



BBS COMMUNITY ACADEMY



GLOBAL CITIZENSHIP

@ Al-Bayan Bilingual School



September, 2024



School Mission

Al-Bayan Bilingual School is an Arabic and English learning community nurturing compassionate and innovative students, leading sustainable change and progress in Kuwait and the global environment.

Al- Bayan Objectives

BBS prepares and inspires its students to be:

- fluent in Arabic and English
- critical thinkers and lifelong learners
- independent and collaborative
- innovative and creative
- ethical and compassionate
- civically engaged locally and globally
- environmentally conscious

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1. INTRODUCTION

1.1 Purpose of the Manual:

This manual is designed to provide the BBS community with a comprehensive guide for understanding, implementing, and developing Global Citizenship at the school. It offers insights, strategies, and practical resources to promote global awareness, cultural competence, and social responsibility among students.

1.2 What is Global Citizenship Education?

Global Citizenship Education aims to prepare students to become responsible, informed, and engaged global citizens who understand and address global challenges. It encourages them to think critically, appreciate diversity, and take action to create a more just and sustainable world.

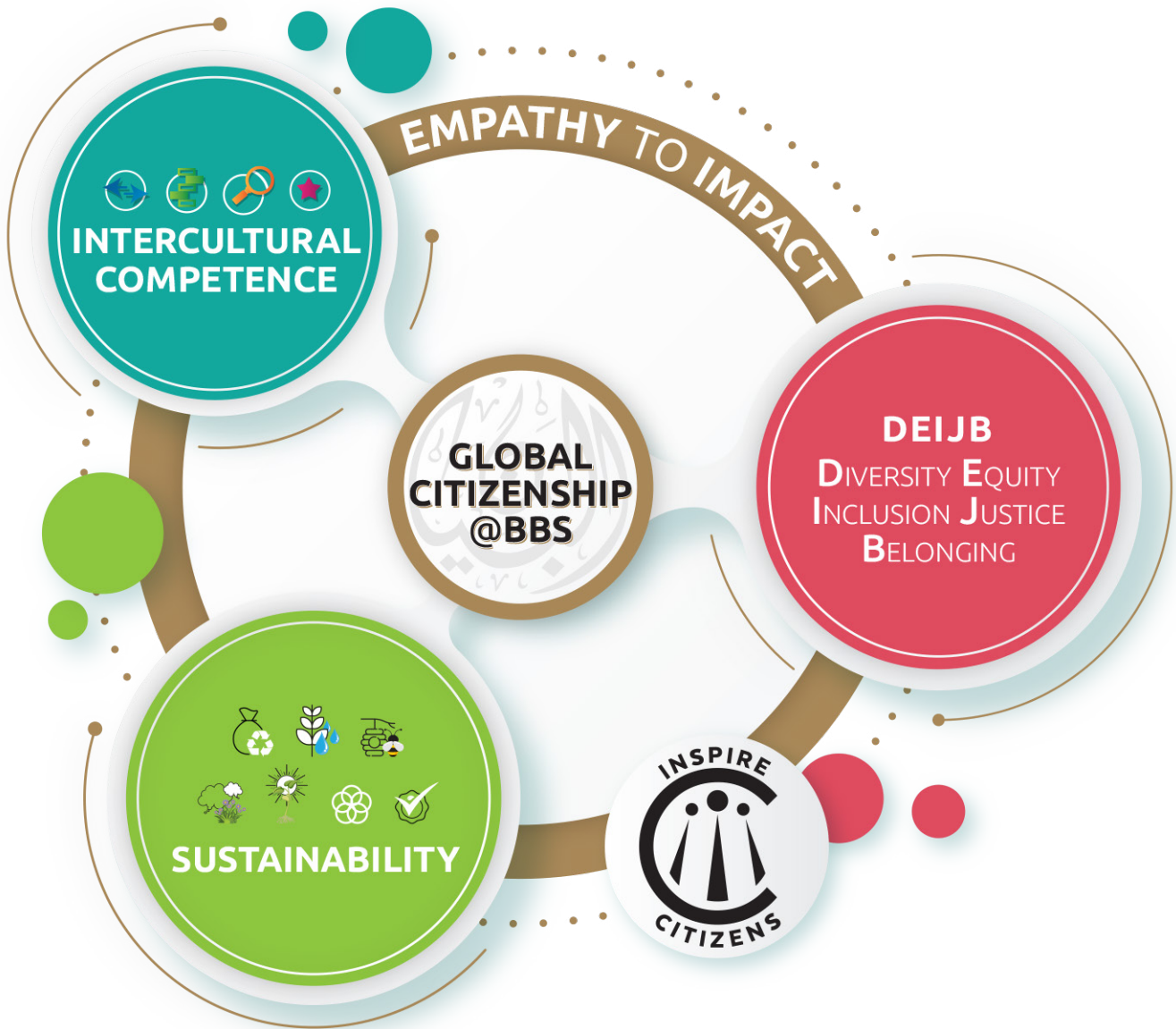
1.3 Why is Global Citizenship Education Important?

