

Global Citizenship course

Taught by Dr. Geoff Miller at Gonzaga College High School (Washington, DC, USA)

(Spanish version [here](#))

The lesson plans below are for an adaptation of the Educate Magis Global Citizenship Course and would work well in a Theology or Social Studies course. These plans cover about 5-7 class days but could be expanded to encompass more. Most of the videos, assignments, etc. are suitable for all grade levels in secondary schools, but some are targeted to specific students, with **grade levels** marked for certain activities and assignments (based on the U.S. model of 9th, 10, 11th, and 12th grades).

The accompanying PowerPoint has many of the video and web links embedded within images, but all such links can be accessed via this document.

Show Educate Magis article on this course: <https://www.educatemagis.org/blogs/global-citizenship-course-for-students/>

1: DEFINITION OF GLOBAL CITIZENSHIP

Explain to students that most of what we'll be doing for the next several days has been borrowed from a web resource used by Jesuit schools across the globe. (**Show Educate Magis website** and perhaps **Global Citizenship course webpage**.) Also explain that this will feel like a blend of Theology and Social Studies.

Ask student if he is an American citizen. a Canadian citizen? What makes you an American citizen? Why not also of another country? Can you be a citizen of Earth? That's what global citizenship wants you to think.

Note Catholicism's global scope:

https://en.wikipedia.org/wiki/Catholic_Church_in_the_United_States#/media/File:The_Catholic_World.PNG

Perhaps also note Catholicism as largest denomination in most U.S. states (apart from the South): https://en.wikipedia.org/wiki/Catholic_Church_in_the_United_States#By_state

Understanding the Term Global Citizenship

Notice that the term "Global" has connections with the globe – the whole earth – all encompassing – widespread – unlimited – universal.

Also notice that "Citizenship" refers to belonging to a particular place and time and carries overtones of participating fully in the life of a particular location – and the life of a place includes the social, economic, political, religious and leisure activities. Being a citizen suggests being one in a group where there are others. Thus "Global Citizenship" presents a fertile tension as "Global" seems to be opening up and outwards while "citizen" suggests confining and

limiting to a particular place and time. Global citizenship thus suggests an inter-connectedness with the whole world.

Watch 2:30 video from the Council of Europe on Global Education:

<https://youtu.be/wdDMqVNkWEo> and then **2-min. video** from UNESCO:

<https://youtu.be/KuKzq9EDt-0>

(For 10th-12th-graders) Read the following webpages to learn more about Global Citizenship:

<https://en.unesco.org/themes/gced/definition>

<https://en.unesco.org/themes/gced/action>

For a definition of Global Citizenship with a specifically Jesuit flavor, click here:

<https://www.educatemagis.org/global-citizenship-an-ignatian-perspective/>

(For 11th-12th-graders) Listen to teachers from Jesuit schools across the world explain what Global Citizenship means to them: <https://youtu.be/j9QuxnOiNyg>

(For 10th-12th-graders) In-class survey on what type of Citizen you are (*see appendix at the end of this document) Which category are you now? Which one will you be in 20 years? Do you know anyone (personally or celebrity) in the third category: justice-oriented? In an ideal society what percentage distribution of the population for these 3 categories? (Seems only a few should be the justice-oriented leaders and most should be the politically responsible followers.)

(For 12th-graders) Discussion: How have your experiences through exchange programs, service trips, and similar experiences abroad helped you become a better global citizen?

Assignment #1:

- In your own words, describe Global Citizenship education. (at least 2 sentences) **(all grade levels)**
- Describe how well you think your education so far has prepared you to be a good global citizen. (And if you disagree with any aspects of Global Citizenship education described in the links above, please briefly explain what they are and why you disagree.) **(all)**
- How can we foster greater global citizenship at our school? How can we build greater relationships with Jesuit schools elsewhere in our country, continent, world? **(11th-12th)**

2: HUMAN RIGHTS

Spend 2 minutes reviewing what was learned about Global Citizenship.

Then introduce them to the global nature of Jesuit education. **Show Educate Magis map.**

Do you know where we can find this map in our building?

Assignment: Find a school on this map that has the same name as ours but is outside of North America and describe it in 2 sentences.

