

Global Teacher Accreditation 2014 Jessica Patnaik

Check-list for assignment submission

YOUR NAME: Jessica Lee Patnaik

PROJECT TITLE: In what ways do students ages 10-16 find learning the concept of global citizenship most meaningful and beneficial?

	Please check you have completed the following:	Checked
1	Label your assignment file as: 'GTA2014_India_XXXXXX.doc', where XXXX is the initial of your first name followed by your second name, for example 'rsingh' for Rahul Singh	√
2	Add your full name in the header so that it appears on every page of your assignment	√
3	Add your institution's name in the footer so that it appears on every page	√
4	Number the pages of your assignment	√
5	Ensure that your assignment is not more than 3000 words and uses Ariel pt 11 font	√
6	If you decide to submit your assignment using the writing frame below, please delete pages 1 and 2 of this document and start the first page with your assignment's title.	√
7	Ensure that you submit a personal statement with your assignment. A template for the personal statement is provided below:	√

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Personal Statement

Name: Jessica Lee Patnaik

Title of project: In what ways do students ages 10-16 find learning the meaning of global citizenship most beneficial?

School: SAI International School

As wars and rumours of wars circulate the worldwide media and pollution fills up our earth's atmosphere, soil and water sources; while human trafficking, girl child abortions, child labour, genocide, hate crimes, religious conflicts and racial discrimination still remain a part of our global vocabulary then the topic of global citizenship is a mandatory subject matter that must be thrust onto the minds of today's youth. Embedding global citizenship and global learning into a school's curriculum is a prerequisite to end all of the above. Employing an in-depth understanding of what is expected from the world's youths as a global citizen is essential. Schooling in global citizenship addresses the delicate issues that are faced by each generation, present and future. As international exposure increases from wide spread use of the global highway (internet), use of new technology, television, opening of many nations borders and arise in flight affordability become the norm, schools must prepare their students for wide spread global exposure.

Teaching global citizenship is admirable in today's day and age. I am proud to spread the messages of globalization, cultural tolerance, peaceful altercations and global strength in unity. Teaching students that every single choice they make affects others not just in their locality but the worldwide community as well is the ultimate aim. Not only is teaching global citizenship my passion but also an overwhelming obligation. Global Teachers Accreditation (GTA) has given me a rare opportunity to take my ardour and bring it to life. After four years of running the Going Global Club at my school it became evident that I had not taught the topic of global citizenship correctly and started thinking about the best, most efficient and meaningful way to teach it to my students. By participating in the GTA I have been given a chance to answer that question and cater my own lessons plans in a way that will not only benefit my students but ultimately make me a better teacher, leaving no student in the dark. I can now teach the topic with accuracy and direction adding what is necessary and omitting what is not. Being an international school it is evident that teaching global citizenship as a topic is very important to the schools ethos. Knowing the best way to teach the topic will obviously be beneficial in building a global dimension in the curriculum and enhancing the school's international ethnicity.

As part of the projects assessment my students were given an opportunity to teach the theme of global citizenship to the deaf students of Sri Harsha Memorial School for the Deaf. Working with students with disability was a great task that made them put into practice all their newly learned global citizenship expertise. I found this part of the project most rewarding, watching my students teach the concept in a successful way was inspiring to say

SAI International School, Bhubaneswar

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the least. The circle came full form at that moment, while they stood on stage side by side, sharing the same space with no animosity or mistrust with all the walls of misunderstanding stripped away and only the willingness to learn and the want to teach shown through. They truly were thinking globally and acting locally. This project has been a blessing for everyone concerned, particularly me, a proud, proud educator. GTA gave me a platform to explore a subject matter of my own interests in an organized way; from forming my research question, creating my action plan, conducting my research, compiling my findings and evaluating them with a venue to share the outcome and throughout all this a mentor to guide the way. Thank you British Council for giving me the means and direction to make myself and my students better human beings.

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Word count and declaration of originality

I hereby declare that, except where explicit attribution is made, the work presented in this assignment is entirely my own.

Word count (exclusive of appendices and references): 2,988.....words

Signed 

Name ...Jessica Patnaik.....

Date ...September 26, 2014.....

I will allow my work to be used in case studies or other publicity material.

Signed 

Name ...Jessica Patnaik.....

DateSeptember 26, 2014.....

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Title of your assignment: In what ways do students ages 10-16 find learning the concept of global citizenship most meaningful and beneficial?

Your name and the name of your institution: Jessica Patnaik - SAI International School

The name of your mentor: Mrs. BinatiMisra

Date: 10th May, 2014

Section 1: Deciding upon my learning focus

1.1 Briefly describe your working context

In December of 2009 I took on a unique role at SAI International School as International Coordinator. SAI International School was the first International school of its kind in the state of Odisha climbing its way towards National and International recognition in only a few short years. Rapid growth (2007- 300 students to 2013- 3,000 students) and infrastructure have not only taken its toll but also given ample opportunities to students and staff.

In the past 4 years it has been my pleasure to bring an International dimension to the school by engaging each and every student in some sort of global activity including celebrations of 10 International Days, collaborative project work with classrooms in different countries, community service projects with visiting partner schools and leading the Going Global Club that truly thinks globally and acts locally, participating in the Design for Change programme and receiving the Top 20 story honour for the past 2 years and finally coordinating the ISA in the school and submitting the Dossier which received Exemplary status.

I also had the privilege of participating in the Peer to Peer Accreditation Project under the guidance of the British Council and Ashton University along with numerous workshops and teacher trainings on Global Learning and Global Citizenship including organizing the YGCS-Young Global Citizens Summit in the January 2012 along with my school colleagues. I have also completed five of the Online Professional Development Courses giving me a great insight into sustainable partnerships and cultural diversity and understanding. 2010-2014 has also been years of tremendous international growth at our school, we have links with over 36 schools abroad and Partnership Agreements with 3 schools in UK.

1.2 Analyse your starting point

Often as the mentor teacher to the Going Global Club I have to counsel parents on what my club represents by putting together a system to teach global Citizenship to the students using the most effective of the 4 learning Methods I will easily be able to tell parents what my club is all about. Doing this research will help me put together a frame work for teaching the concept of global Citizenship to the students using the most effective methods and practices out there. I will use the outcome of this research as an introductory session in the club each year embedding the global citizenship concept from the very beginning.

1.3 Framing your research question. What do you hope will change as a result?

My research question is this- In what ways do students ages 10-16 find learning the concept of global citizenship most meaningful and beneficiary? By implementing my ideas I believe a complete global dimension can be added into the school ethos and the participating students will get exposure to global learning which will help them grow in to productive global citizens. Intercultural understanding and exposure to global skills will help them in getting 360 degrees education that our school has been promoting.

1.4 Access to mentoring

Mrs. Binati Misra is my GTA mentor. I have the privilege of seeing her every day at work allowing me to get constant advice even daily if needed. I plan on submitting my rough draft by the 10th of May so she had the chance to go through it and give insightful instructions for the May 18 submission deadline. I am also in contact with a plethora of educators who are at my disposal and willing to give me insight on global education and teaching methodologies as and when needed. The Principal of my school, Harish Sanduja, has been kind enough to guide me through this project. The Chairman of the school Dr. B.K. Sahoo has got immense international exposure and I would take his guidance and ideas to help me complete my research project.