In our interconnected world, it is vital for students to develop the skills and values necessary to navigate global complexities. GCE fosters empathy, cultural understanding, and the ability to collaborate across borders, making it essential for a more inclusive and sustainable future.

2. GLOBAL CITIZENSHIP @ BBS

2.1 BBS Global Citizenship Definition

Global Citizenship @BBS refers to how we foster, in our students, a sense of belonging, responsibility, and accountability to the local and larger global community to ensure a sustainable future.



2.2 What does Global Citizenship look like at BBS?

Through curricular and non-curricular activities we empower our learners, as change agents and guardians of the future, with the tools & resources needed to:

- better understand themselves and others
- to solve problems
- to encourage the acceptance and appreciation of diversity, and interculturalism.
- to take impactful, sustainable steps that acknowledge the interdependence of humanity.

At BBS, whether it is in the curriculum or in extra-curricular activities, we follow the Empathy to Impact approach, supported by the work of [Inspire Citizens](#). This approach supports our students by having them move through four deliberate stages as follows:



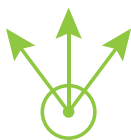
CARE

Students identify an area of interest they are passionate about.



AWARE

Students are given the tools and skills necessary to develop a deep understanding and awareness of their chosen area of interest.



ABLE

Students are facilitated in how to apply the skills and dispositions they develop at school to be able to take impactful measures that align with their passions, interests and betterment of their local and global communities.



IMPACT

To take meaningful action, students are encouraged to create partnerships that allow them take their learning from theory to service.

3. KEY CONCEPTS OF GLOBAL CITIZENSHIP

3.1 Intercultural Learning

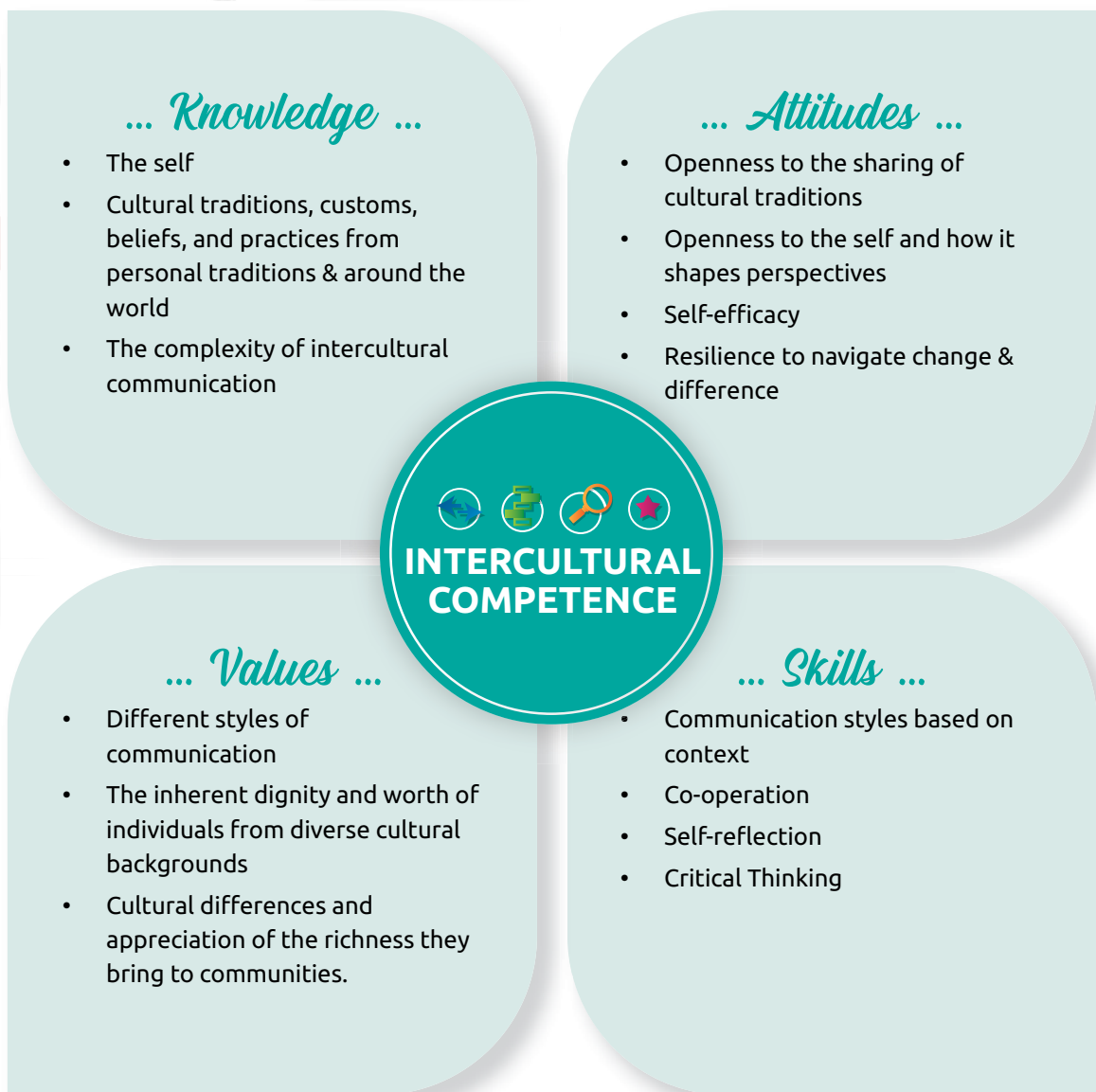
At BBS we define Intercultural Learning as the active and committed participation in acquiring knowledge, skills, and attitudes that enable the community to understand, communicate, and interact effectively within our own culture, and across cultural boundaries, to navigate and adapt to diverse cultural contexts.