An example of a global initiative in a Jesuit school: The Red Chair Project

Watch 2-min. video: <https://youtu.be/rgI1BF6R-G0>

Do we have a red chair in our school? **Show the Educate Magis page** whose pictures prove that Gonzaga had this ceremony: <https://www.educatemagis.org/blogs/schools-who-earned-the-red-chair-badge/>

Where can we find this chair? Who would you ask about this?

Human Rights

According to UNICEF, Human Rights are a “set of rights common to all people from birth, regardless of the legal guarantees that their country offers.” Human Rights are based on two fundamental values: equality and human dignity.

Human Rights are, then, a series of rights that are granted to us all in terms of our human condition. Initially they stem from the Universal Declaration of Human Rights, adopted by the General Assembly of the United Nations Organization in 1948. However, this list of rights is not exhaustive, since over time, the core of these Human Rights has been enriched as a product of tradition, as well as various treaties, agreements and conventions – both international and regional. An example of this is the acceptance of Economic Social and Cultural Rights (ESCR); or of collective rights and the environment, such as Human Rights. A central characteristic of Human Rights is that it is the responsibility of every state to guarantee these rights to its citizens at all times, without restrictions or special considerations, which makes them universal and inalienable. Another characteristic of Human Rights is that violation of a right may lead to the violation of other rights (e.g. violation of a fundamental right may imply the violation of second and third generation rights), which makes them interdependent and indivisible. Finally, it is important to emphasize that these rights should apply to all without exception and without discrimination of any kind.

The situation of Human Rights in the world today requires special attention. As in the recent past, Human Rights have been violated by authoritarian and repressive regimes, or simply by intolerance towards others; this trend tends to increase over time. In an increasingly globalized world, where conflicts not only involve States, but also a multiplicity of actors, the issue is becoming more complex. The war against so-called terrorism is an example: the crusade by some states against the Islamic State Group has led to the stigmatization of millions of migrants as terrorists. This implies the violation of rights such as the right to asylum, free transit and with that the refusal of access these people have to Economic, Social and Cultural Rights such as work, education or health.

Watch 3-min. video on Human Rights (hard to define): <https://youtu.be/8efAdRohMZA>

Read the U.N.’s Declaration of Human Rights (there are 30): <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

Assignment #2

1. Which human right do you think is the most often abused in our country? Which is the most often abused in the world?
2. Are there any rights on this list you think are good things for a society to promote but do not qualify as rights that a society must give its citizens? If so, which ones? If not, which ones do you think you know the least about and are therefore least able to promote in our society?
3. Have you ever seen any kind of social mobilization or collective action that has promoted advocacy in your country? (e.g. a march, protest, sit-in, symbolic action) (10th-12th)

Discussion 1 (10th-12th):

4. Have you ever felt your rights have been violated?
5. When you hear a story of someone who has been harmed, what feelings does this evoke in you?
6. Have you ever been in a situation where you had to defend someone's human right?

Discussion 2 (10th-12th):

7. What consequences does your ignorance of Human Rights bring to your country and region?
8. What can you do to inform members of your community about your fundamental rights?
9. Explain to your fellow students what human rights are and debate with them about their importance to your country and region.
10. Assignment: Find a way to express together, artistically, your commitment to the defense of Human Rights (e.g. with a photo, video, drawing or another way you can think of).

3: GLOBAL GOALS

Sustainable Development Goals

On September 25th 2015, countries adopted a set of goals to end poverty, protect the planet, and ensure prosperity for all as part of a new sustainable development agenda. Each goal has specific targets to be achieved over the next 15 years.