1.5 What is the focus for your learning?

I have been fascinated with the Global Citizenship theme for many years, as a foreigner in India this theme strike sat the very heart of who I am. As a teacher it is my passion to spread this concept to as many people as I can. As mentor teacher to the Going Global Club the theme of Global Citizenship arises automatically. Embedding this theme into the core teachings of the Club will not only help my students become well rounded Global Citizens but will also give them a chance to teach the theme to others, passing on the torch of global citizenship to the community in which they live. Thinking globally and acting locally.

1.6 Are you aware of any ethical issues which you need to take into account?

I plan on addressing the confidentiality issue from the very start by sending home a simple consent form and parent information letter which will include what activities will be taking place during the research and what is expected from their child in order for them to participate. After the consent forms are returned I will have a brief meeting with the students who have agreed to take part letting them know my expectation.

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1.7 What diversity / equal opportunities have you identified in relation to, for example gender, ethnicity, language, or disability?

The group of students that will be participating will be both boys and girls equal in number and all participating in the same way. The culmination of the research is when the original group of students have to teach the concept of Global Citizenship to a local group of deaf students from our neighbouring deaf school. This is not only to test out the findings but to spread the message of global citizenship to students with disabilities.

Section 2: Action Plan

	Outcome	Actions	Time scales/ Key dates	Resources / People including sources of support and challenge	Success/ Criteria	Comments / amendments to plan
Gain your head teacher's/principal's approval for your action research and your action plan: Yes Date the approval was given: 8th May, 2014						
1	GTA Preparation					
1.1	Research the four accepted types of learning	Spend one hour a day researching the four types of learning (Reading-Writing, Visual, Audio, Kinaesthetic)	May 12 - 16	Internet, Library, interview with specialists in the field of teaching.	Understanding the four different types of learning and how they pertain to children.	
1.2	Going Global Club Activities	Prepare four different activities based on the four different types of learning to be done with the students during the research period.	May 19- 23	Internet, Library, interview with specialists in the field of teaching.	Compilation of all four activities along with required supplies	
1.3	Global Citizenship research	1- Introduction Survey Questionnaire to	May 19- 23	Internet, Library, interview with	Compilation of all four survey and	

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	Surveys/ Questionnaires	assess the students global citizenship knowledge before research begins 2-Type out four Different types of surveys relating to each activity according to the research based off the four different types of Learning		specialists in the field of teaching.	questionnaires along with required supplies	
1.4	Final Assessment Questionnaire and planning Survey	Create final Assessment and Planning Survey that will be given to all the students	May 19-23	Internet, Library, interview with specialists in the field of teaching.	Compilation of Final Assessment Questionnaire and planning survey along with required supplies	
2	Implementation					
2.1	Introductory meeting and sending home consent forms	Students will attend an introductory session and take home the consent form	July 7 th	GGC Members Print out of Consent forms	Distribution of all Consent forms to all potential participants	
2.1	Introduction Survey	Students will complete the Introduction survey to assess their initial understanding of the term Global Citizenship	July 7 th	GGC members Printouts of introduction survey and	Completion of Introduction Survey	
2.2	Activity 1 (Read – Write) along with Survey 1	Students will participate in Activity 1 and complete the survey that goes along with it.	July 14 th	GGC members Reading - Writing activity Printout of Survey 1	Completion of Activity and Survey 1	

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2.3	Activity 2 (Visual) along with Survey 2	Students will participate in Activity 2 and complete the survey that goes along with it.	July 21 st	GGC members Visual activity Printout of Survey 2	Completion of Activity and Survey 2	
2.4	Activity 3 (Auditory) along with Survey 3	Students will participate in Activity 3 and complete the survey that goes along with it.	July 28 th	GGC members Auditory activity Printout of Survey 3	Completion of Activity and Survey 3	
2.5	Activity 4 (Kinaesthetic) along with Survey 4	Students will participate in Activity 4 and complete the survey that goes along with it.	August 4 th	GGC members Kinaesthetic Activity Printout of Survey 4	Completion of Activity and Survey 4	
3	Assessment					
3.1	Final Assessment Questionnaire and Survey	Students will complete the final Questionnaire and choose the method of teaching it based on the findings, to the deaf students	August 11 th	GGC member Questionnaire printouts	Completion of Final Questionnaire by GGC members Selection of which activity worked best and preparation for Global Citizenship	Students input is imperative
3.2	Global Citizenship Presentation SIS to Deafstudents	GGC members conduct the selected method to the Deaf students of SHMSD	August 18 th	GGC members SHMSD students class 7 & 8 Selected activity for teaching	Successful presentation by GGC members	Meeting with head teacher of SHMSD in advance will make sure this process is successful
3.3	Introduction Survey given to Deaf Students for assessment	Deaf students complete Introduction Survey to see if the theme of Global Citizenship is	August 18 th	Introduction Survey Printouts for SHMSD	Completion of Introduction Surveys by participating Deaf Students	We will be continuing with more global projects while the SHMSD

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		understood				participates in the ISA 2014-2015
3.4	Compilation of final presentation	<p>Collection of all data and comparison of final findings.</p> <p>Completion of section 3 answering all questions using the data collected</p> <p>Completion of PPT showing the project from start to finish with photographs and charts representing findings.</p>	August 20 th – August 22 nd	<p>All Surveys and Questionnaires given to both sets of students from SAI International GGC and Deaf students from SHMSD</p> <p>Photographic evidences for PPT compilation</p>	Enough data collected to find out which learning method is the most effective way to teach Global Citizenship in a way student find it most meaningful.	
3.5	Mentor Assessment	Meeting with Mentor for final review of presentation before submission.	August 25 th	Final GTA Presentation	Mentor approves final presentation	If I come across any issues during the research amendments will be done
3.5	Submission of Final Presentation	Submission of final presentation to Mentor	August 26 th	Final GTA Presentation including all sections 1-3 and evidences compiled in PPT form.	submission of Final Presentation to mentor	

Section 3: Developing your enquiry**3.1 What were the key learning outcomes?****Learning outcomes at large:**

Students aged 10-16 find learning the concept of global citizenship most meaningful and beneficial when using kinaesthetic methods of teaching. Over all students enjoyed participating in kinaesthetic activities rather than reading/writing, visual or audio activities.

Appendix 1 illustrates the most important learning outcome, that 66% of students who had participated preferred kinaesthetic teaching methods. 21% favoured visual, while a meagre 11% opted for reading/writing and only 2% selected audio or listening activities as their learning method of choice. These choices were made regardless of knowing what learning type each student was. This sample is true representation children's preferences and choices of learning styles. From this data one can gather that despite a child's learning style kinaesthetic teaching methods are received the best and found most meaningful across the board. Gender ratio is also mentioned here addressing all gender bias issues that might arise when curriculum making.

The second learning outcome is addressed in **Appendix 2**. Not only are preferred teaching methods mentioned but age has also been addressed. Splitting the compiled data into age groups also helps narrow lesson planning pressures as each lesson can be created to fit the teacher's student demographic. For example if lesson plans are being created for a group aged 10-13 then it becomes evident from the graph that kinaesthetic activities will prevail followed by visual and reading / writing with little to no listening or audio activities.