We believe Intercultural Learning happens when student interest is evoked through provocations and simulations that allow for deeper insights and understandings of ourselves and others. A commitment to understanding, and empathy, can be fostered through immersive experiences as well as exposure to a diverse range of resources in content that support skill building within curricular and co-curricular activities.

We aspire to:

- Provide the community with opportunities for deep engagement with their identity, culture & traditions through subject content and co-curricular experiences.
- Provide the community with opportunities for deep engagement with a diverse range of identities, cultures & traditions through subject content and co-curricular experiences.
- Support students in building skills that contribute to their empathy and understanding of themselves and others.
- Offer opportunities for the community to engage in developing conflict resolution skills.
- Actively participate in cross-cultural experiences, such as immersion programs, community service projects, or international exchanges, to apply and reinforce intercultural learning principles.
- Utilize the stories of our diverse community members to build a shared understanding and mutual respect.





3.2 Diversity, Equity, Inclusion, Justice, and Belonging, (DEIJB)

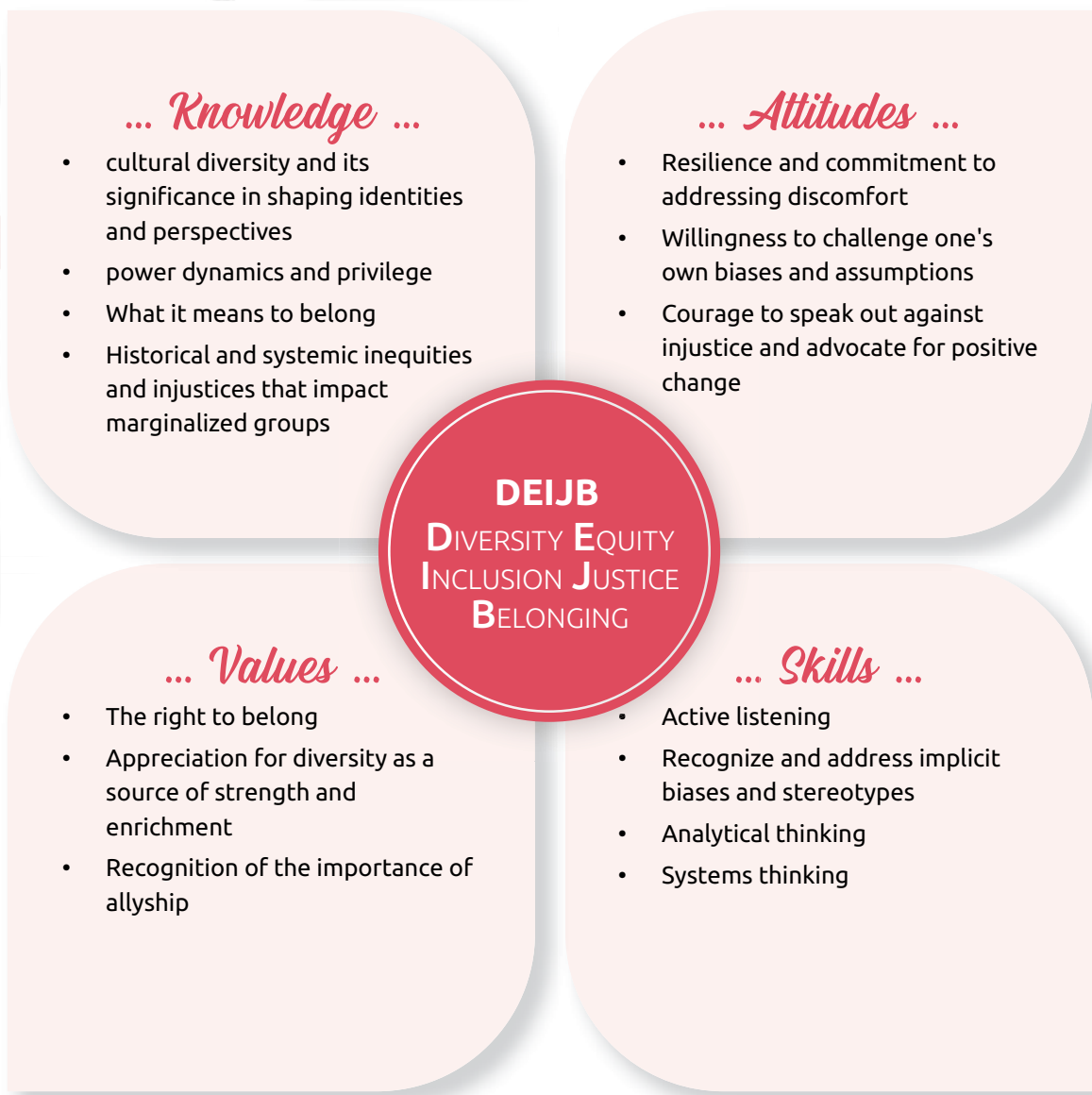
At BBS, DEIJB is consolidated by the underlying belief that every individual, regardless of background or identity, possesses inherent value and deserves to be treated with dignity, respect, and fairness. These principles lay the foundation for creating a welcoming and respectful environment where everyone feels valued and empowered to learn and grow together.