For the goals to be reached, everyone needs to do their part: governments, the private sector, civil society and people like you. These goals are called Sustainable Development Goals and are often referred to as Global Goals:

1. No Poverty
2. Zero Hunger
3. Good Health and Well-being
4. Quality Education
5. Gender Equality
6. Clean Water and Sanitation
7. Affordable and Clean Energy
8. Decent Work and Economic Growth
9. Industry, Innovation and Infrastructure
10. Reduced Inequalities

11. Sustainable Cities and Communities
12. Responsible Consumption and Production
13. Climate Action
14. Life Below Water
15. Life on Land
16. Peace, Justice
17. Partnerships for the Goals

Watch 3-min. video on SDGs: <https://youtu.be/RpqVmvMCmp0>

On 1 January 2016, the [17 Sustainable Development Goals \(SDGs\)](#) of the [2030 Agenda for Sustainable Development](#) — adopted by world leaders in September 2015 at an [historic UN Summit](#) — officially came into force. Over the next fifteen years, with these new Goals that universally apply to all, countries will mobilize efforts to end all forms of poverty, fight inequalities and tackle climate change, while ensuring that no one is left behind.

The SDGs, also known as Global Goals, build on the success of [the Millennium Development Goals \(MDGs\)](#) and aim to go further to end all forms of poverty. The new Goals are unique in that they call for action by all countries, poor, rich and middle-income, to promote prosperity while protecting the planet. They recognize that ending poverty must go hand-in-hand with strategies that build economic growth and address a range of social needs including education, health, social protection, and job opportunities, while tackling climate change and environmental protection.

While the SDGs are not legally binding, governments are expected to take ownership and establish national frameworks for the achievement of the 17 Goals. Countries have the primary responsibility for follow-up and review of the progress made in implementing the Goals, which will require quality, accessible and timely data collection. Regional follow-up and review will be based on national-level analyses and contribute to follow-up and review at the global level.

Assignment #3

Visit the UN's website on Sustainable Development Goals:

<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

- Click on one SDG that interests you, and provide one piece of information that helps us understand that problem or goal better. (9th-10th)
- Click on at least 3 SDGs, and discuss in small groups what these SDGs are and why you think they are important. Also explain to group members what you think the biggest obstacles are to these SDGs. Then return to the larger group for a fuller discussion. (11th-12th)

4: CATHOLIC SOCIAL TEACHING

Watch **3-min. video** on Catholic Social Teaching: <https://youtu.be/ELyLdMIFdzA>
For **11-12th grade**, also watch this video: <https://youtu.be/Ye1Zv0udtCc>

The following are the key themes at the heart of our Catholic Social Tradition;

- Life and Dignity of the Human Person
- Call to Family, Community and Participation
- Rights and Responsibilities
- Option for the Poor and Vulnerable
- The Dignity of Work and the Rights of Workers
- Solidarity
- Care for God's Creation

Discussion:

Discuss with students the idea of rights and responsibilities. E.g. the right to drive comes with the right to drive responsibly (or even to drive others where they need to go), and the right to drink alcohol comes with the responsibility not to abuse it, esp. DUI's. (**9-12th**) Look again at the list of 30 human rights from the UN Declaration on Human Rights: <https://www.un.org/en/about-us/universal-declaration-of-human-rights> . Identify responsibilities that correspond to certain rights (e.g. right to fair trial means responsibility to do jury duty and seriously weigh the facts of the case; right to just wages means responsibility to pay just wages to people who do work or provide goods for you; right to vote means responsibility to be an informed citizen).

Discuss with students why they think the Catholic Church would have teachings about Social Issues. (**12th**)

Assignment #4

- Identify which of the 7 themes of Catholic Social Teaching is most important to you, and identify which is least important. (**9th-10th**) Then have students locate stories from the Gospels that tell of Jesus' interactions with people about some of these social issues (**10th**)
- Learn more about these key themes of Catholic Social Teaching, either with this short 2-page poster: https://www.crs.org/sites/default/files/usops-resources/17us495_cst_handout-adult_en-digital.pdf or with the US bishops explanation: <http://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/seven-themes-of-catholic-social-teaching.cfm> . Pick one theme that is extremely important to you and write a paragraph explaining why. Pick another theme you think is not as important or one you feel you don't understand much about. Be prepared to discuss both of these themes in small groups and then again in the larger group discussion. (**11th-12th**)

DAY 5: SOCIAL JUSTICE

Most of the material for this topic will be taken directly from the pages of the Educate Magis Global Citizenship course with little or no emendation.