The third learning outcome was done as part of the projects assessment. Participating students taught the theme of global citizenship to the students of the Sri Harsha Memorial School for the Deaf. If you take a close look at **Appendix 3** you can see that before learning about Global Citizenship students understanding of the topic was a mere 26% but after being taught it rose an addition 31% bring it up to 57%. Answer B was the correct answer, an increase of 31% is substantial when you take into consideration the language barrier between my students and the deaf students. This data supports the earlier findings that teaching the theme of global citizenship in a kinaesthetic manner guarantees a successful outcome no matter what your student demographic is.

Key Learning Outcomes for Teachers

-Kinaesthetic is the best method for teaching Global Citizenship to students aged 10-16. After conducting 16 different activities four from each of the different learning styles I observed that participation was at its peak when conducting kinaesthetic activities.

-Proper use of the four different learning methods when creating a lesson plan that will attract their student's attention and make the lesson more effective and easier to grasp is a key component of the findings.

Key benefits for students

-Students gained a perpetual understanding of the term Global Citizen that will benefit them for the rest of their lives, permanently altering their minute to minute decision making toward the betterment of mankind.

-Students have the ability to understand the model of global citizenship in a manner they find most interesting and easiest to digest.

-Students gained the capability to share or teach the concept of Global Citizenship to other students using the same method they found most interesting

Personal Impact

This project has had a permanent impact on my teaching style; I will no longer use visual aids or white board presentation to start out each lesson. Instead I will use an activity based introduction followed by a group discussion regarding key learning points along with a visual aid for topic support. Reading a section of the book and having the students copy down notes from the white board is not an effective way of teaching. It shows a complete lack of interest and imagination or creative teaching approach. Students can tell from the beginning of the lesson if you are a first-rate teacher. The effort you put into your lessons will also have an effect on what your students get out of them. My classes have become more appealing and the turnout has gone up significantly due to student interest in participation willingness.

How the student outcomes changed:

A few key elements came to light during the research phase even though students found kinaesthetic teaching methods more meaningful and beneficial I observed that after filling out the data collection survey #1 their overall understanding of the concept was also very good after visual and reading / writing activities. This indicates that even though students find kinaesthetic activities more attractive their ability to grasp the subject during visual and reading/writing activities is also efficacious. This has lead me to believe that a mixture of kinaesthetic, reading/writing and visual activities should be equally balanced during each lesson, with a spot light on kinaesthetic

3.2 How did you evaluate your intended learning outcomes?

Evaluation took place in four separate areas:

1. Participation- students participated in four types of activities audio, visual, kinaesthetic and read/writing. Four activities were given for each of the learning styles with a total of sixteen activities in all. Please see **Appendix 4** which gives a brief description of all activities and how they were segregated into 4 parts Audio, Visual, Kinaesthetic and Reading / Writing.

Audio Activities – Please see **Appendix 4** section 1

Visual Activities – Please see **Appendix 4** Section 2

Kinaesthetic Activities – Please See **Appendix 4** Section 3

Reading/Writing – Please see **Appendix 4** Section 4

2. Final assessment through teaching- After completion of the research stage participating student were required to teach the students of Sri Harsha School for the Deaf the theme of Global Citizenship. The students were able to get the point across through teaching via activity. Please see **Appendix 5** for details.

3. Data collection- data was collected on three data collection surveys. **Appendix 6** is a sample of data collection survey #1 which was given at the end of each activity; **Appendix 7** is a sample of data collection survey #2 which was given at the beginning and end of the project and **Appendix 8** which is a sample of data collection survey#3 which is an over list of the different activities they did so they could choose their favourites.

4. In the form of feedback forms and quotes from parents, students, and teachers.

Feedback from teachers please see **Appendix 9**

Feedback from students please see **Appendix 10**.

Feedback from parents please see **Appendix 11**

3.3 What has been the influence of engaging with the knowledge base?

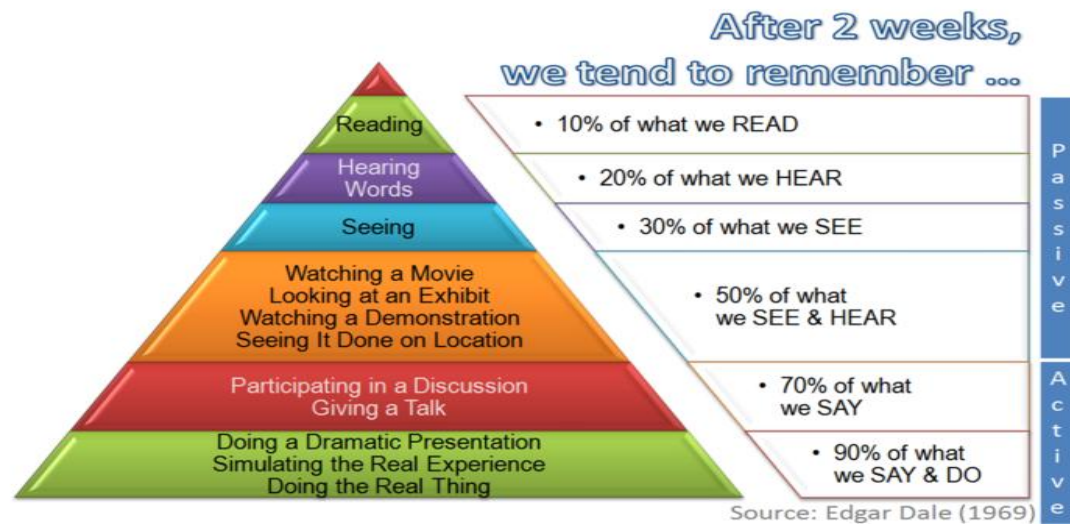
The internet was the quickest way to find the data that I needed. I read several articles on teaching Global Learning and Global Citizenship. The first month of my research was finding out the best learning/teaching methods to conduct my activities. Most articles mentioned six or seven learning methods however I selected only four due to time restrains and lack of activities that would fit with my student's age group. In the article Three Learning Style ^{*REF 5} the author lists only bullet points about the different types of learners. I found this very helpful when designing my activities. One activity per bullet point was an easy way to cover all the necessary material.

Most of the activities I incorporated came from the resource list given under the references. I took the Role Play activity from the article Lesson 3: Global Citizens Take Responsibility ^{*REF 6} posted on the Unisef teachers resource webpage.

During the research phase I consulted three teachers/vice principals. All thought the project was interesting. One teacher gave me sound advice on selecting activities as I had upped the number of activities from one per learning method to four.

This graph also helped support the data that was collected. It was the inspiration to a few of my activities as well. ^{*REF 7}

The Cone of Learning



3.4 How did mentoring influence the way you learned and / or the outcomes of your learning?

My mentor Mrs. Binati Misra was a key element to my completing the GTA. She gave helpful ideas and hints along the way. Her guidance and words of encouragement were more than just supportive but practical. She was very insightful during the time of submission and really helped in editing and fine tuning my thought process. I could have not completed this project without her intuition and support. She was the one who advised me to increase my activities from one to four per learning method. This made my research more credible, it quadrupled the incoming data and the results were more conclusive in the end.

3.5 What, if any, changes were made along the way? What impact did the review have on the remainder of your learning plan?

