

Deep in the Ecuadoran jungle, a man sits at the crossroads of culture and conflict. Tourist and opportunists threaten the health and survival of the Amazon rainforest and its indigenous people, and the man's principles are challenged.

### Guiding Question:

**Why are the earth's rainforests so critical to the health and future of the planet?**



[image credit](#)





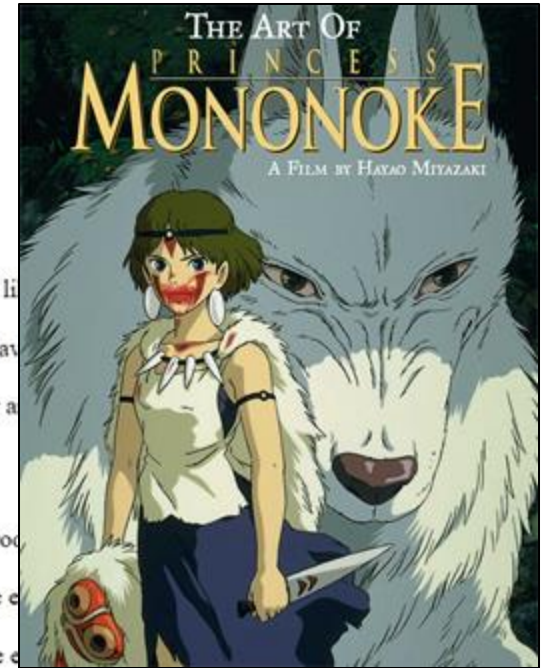


## Unit 3: SDGs 13 & 15

# Climate Action Life on Land



[image credit](#)



Dear Nature's Path,

As a consumer of your products, I would like to thank you for the quality of your food, but also the sustainable ways you have chosen to produce it. I am grateful from you, and researching your company and its environmental impact you have had.

Being the top organic North American producer to having such a large commitment to the environment, you have "found it," an inspiring goal that should be

Nature's Path, according to your website and [bakingbusiness.com](#), is a family owned business with no intention of selling the company. Family owned business is unfortunately something that is much less commonplace now, especially for companies as successful as yourself. This makes it all the more gratifying to know that Nature's Path is completely organic, zero waste, and so philanthropic to environmental causes, as you proudly mention on [naturespath.com](#).



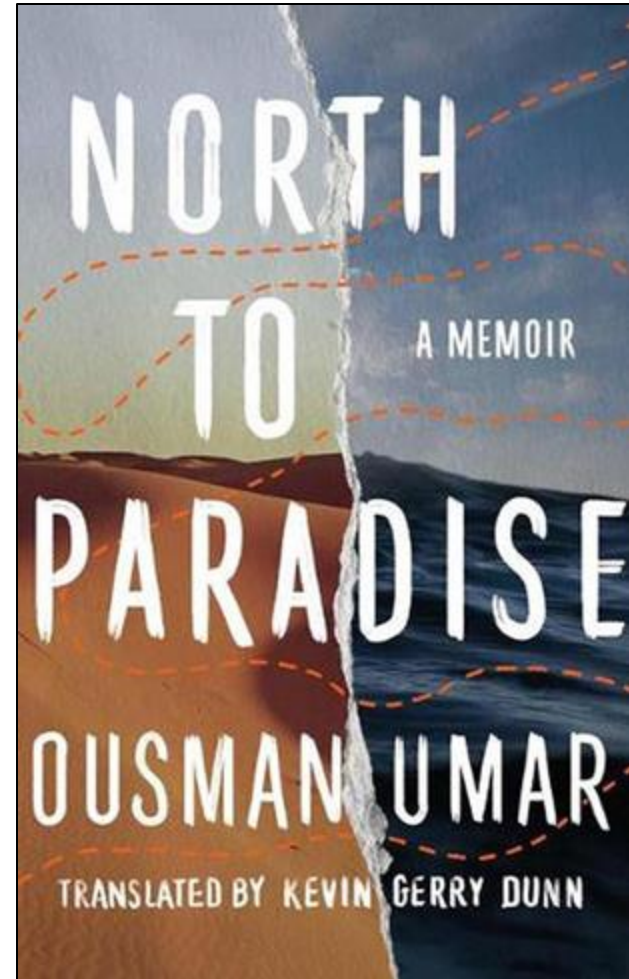
## Unit 4: SDGs 1 & 10

# No Poverty Reduced Inequalities

A young Ghanaian boy leaves home in search of economic opportunity, traversing northern Africa and struggling to create a home for himself in Barcelona.