We believe the principles of DEIJB can be effectively achieved by their integration into various aspects of school life, curriculum, and community engagement. By adopting culturally responsive teaching practices, ensuring our curricula reflect a diverse set of perspectives, and offering equitable access through technology integration in our classrooms we ensure our learning and teaching is a space where students are encouraged to express themselves and to think critically about areas of social justice. Outside of the classroom, our students are supported in cultivating skills that allow them to demonstrate an understanding of their own identity and how they understand their role as global citizens. They are offered opportunities and community partnerships to advocate for issues surrounding equity and justice while being supported in their feelings of belonging in their communities.

We aspire to:

- Ensure teachers are skilled in culturally responsive teaching practices.
- Guide community members in their understanding of DEIJB.
- Support the BBS community in developing self-awareness and teaching reflective practices.
- Actively guide students in building a portfolio of artifacts that demonstrate their living into the mission and objectives of BBS.
- Utilise storytelling to build and cultivate a shared sense of empathy and responsibility to our fellow global citizens.
- Measure students' growth in the practices and principles of DEIJB and how this impacts learning.
- Incorporate social justice issues in conversations in and outside the classroom.
- Facilitate experiential learning experiences that offer an opportunity to engage with social justice topics.
- Celebrate our differences.





3.3 Environmental Sustainability

At BBS, we promote Environmental Sustainability as the commitment to responsibly managing and preserving natural resources, reducing ecological impact, and promoting environmental stewardship within the school community. We commit to educating to meet current needs without compromising the ability of future generations to meet their own needs, which are yet unforeseen.