A few changes were made along the way in order to address the assessor's feedback and compensate for lack of learning method coverage, club cancelations and access to learning materials at the deaf school.

1. According to the feedback I received from my assessor all participants should have little to no knowledge of the term Global Citizenship. In order to meet this request I conducted a survey using data collection Survey # 1, **Appendix 6**, and only chose student who could not answer correctly. This gave me a group of 70 students who had little to no Global Citizenship awareness.

2. In order to increase student's ability of choice and add to the learning method coverage, three activities were added per learning method making a total of 4 activities per technique

administered. This made data collection more accurate, targeting the required outcomes without prejudice. This idea was given to me by my mentor and I believe it made my research more substantial and the findings more solid. Please See **Appendix 4**

3. In order to compensate for club cancelation more than one activity had to be done during one session. This was a bit of a challenge so the audio and visual activates were done sequentially one after the other.

4. The deaf school lacked the resources to teach the Global Citizenship theme as per the kinaesthetic teaching method, so after a bit of deliberation they were brought to SAI so they had access to better resources.

3.6 Refer back to any ethical issues you identified in your plan and show how these were considered and addressed. For example, when did you include the parents and students in your action research? Did any parent object and wish to withdraw their child?

As mentioned in section 1.6 permission slips were given in advance. Parents were interested and supportive about their child's participation especially in the final assessment. A few parents were a bit apprehensive about the visit the deaf school so to counter this problem I invited the deaf students to our school instead. Permission from the principal of the deaf school was also required and after some convincing she agreed to participate.

3.7 Refer back to any diversity / equal opportunities issues you identified. Show how these were considered and what actions you took to secure best possible outcomes. Were all in the group you worked with able to be fully involved? Did you have to differentiate your approach to ensure that all could participate?

All diversity / equality issues were addressed from the beginning when the participants were selected as an equal blend of 50% boys and girls. Age was also addressed in the beginning and 10 students from each age group were selected. The project did face one problem and that was communication with the deaf students this challenge was face buy carrying around pencils and note pads allowing us to write down instructions and communicate with their deaf friends.

3.8 How did you share your learning with others?

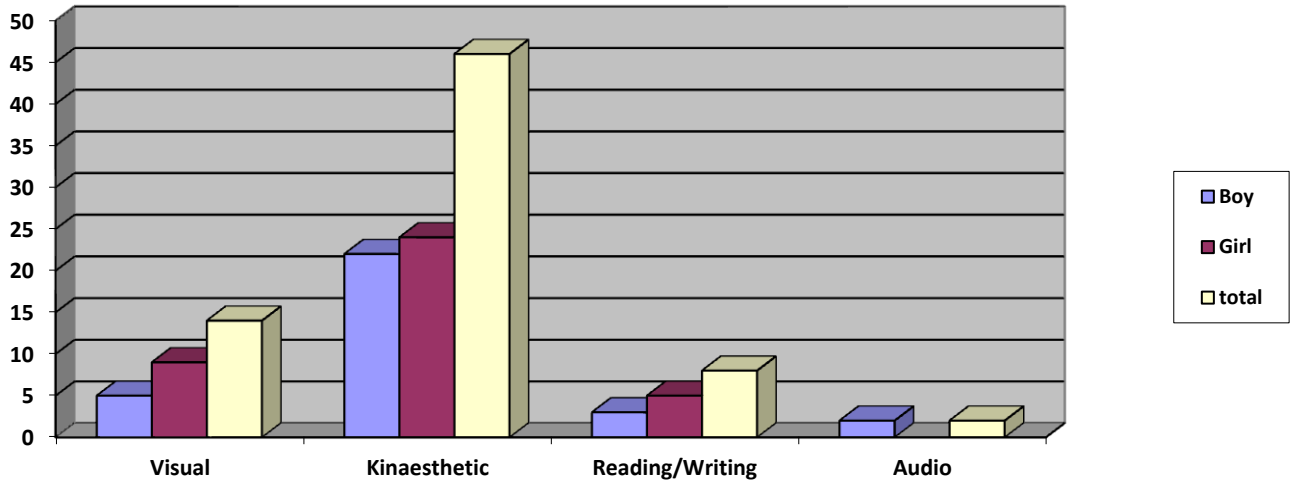
The research findings will be considered by our teachers when preparing lessons in any topic. This year brings a lot of change to the school as teachers from Playgroup-Class III have been given the freedom to make their own syllabus and lesson plans. The principal has asked me to share my data findings with the rest of the teaching staff. Sharing the GTA frame work with them and encouraging them to conduct their own research projects will also give opportunities for teachers to develop new teaching faculties and uplift the institution as a whole. As the international coordinator for the school it would be exciting to link teachers up with classrooms in other countries and have them conduct collaborative research projects and compare the outcomes. Also collaborative research in pedagogy is a new concept but one that would benefit all participating schools.

REFERENCES:

No.	Author	Date of publication	Title of book/article etc.	Publication or website detail, URL and date the website was last accessed
1.	Manitoba Education Citizenship and Youth	2009	Global Citizenship	http://www.edu.gov.mb.ca/k12/cur/languages/asl/framework/global_citizenship.pdf
2.	Wikipedia	Updated Sept 12, 2014	Learning Styles	http://en.wikipedia.org/wiki/Learning_styles
3.	learning.wales.gov.uk	2000	<i>Pedagogy and Practice: Teaching and Learning in Secondary Schools</i> Leadership guide	http://learning.wales.gov.uk/docs/learningwales/publications/130423-pedagogy-and-practice-teaching-and-learning-in-secondary-schools-en.pdf
4.	Dorothy E. Blanks Global Partners in Education Journal, Vol. 3, No.1	April 2013	Nobel Women: Drama Pedagogy for Global Citizenship Education	http://www.gpejournal.org/index.php/GPEJ/article/viewFile/57/pdf
5.	Kent and the Wider World	2006	From spectator to spect-actors: using forum theatre to explore global citizenship	Commonwork Bore Place, Chiddingstone, Edenbridge, Kent, TN8 7AR, UK, Article
6.	Unicef	2009	Lesson 3: Global Citizens Take Responsibility	www.teachunicef.org

7.	Division of Agriculture and Natural Resources, University of California STEW	2014	Teaching Methods	http://stew.ucdavis.edu/Shared_Resources/Shared_Resources_Online/Delivery/Teaching_Methods/
8.	The Trustees of Indiana University	2010-2014	Three Learning Methods	<p>http://blc.new.uc.iupui.edu/academic-enrichment/study-skills/learning-styles/3-learning-styles</p> <p>Adapted from:</p> <p>Cuyamaca College. (2003). Visual learning. Retrieved July 3, 2008, from: http://www.cuyamaca.edu/eops/DSPS/resourcesvis.asp</p> <p>Landsberger, J. (n.d.). Study guides and strategies: Visual/spatial learning. Retrieved July 3, 2008, from: http://www.studygs.net/visual.htm</p> <p>Wong, L. (2006). <i>Essential study skills</i> (5th ed.). Boston, MA: Houghton Mifflin.</p>
9	Jackie Zammit, Rob Uniwin, Ruth Najda and DarotaWierzbica British Council	2012	Introduction to International Learning	school@britishcouncil.org , Booklet