- For **9th-10th** graders, watch the video on Poverty and 2nd and 3rd videos on Migration and pick one they like and explain what we should do as a society and as individual citizens to pursue justice in this area: https://youtu.be/2x4jbN6_q5Q , https://youtu.be/UDy8_8L3s0A , and <https://youtu.be/dR6KIb7wPvc> . For **all grade levels**, consider using the first handout on the Poverty Page (“Lesson Plan: Reasons for Poverty”): <https://3eh4ot43gk9g3h1uu7edbbf1-wpengine.netdna-ssl.com/wp-content/uploads/2017/09/Lesson-Plan-Reasons-for-poverty-On-the-Margins.pdf>
- For **11th-12th** graders, read the text, watch the video https://youtu.be/2x4jbN6_q5Q , have students read the intro <https://www.educatemagis.org/lesson/social-justice/?section=1> , and discuss these reflection questions on poverty:
 - What is meant by poverty as a “multidimensional phenomenon” (e.g., would enough soup kitchens and homeless shelters fix the problem of poverty)?
 - What is the potential problem of wealth being concentrated in the hands of fewer people?
 - Do you know the level of poverty in your country?
 - What characteristics does poverty in your country have?
 - Do you know which populations lack access to basic goods and services in your city?
 - Also ask what can we do as a society and what can you do as an individual to alleviate poverty (**11th-12th**). For 12th graders, do the second set of reflection questions as well. (**12th**)
- For **11th-12th** graders, read the text and watch the 2nd and 3rd Unicef videos on Migration: Refugees going to Greece, conditions in Sudan. Ask students to describe how their ancestors came to the United States. Ask if any know other people personally (friends, neighbors, etc.) who migrated to the United States and then tell their stories. Then read the case studies and discuss the 2nd set of reflection questions: <https://www.educatemagis.org/lesson/social-justice/?section=9> and <https://www.educatemagis.org/lesson/social-justice/?section=10>
- Try to incorporate the [JRS Walk a Mile in Their Shoes Simulation](#). If your school has done this simulation, have a discussion about it now. (Gonzaga’s is [here](#).) Could you imagine growing up in a refugee camp for most/all of you childhood?
- View some of the graphs and statistics on U.S. policy on admitting refugees since the passage of the Refugee Act in 1980: <https://immigrationforum.org/article/fact-sheet-u-s-refugee-resettlement/> Also show some statistics about the problem of displaced people throughout the world: <https://www.unhcr.org/refugee-statistics/>
- On Peace & Reconciliation, consider watching this 1-minute video where the pope encourages us to work toward peace: https://www.youtube.com/watch?v=TQIw_9UXv7k&feature=youtu.be . Then do the activity on the Educate Magis page for Peace & Reconciliation, but don’t limit it to a Peace Festival. Encourage students to be creative in designing something to promote/foster peace – a festival, something in music, art, theater, athletic competitions

(perhaps like the Olympics), or something else. It could be an event, a website, a new social media platform, a daily challenge for people to do and post a video of. Encourage creativity. (all)

Right to a Quality Education

- Read the intro: <https://www.educatemagis.org/lesson/right-to-education/>
- Read the historical background (11th-12th): <https://www.educatemagis.org/lesson/right-to-education/?section=1> and all should read the “Current Situation” on <https://www.educatemagis.org/lesson/right-to-education/?section=6> . Then watch the video: <https://youtu.be/ICY-rtGzGqI>
- Reflection and discussion (10th-12th):
 - Do all children in my country have a right to a quality education? Do most?
 - What are the reasons that people do not receive a quality education, whether in my country or in other parts of the world?
 - What would need to happen to improve the quality of education for all children or at least allow access to such education, whether in my country or other parts of the world?
 - Recall the Red Chair Project we learned about earlier. What else might a school like ours do to raise awareness of the need for quality education around the world or even in our city?

DAY 6: CARE FOR OUR COMMON HOME

Most of the material for this topic will be taken directly from the pages of the Educate Magis Global Citizenship course with little or no emendation.