### Guiding Question:

**What factors contribute to migration and what is the experience of refugees and immigrants?**



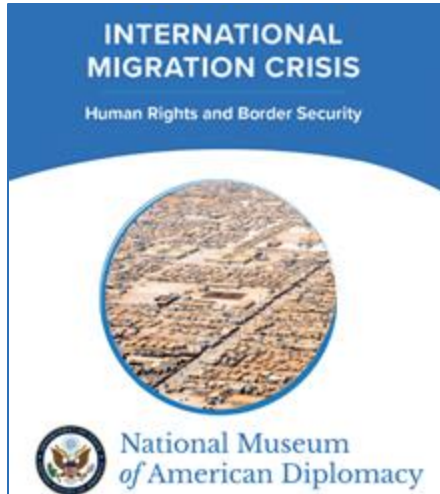
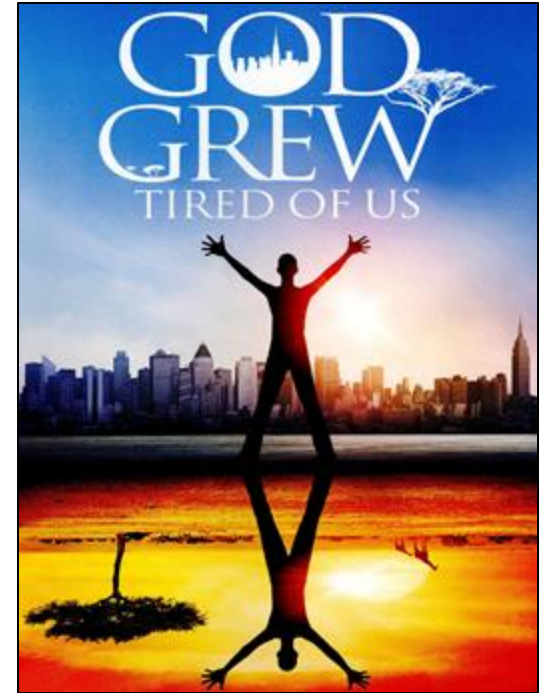
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# Unit 4: SDGs 1 & 10

## No Poverty Reduced Inequalities



# DOLLAR STREET

[image credit](#)