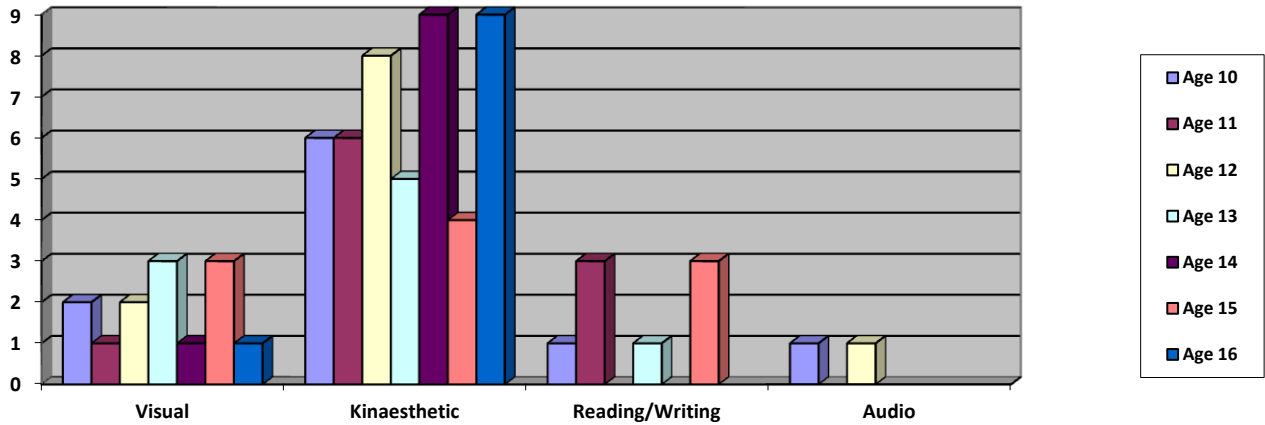
Appendix 1



Final data collected using data collection survey #3. Display of which type of activities students found most meaningful when be taught the topic of global citizenship.

	Visual	Kinesthetic	Reading/Writing	Audio
Boy	5	22	3	2
Girl	9	24	5	
Total	14	46	8	2

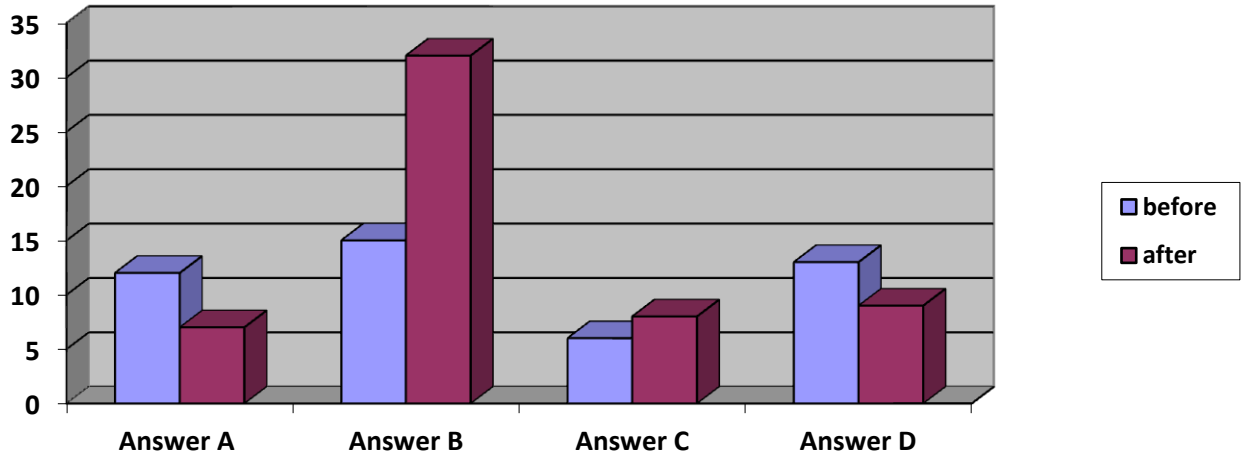
Appendix 2



Findings split into age preferences of teaching methods using data collection survey #3

	Visual	Kinesthetic	Reading/Writing	Audio
Age 10	2	6	1	1
Age 11	1	6	3	
Age 12	2	8		1
Age 13	3	5	1	
Age 14	1	9		
Age 15	3	4	3	
Age 16	1	9		

Appendix 3



Shows the answers given by the students using from the Sri Harsha Memorial School for the Deaf using data collection survey #2, on the theme of global citizenship before and after project participation.

	Answer A	Answer B	Answer C	Answer D
before	12	15	6	13
after	7	32	8	9

Appendix 4 – All activities done during the research period

Section 1 – Audio Activities

Audio Activity 1 - Listen to a Global Citizenship Song. We tried learning the words. "One Day" by Matisyahu with discussions about how this fits in with the Global Citizenship theme.

Link to Song : <https://www.youtube.com/watch?v=FQkQ0gEhHVY>

Link to Lyrics: <http://www.metrolyrics.com/one-day-lyrics-matisyahu.html>

Words:

Sometimes I lay
Under the moon
And thank God I'm breathing
Then I pray
Don't take me soon
'Cause I am here for a reason
Sometimes in my tears I drown
But I never let it get me down
So when negativity surrounds
I know some day it'll all turn around because...

All my life I've been waiting for
I've been praying for
For the people to say
That we don't wanna fight no more
There will be no more wars
And our children will play
One day [x6]

It's not about
Win or lose
Because we all lose
When they feed on the souls of the innocent
Blood-drenched pavement
Keep on moving though the waters stay raging

In this maze you can lose your way (your way)
It might drive you crazy but don't let it faze you no way (no way)

Sometimes in my tears I drown (I drown)
But I never let it get me down (get me down)
So when negativity surrounds (surrounds)
I know some day it'll all turn around because...

All my life I've been waiting for
I've been praying for
For the people to say

GTA writing frame: SAI International School

That we don't wanna fight no more
There will be no more wars
And our children will play
One day [x6]

One day this all will change
Treat people the same
Stop with the violence
Down with the hate

One day we'll all be free
And proud to be
Under the same sun
Singing songs of freedom like
One day [x4]

All my life I've been waiting for
I've been praying for
For the people to say
That we don't wanna fight no more
There will be no more wars
And our children will play
One day [x6]

Audio Activity 2- Listened to a case study about visiting China and the differences we noticed in culture, likes and dislikes and signs of globalization in relation to Global citizenship



Lesson by Global Eyes www.welcometoglobaleyes.co.uk

Activity Link : <http://www.welcometoglobaleyes.co.uk/teachers5.html>

Audio Activity 3 - Listening to Audio Story about the culture of UK along worksheet on cultural stereotypes that compared Indian and British Stereotypes under the scope of global citizenship.



Audio Activity 4 - Listen to an Audio Clipping about Environmental Issues and discussing the harmful effects of plastic bag usage on the Environment. .



Section 2 - Visual Activates



Visual Activity 1 - Video I am a Global Citizen by www.globalcitizen.org

youtube link : <https://www.youtube.com/watch?v=yio6kQrIYQ>

Visual Activity 2- PPT Presentation about Global Citizenship meaning and responsibilities.
No Pictures taken ☹️

Visual Activity 3- Video "What Makes Us a Global Citizen "- Short film on Global Awareness and Globalization.