We believe environmental Sustainability is achieved when educators embed environmental themes into curricular and co-curricular activities. By infusing sustainability principles and practices across all subject areas, fostering hands-on learning experiences that connect students with nature and environmental issues, and empowering students to take action and make positive contributions to their school and community's environmental health and resilience we ensure a thriving future for upcoming generations. We believe in our roles as educators to inspire students to become informed, responsible stewards of the environment and advocates for a sustainable future.

We aspire to:

- Explore human-environment interaction
- Build empathy and take impactful action for environmental issues
- Develop innovative ways to address the local and global challenges in environmental sustainability
- Provide opportunities for students to take action through their learning
- Instill environmental consciousness in all members of the community so acquired knowledge can be applied in all areas of student life
- Reflect on actions for any improvement required as well as for personal growth
- Develop our students' abilities to recognize and understand relationships and analyze complex systems.
- Guide our students' self-awareness through reflecting on their role and impact in the local community and global society.



... Knowledge ...

- Interconnectedness between ecological systems and human activities.
- Awareness of global environmental challenges.
- Knowledge of sustainable practices in areas such as energy use, waste management, and Biodiversity.
- United Nations Sustainable Development Goals (SDGs) and their relevance to global sustainability efforts.

... Attitudes ...

- Empathy towards communities affected by environmental degradation.
- Optimism and belief in the possibility of positive change through individual and collective action.
- Open-mindedness to alternative perspectives
- Resilience in the face of sustainability challenges, and perseverance in pursuing environmental goals.



... Values ...

- Respect and appreciation for the natural world
- Ethical responsibility to future generations, prioritizing long-term sustainability over short-term gains.

... Skills ...

- Analytical thinking
- critical thinking
- Communication skills
- Collaboration skills

4. EMBEDDING GCE @ BBS

4.1 Empathy to Impact Framework

The Empathy to Impact Framework (Inspire Citizens 2018) is a way to link global citizenship concepts to existing curricular and co-curricular approaches. It involves following the inquiry/service learning/project-based learning cycle to enhance existing skills, content goals, and learning experiences key to success in students' learning journeys to becoming global citizens and lifelong learners.



The Empathy to Impact Process can be defined as:

- Identifying a Global Citizenship Concept, theme, issue, or that we believe students should care about and identify a strategy to develop empathy.
- Identifying how students might investigate or become more aware of that particular issue and the people and environments involved
- Applying skills (curricular, co-curricular, or other) to apply their learning to the given concept.
- Exploring opportunities to transfer and extend their learning into action meaningful and impactful action
- Reflecting on how they are growing as individuals, as learners, and as active global citizens.

4.2 Checklists for Unit Development:

When designing global citizenship based learning and teaching experiences, educators will consider the following steps.

- ◇ Identify the content standards, skills, knowledge, and understandings, in the learning experience and link them to a real-world issue/experience.
- ◇ Address the issue through one of the Global Citizenship concepts (Intercultural Learning, Environmental Sustainability, or DEIJB) that can be explored in a learning experience.
- ◇ Design an inquiry question or adapt EUs and EQs to reflect that global citizenship concept.
- ◇ Identify a type of action and a potential [community asset](#) that we could work with to take informed action.
- ◇ Identify investigation or awareness strategies that you will embed into the learning journey.

4.3 Scope & Sequence:

The growth of Global Citizenship at BBS is highlighted in the key learning experiences across a student's learning journey. This is the work of AY 25/24 and will be available to the community in 26/25 to demonstrate a connected and sustainable commitment to our school vision and objectives.

4.4 GCE & Co-Curricular Programs

Through our co-curricular activities and Student Life Department, we aim to embed the Empathy-to-Impact framework of global citizenship into every aspect of student life. By using the framework, from service-learning projects that address local and global challenges, to cultural travel programs that promote understanding and empathy, our students will have opportunities to develop a deeper appreciation for diverse perspectives and cultures. By participating in Model United Nations, international exchange programs, and community service initiatives, students will engage in meaningful experiences that encourage critical thinking, collaboration, and ethical decision-making. Through these activities, we strive to empower our students to become compassionate and informed global citizens who are committed to making positive contributions to our world.