- Watch this 2-min. video intro to *Laudato Si'*: <https://www.youtube.com/watch?v=akK7diU4Kgc&feature=youtu.be>
- And then watch this 5-min. video with a bit more detail on *Laudato Si'*: <https://www.youtube.com/watch?v=o3Lz7dmn1eM>
- Read the intro on the Educate Magis page: <https://www.educatemagis.org/lesson/caring-common-home-introduction/> (11th-12th)
- Discussion:
 - Use the *Laudato Si'* Study & Action guide to lead students in reflection and discussion on ecology. (*This guide is densely packed, and discussion could be extended over several class periods.) <https://3eh4ot43gk9g3h1uu7edbbf1-wpengine.netdna-ssl.com/wp-content/uploads/2017/09/Laudato-Si-Study-and-Action-Guide-2016.pdf> (11th-12th)
 - For an explicitly Ignatian perspective on ecology, see the *Caring for Our Common Home: An Ignatian Perspective* framework document here https://www.educatemagis.org/wp-content/uploads/2021/08/Caring-for-our-Common-Home_An-Ignatian-Perspective_210910-1631278610.pdf (Focus especially on pages designed for “Students.”) (11th-12th) You can also print out an Action Poster for your school here: https://www.educatemagis.org/wp-content/uploads/2021/08/Caring-for-our-Common-Home_An-Ignatian-Perspective_Action-Poster_210910-1631278291.pdf

- **For all grade levels:**
- What examples can be found in our country, world, and city of how the environment is not being taken care of or even destroyed?
- What do I do as an individual that contributes to these problems? What do I do that helps the environment? How can I do more?
- How can our community do more to protect the environment? What can our country do?
- How many of you have asthma? Do you realize rates are higher in inner cities?
- How many recyclables are in our trash bins and vice versa?
- How many people in the world (and U.S.) live on coasts? (**Have them look this up.**) Do you see why this is a problem?
- Why do you think the pope uses the expression “throwaway culture”? Will the pope’s expression “our common home” help us take care of the environment better?
- To further extend this topic, consider the Earth Day activity created by the Red Chair Project: <https://3eh4ot43gk9g3h1uu7edbbf1-wpengine.netdna-ssl.com/wp-content/uploads/2017/09/LessonPlan-EarthDay-SillaRoja.pdf> (11th-12th)
- Ignatian spirituality and ecology: <https://www.educatemagis.org/lesson/caring-for-our-common-home/?section=3> (11th-12th)

Kinds of Citizens			
	Personally Responsible Citizen	Participatory Citizen	Justice Oriented Citizen
Description	<ul style="list-style-type: none"> ■ Acts responsibly in his/her community ■ Works and pays taxes ■ Obeys laws ■ Recycles, gives blood ■ Volunteers to lend a hand in times of crisis 	<ul style="list-style-type: none"> ■ Active member of community organizations and/or improvement efforts ■ Organizes community efforts to care for those in need, promote economic development, or clean up environment ■ Knows how government agencies work ■ Knows strategies for accomplishing collective tasks 	<ul style="list-style-type: none"> ■ Critically assesses social, political, and economic structures to see beyond surface causes ■ Seeks out and addresses areas of injustice ■ Knows about democratic social movements and how to effect systemic change
Sample	<ul style="list-style-type: none"> ■ Contributes food to a food drive 	<ul style="list-style-type: none"> ■ Helps to organize a food drive 	<ul style="list-style-type: none"> ■ Explores why people are hungry and acts to solve root causes
Core Assumption	<ul style="list-style-type: none"> ■ To solve social problems and improve society, citizens must have good character; they must be honest, responsible, and law-abiding members of the community. 	<ul style="list-style-type: none"> ■ To solve social problems and improve society, citizens must actively participate and take leadership positions within established systems and community structures. 	<ul style="list-style-type: none"> ■ To solve social problems and improve society, citizens must question, debate, and change established systems and structures when they reproduce patterns of injustice over time.

Kinds of Citizens: Westheimer, Joel, and Joseph Kahne. "What Kind of Citizen? The Politics of Educating for Democracy." *American Educational Research Journal* 41.2 (Summer 2004). 237-269.

- reflect deeply upon issues they study
- consider diverse perspectives
- make connections between global issues and personal decisions and actions
- engage in proactive decision making
- take a stand on important issues
- engage in personal and collective action to effect change and contribute to improved quality of life