Linktop movie: <http://www.welcometoglobaleyes.co.uk/teachers6.html>

Visual Activity 4- Watching video a case study of Global Citizenship and Brazil Culture - movie

Website Global Eyes, Link to video : <http://www.welcometoglobaleyes.co.uk/teachers4.html>



Section 3- Kinaesthetic Activities

Kinaesthetic Activity 1—Global Role Play: Acting out different emotions and recognizing them though body language as part of conflict and peace lesson linked with global peace.

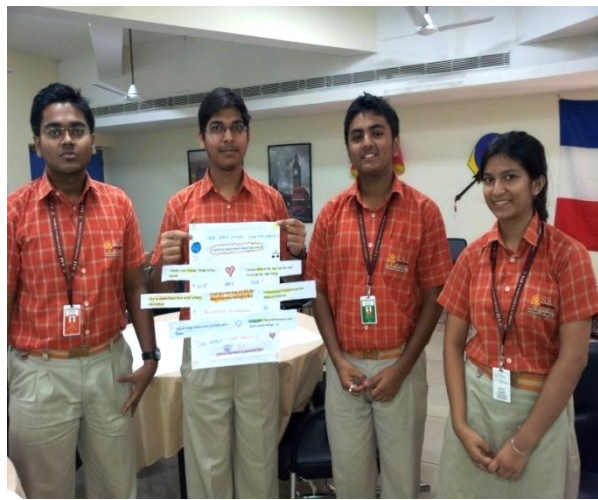
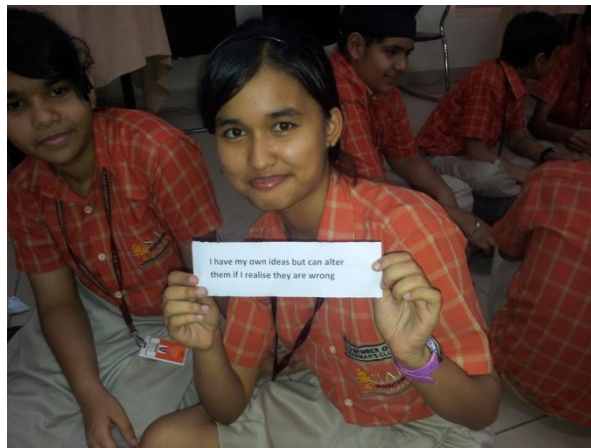
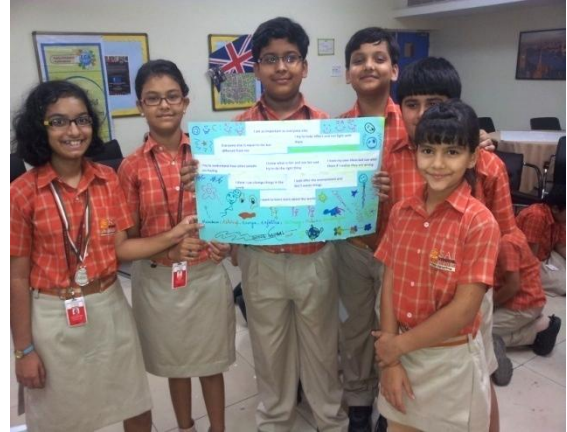


Kinaesthetic Activity 2 - Balloon Activity: wrote different global problems on balloon and played a game keeping them off the ground while taking on the roll of different countries.



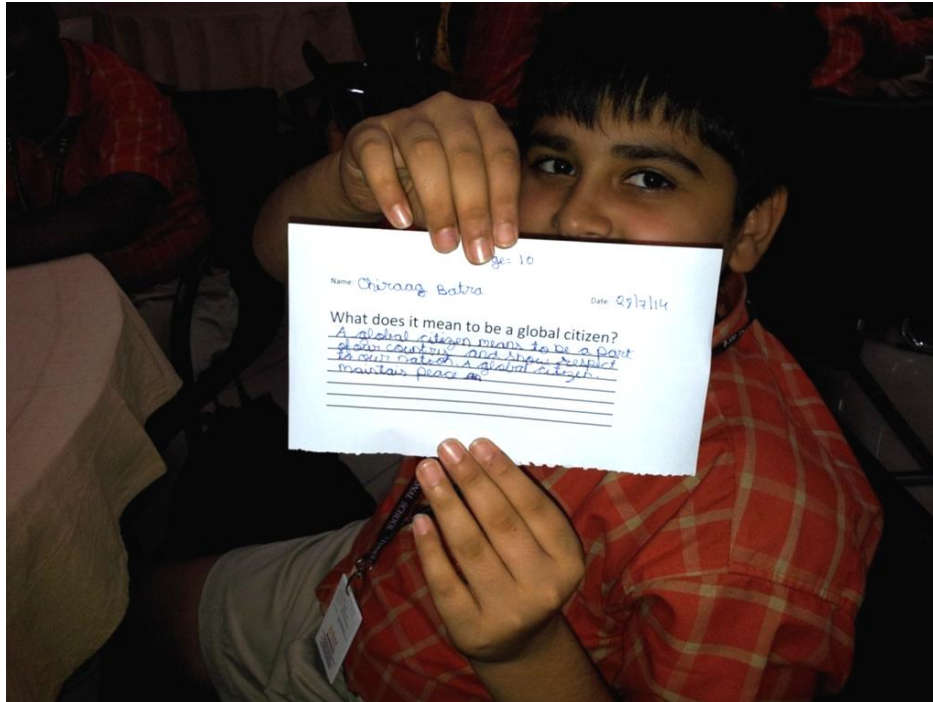
Kinaesthetic Activity 3 - Greetings Activity: Greeting each other in different culturally accepted ways from different countries, followed by a discussion of cultural differences. How even the way we greet each other shows or level of global citizenship. **No pictures taken ☹ I forgot my camera.**

Kinaesthetic Activity 4 - Global Citizenship Strips Activity: Reading the sentences about global Citizenship cutting them out and placing them in order of importance as per your understanding of Global Citizenship. Then they presented the outcome to the class.



Section 4- Reading/ Writing Activities

R/W Activity 1- Read the dictionary definition of Global Citizenship and wrote it in your own words.



R/W Activity 2- Global Citizenship Poem – Read a poem on Global Citizenship and wrote one and read it at All School Assembly.

The poem we read: Global Citizenship

Author: ParikshitRane

Link to Poem: <http://p4poetry.com/2008/09/19/global-citizenship/>

I wish for one world
 No boundaries
 A borderless world
 No fights over borders
 A culture of Global citizenship
 A paradigm shift in mindsets
 Citizens free to stay
 Where ever they want to
 No Passport, No Visa
 Equal distribution of wealth is a far cry
 Simply wishful thinking
 But at least food, shelter and work for all
 Where ever there is hunger, drought, strife
 Some part of the world with abundance

GTA writing frame: SAI International School

Should fill that need
Only seeds of love and respect for one another
Should be the sowed within our souls
And a deep rooted reverence for life
No distinction in caste and creed
A world that embraces only humanity
Humanity; a religion as a whole
Just like the internet
You don't need a legal document
To chat with someone in another part of the world
I wish for one world
No boundaries
A borderless world



A Poem written by participant: "Going Global..."
Author: Angelina Class VI

This is our club about the world, Which is as bright as an emerald.
With an atmosphere of spirit, without any limit.
We work as a team, to achieve our dream.
We flow like a river , without any barriers.
Every member of the club is a global citizen, exploring the whole world with his own pen.
The entire earth has become our village, where different cultures are it's different lanes.
The soul of our club is our teacher, who helps us brighten our future.
They guide us into the world of creativity and amuse us with new activity.
Our motto is to make a difference in our community, and help in reviving the lost unity.