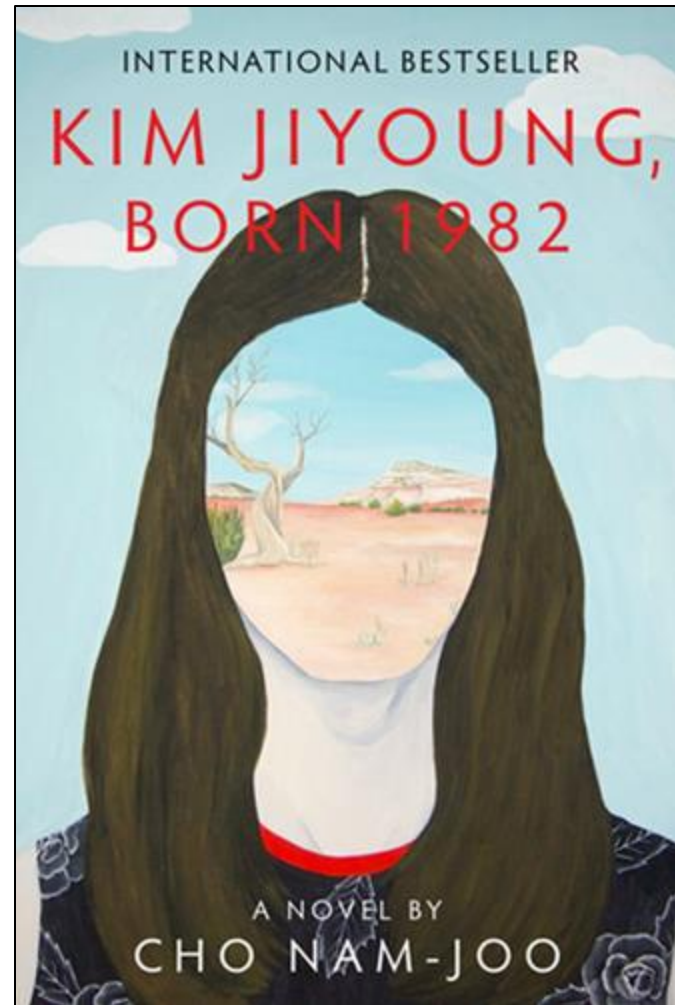
## Unit 5: SDG 5

# Gender Equality

A young woman in South Korea struggles against society's expectations of her as she navigates schooling, the workplace, and motherhood.

### Guiding Question:

What kinds of discrimination do women around the world face?



[image credit](#)



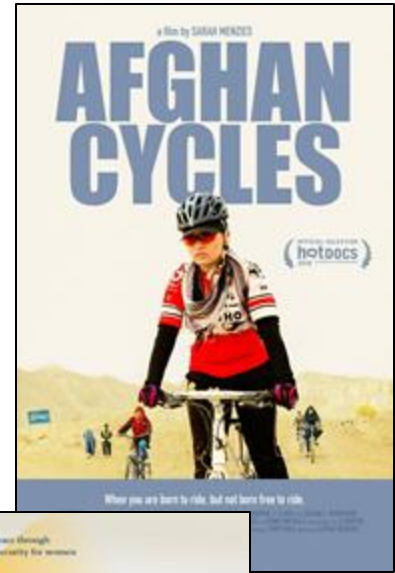




# Unit 5: SDG 5 Gender Equality



[image credit](#)



[image credit](#)

**The SDGs & SDG #5 TEMPLATE**  
an introduction

1-Learn about SDG 5	2-Why does SDG #5 matter?	3-Global Gender Equality Issues	4-Global & Local Action	5-Reflection	6-Take Action
<p>Watch the three videos below.</p> <p>Video #1</p> <p>Video #2</p>	<p>Watch the video and read the posts in this column. Then respond to the prompt below (in the comment section of the blue box at the end of this column).</p> <p>Why does it matter?</p>	<p>Watch two videos from this column. Choose topics that interest you. Make one comment on each video you watch. (Put your comment under the videos you watch, not in this purple box; 75 word minimum per comment; include your name at the end of the post.)</p> <p>Child marriage in Afghanistan</p>	<p>Watch the four videos below.</p> <p>Norway encourages men to work in female-dominated sectors</p> <p>The Jesuits take action in Afghanistan</p>	<p>Consider: 1) How do you feel about gender equality now that you know more about it? 2) Identify one question or issue to research further. (Put your comment in the green box below.)</p> <p>In the comments of this post, share your responses to the prompt above. (100 word minimum; include your name at the end of the post)</p>	<p>Read this document and the one in the next post. In your group, brainstorm ideas for taking action to promote gender equality. Share your ideas in the comment section of the last post in this column (the yellow box at the end).</p>



[image credit](#)







## Unit 6: Impact Project

**GL**  **CAL**

During designated “genius time” class periods, students investigate a global issue of particular interest to them. Students then develop this research into a proposal to positively impact the problem at a local or global level. Proposals are presented to an authentic audience at the conclusion of the course.



## Unit 6: Impact Project Past Topics



- Genocide
- Access to public transportation
- The portrayal of refugees & immigrants in the media
- Education in US vs. other countries
- Responsible investing
- Gender disparity in education
- Fast fashion (+ climate, human rights)

**QUEEN CITY COMPANIONS DINNER**

Share a meal and hear the stories of our immigrant and refugee Cincinnati neighbors

hosted by the St. Xavier Global Scholars program and Heartfelt Tidbits

Monday, April 24th 6-8 p.m.  
Reynolds Room

St. Xavier High School  
600 W. North Bend Road  
Cincinnati, Ohio 45224

Bring a dish to share.  
Sign up here:



# Resources @





# Takeaways and Questions



**Thank You!**