R/W Activity 3- Read a short play on Global Citizenship and wrote the meaning in your own words. **This activity was not done due to lack of time.**

R/W Activity 4- Global Eyes

Lesson 5 Global Responsibilities

Read the Global Responsibilities that international corporations have and if we base our purchasing power based on if these companies live up to these responsibilities or not.

Link to printout:

http://www.welcometoglobaleyes.co.uk/downloads/teacher_handouts/Globaleyes_teachersnotes_Lesson5.pdf



Appendix 5- Final Assessment was teaching the students of Sri Harsha Memorial School for the Deaf the theme of Global Citizenship.

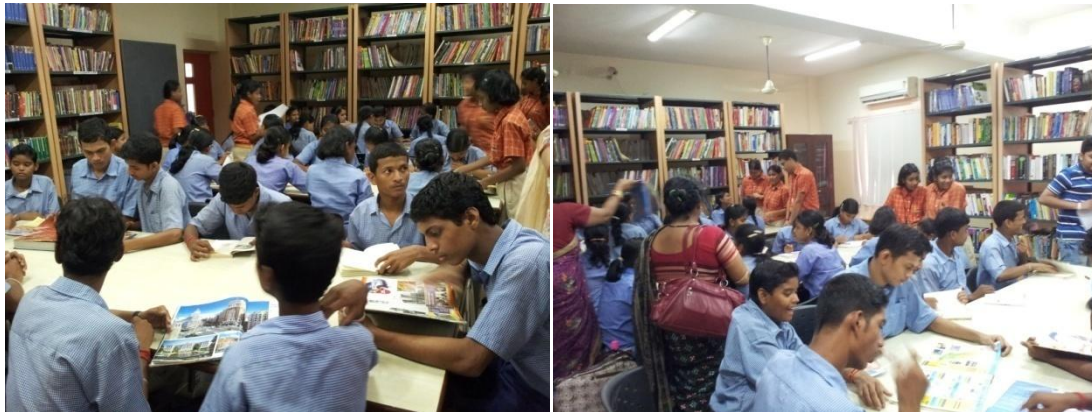
We visited their school 1st and had a discussion about our plans to teach them.



We spoke with them about coming to our school library where they could look at books about the world and we could show them the meaning of Global Citizenship.



They came to our school for half of a day.



We showed them book after book about on geography, environment, social science, world history and maps.

We wrote a speech about the term Global Citizenship and then performed it in sign language in front of the entire school.



The speech was short and to the point “We all are one; every decision we make influences the people and planet that surrounds us. We can work together and make the world well again by helping each other make the right choices and treating each other with dignity and respect. We have to treat our planet with concern. We are one world one family.”

Appendix 6 – Survey #1

Age-10

Name: Ankon Mohapatra Date: 28/07/14

What does it mean to be a global citizen?
 global citizen means to be a part of the global community. It also means to help people those who need help for their future.

Age: 14

Name: IRISITA MISHRA Date: 28.7.14

What is does it mean to be a global citizen?
 * Being a global citizen means being a good citizen of the globe who is responsible in shouldering duties & is sincerely interested in the welfare of all the citizens of the globe. A global citizen must have a deep concern for all the people. The global citizen must also know what the right action to perform in the right time which will result in the prolific development of the people.

Appendix 7 - Survey # 2

Name: Devi Prasad Pathi Age 13

Date: 30/08/14

What does it mean to be a global citizen?

(Please tick one)

- A. A global citizen is someone who identifies with an emerging world community and whose actions contribute to building this community's values and practices.
- B. A global citizen is someone who bases their every day choices on how they affect the global community immediately and in the future. Keeping in mind that each and every decision they make contributes to the wellbeing or the detriment of the world they live in.
- C. A global citizen helps out the existing global community by following rules and living a productive life that promotes peace, planet and universal brotherhood.
- D. All of the Above

Name: Mohak Shivan class-11 age-16.

Date:

What does it mean to be a global citizen?

(Please tick one)

- A. A global citizen is someone who identifies with an emerging world community and whose actions contribute to building this community's values and practices.
- B. A global citizen is someone who bases their every day choices on how they affect the global community immediately and in the future. Keeping in mind that each and every decision they make contributes to the wellbeing or the detriment of the world they live in.
- C. A global citizen helps out the existing global community by following rules and living a productive life that promotes peace, planet and universal brotherhood.
- D. All of the Above

Appendix 8 - Survey #3

Going Global Activities

Please tick the activity you liked best: 4 only

Role Play: Acting out the different emotions and recognizing them through body language as part of Conflict and Peace.

Balloon Activity: wrote different global problems on balloon and played a game keeping them off the ground while taking on the roll of different countries.

Greetings Activity: Greeting each other in different culturally accepted ways from different countries, followed by a discussion of cultural differences. How even the way we greet each other shows our level of global citizenship.

Global Citizenship Strips Activity: Reading the sentences about global Citizenship cutting them out and placing them in order of importance as per your understanding of Global Citizenship. Then presenting your ideas to the class.

Video 1: Watching a movie about global citizenship – 3 min movie

Video 2: Watching a case study of Global Citizenship – 15 min movie

PPT Presentation about Global Citizenship meaning and responsibilities.

Video 3: Short film on Global Awareness and Globalization. How globalization affects our daily living.

UK Culture Audio Story - Listening to Audio Story about the culture of UK

Listen to an Audio Clipping about Environmental Issues

Read the dictionary definition of Global Citizenship and wrote It In your own words.

Global Citizenship Poem – Read a poem on Global Citizenship and wrote one.

Read a short play on Global Citizenship and wrote the meaning In your own words.

Listen to a Global Citizenship Song. Tried to learn the words.

Listen to a case study about visiting Peru and the differences notices in culture likes and dislikes.

Name: Arisa Lee Patnaik
Date:
Age: 10

Going Global Activities (select 4)

Please tick the activity you liked best:

Role Play: Acting out the different emotions and recognizing them through body language as part of Conflict and Peace.

Balloon Activity: wrote different global problems on balloon and played a game keeping them off the ground while taking on the role of different countries.

Greetings Activity: Greeting each other in different culturally accepted ways from different countries, followed by a discussion of cultural differences. How even the way we greet each other shows our level of global citizenship.

Global Citizenship Strips Activity: Reading the sentences about global Citizenship cutting them out and placing them in order of importance as per your understanding of Global Citizenship. Then presenting your ideas to the class.

Video 1: Watching "I am a Global Citizen" - 3 min movie

Video 2: Watching a case study of Global Citizenship - 15 min movie

PPT Presentation: about Global Citizenship meaning and responsibilities.

Video 3: Video "What Makes Us a Global Citizen" - Short film on Global Awareness and Globalization.

UK Culture Audio Story - Listening to Audio Story about the culture of UK and worksheet on cultural

Listen to an Audio Clipping about Environmental Issues

Read the dictionary definition of Global Citizenship and wrote it in your own words.

Global Citizenship Poem - Read a poem on Global Citizenship and wrote one.

Read a short play on Global Citizenship and wrote the meaning in your own words.

Listen to a Global Citizenship Song. Tried to learning the words. "One Day" by Matisyahu with discussion about how this fits in with the Global Citizenship theme.

Listen to a case study about visiting China and the differences noticed in culture likes and dislikes.

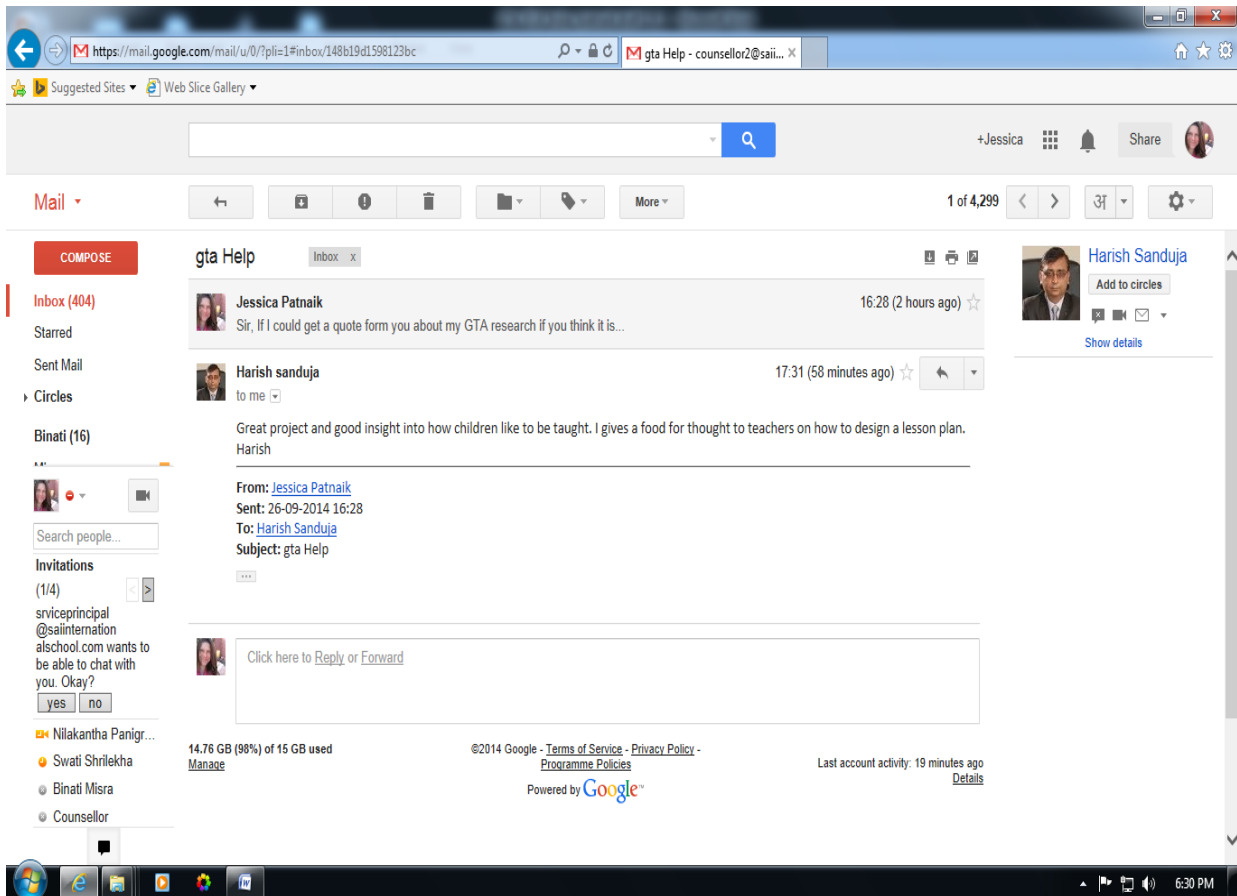
Name: *Melanie Brownson*

Date:

Age: 16

Appendix 9- Feedback from Teachers

Email from Harish Sanduja the Principal of SAI International School when I asked for a quote about my project.



He encouraged me to share this information with teachers so improvements in lesson planning can be school wide.

Appendix 10 – Feedback from students

GTA : :In what ways do students ages 10-16 find learning the concept of global citizenship most meaningful and beneficial?

Student Feedback:

Which Activity was your favorite?

The Balloon Activity was my favourite.

What was the overall outcome?

Balloon Activity was all about Global Awareness and letting all the students know about the issues faced by every country. The decision which I made should effect the world around me. By writing all the issues on each Balloon and then coming together and ~~bursting~~ them, felt like all issues were eased when everyone comes together. Lastly it created awareness and made us find out practical solutions.

- Mokshada Sharma
- 15 years

GTA: In what ways do students ages 10-16 find learning the concept of global citizenship most meaningful and beneficial?

Student Feedback:

Name: Mehak Shawa

Age: 16+

Which Activity was your favorite?

Role play: Acting out different emotions was an activity that I enjoyed. I liked it because we had to be someone else and it taught us about the different cultures goes down to the smallest things as greeting someone.

What was the overall outcome?

We learnt how to get totally involved into a character and play it well and how with geographical differences the way we greet is also different. It taught me that if I visit a place I should know the culture there before I go so that I am aware and I don't end up embarrassing people, offending people.

Quotes from students

"We learned that every choice we make effects the world we live in. Every time I throw out a plastic bag it takes over 1,000 years to breakdown and that over 46,000 pieces of plastic are floating in every 2 square miles of ocean. Now that I know I will want to use recyclable cloth bags the lights on in my home I increase my carbon foot print and decrease the amount of energy that could be used instead of wasted." Ipshita Hota - Class X of SAI International School.

"Teaching the deaf students was very difficult and bringing them to the school was my favourite part. We performed onstage at an all school assembly and talked about the importance of being a global citizen. I learned a lot about the problems faces by persons with disabilities and I am glad that I got to interact with them." Balaji Patra – Class XI of SAI International School

"I enjoyed coming to SAI International School they taught me about the earth, countries, cultures and problems that we face in the world. We also talked about how we can help each other. Their library was full of wonderful books it was like my eyes could not get enough"

- Soumya Rai Class X student from Sri Harsha Memorial School for the Deaf

This message was translated from Oriya sign language into Oriya and then into English...WOW!

Appendix 11- Feedback from parents

GTA :In what ways do students ages 10-16 find learning the concept of global citizenship most meaningful and beneficial?

Parent Feedback

Name:

What skills do you think your child gained by participating in this project?

By participating in this project, my child became more aware about the global issues. It improved her understanding about the world as a single global community where each one can make difference. She is now more interactive and open to discussing global issues.

Have you seen your child use these new skills in the decisions they make daily?

My child is now more sensitive towards problems occurring around the world and discusses at home about her concerns for all same.

Arundhati Sudhir

Quotes from Parents

I am excited to have my daughter participate in this research programme it will give her a deep understanding of what a Global Citizen should be.” –Preeti Binadal mother of Anushka Bindal Class VI SAI International School