4.5 Resources to Embed GCE into Curriculum

CARE		
INTERCULTURAL LEARNING	DEIJB	ENVIRONMENTAL SUSTAINABILITY
PISA Global Competence Model CIS Model UNESCO BBS model	Social Justice Standards Teach Tolerance Classroom Resources	Sustainable Development Goals (MS/HS) Good Life Goals SDGs for Early Years Compass Education
CARE		
Develop Empathy at the initial stages of unit building...		
ES	MS	HS
Nature Walk Class/School Investigation Story Books Play Experiences Videos and Photography	Simulation Field Trip Virtual Reality or Augmented Reality Provocation Video Expert Simulation Design Challenge	Simulation Field Trip Virtual Reality or Augmented Reality Debate Expert Visit Simulation Design Challenge

AWARE (Investigation)
Use any of the following strategies to more deeply investigate an issue.
https://inspirecitizens.org/aware Root Cause Analysis Interviews Exploring Media Conducting Surveys Observations and Field Trips Active Listening Listen to experts, speakers, or storytellers

IMPACT
Identify who you could partner with or learn from and what kind of action you could help students to take - this can be from an external partner or a club run through SLD.
Please reach out to SLD for partnerships with student clubs. Alternatively, your Global Citizenship lead has a full list of Community Partners & BBS Alumni available.

5. REFLECTING ON OUR IMPACT

5.1 BBS Graduate Profile & GCE

BBS expects learners to compile student portfolios throughout their academic journey. The portfolio will be an online archive of evidence for each student to demonstrate how they are living into the expectations of a BBS graduate based on the school's graduate profile.

Incorporating student portfolios holds the potential for promoting holistic assessment practices, fostering reflective learning, celebrating diverse talents, and promoting authentic assessment. Portfolios provide students with the opportunity to demonstrate learning to the teacher and others and to learn and reflect on their own growth and progress over time. Reflections are expected to happen approximately twice a month throughout the global citizenship learning experience in both curricular and non-curricular activities.

- [Graduate Profile](#)
- [Grade Level Rubrics](#)
- Example of Student Portfolio

5.2 Our Reflection Process

Students will utilise different means of reflection in curricular and cocurricular areas to make connections between their learning/activities and what it means to live into the graduate profile of a BBS graduate.

Teachers will support student reflection by explicitly teaching reflection skills to promote self-awareness. They will provide prompts & learning experiences that ensure reflection is a continuous and connective process.

Strategies & Tools to Support Reflection:

- Sentence frames that allow students to provide a written connection
- 3,2,1 exit tickets
- Feelings Map
- Mind Map
- Windows & Mirrors activity
- I used to think/Now I think/Now I do
- Pre & Post Survey
- Vlogs
- Photos of impact in action
- Audio uploads
- Visual artifacts of student work

Please see this [sample workbook](#) that supports an empathy to impact unit of learning.

Example:

In a Grade 6 Humanities unit on exploring the perspectives of refugees, students might reflect using the following strategies to reflect on the following BBS Graduate attribute "able to understand another person's feelings and perspectives, and uses this to guide their actions", while also addressing the GC theme of DEIJB and the Social Justice Standards.

Week 1 ...

I Used to Think	Now I Think
<ul style="list-style-type: none">• There were no refugees in Kuwait• I used to have no awareness of refugees	<ul style="list-style-type: none">• Some of my family were refugees when the invasion happened• It must be really hard to leave everything and move quickly

Week 3 – Voice Recording

Task

Pretend you are one of the refugees from the story you just read. Describe 3 things that happened to you, and the feelings this brought up for you. Upload to your learner portfolio.

Final Reflection

Upload a soundbyte from your Final Podcast. In 5-3 sentences, describe what kind of impact you were intending to have on the audience and how you used emotive language to share perspectives of others and inspire compassion in your listener.

Go back to the Week 1 and add to the chart to show your growth!

6. PARENT AND COMMUNITY INVOLVEMENT

6.1. Parent Support

At BBS we believe that parent involvement in global citizenship education is essential because it bridges the gap between home and school, fostering a holistic development of students.

By actively participating in this educational journey, parents help instill and reinforce values of empathy, respect, and responsibility in their children, preparing them to thrive in a diverse, interconnected world. Together, we can cultivate a generation of informed, compassionate, and proactive global citizens.

We aspire to:

- create a vibrant community where parents are active partners in global citizenship education, contributing to a culture of inclusivity and mutual respect.
- provide parents with the tools and opportunities to support their children's learning beyond the classroom.
- to provide workshops for parents to better understand the BBS model of global citizenship and present opportunities for support to reinforce global citizenship principles at home.
- connect closely with PTA so parents can have opportunities to offer feedback and cultural insight into how we can do better in our mission.

6.2. Community Partnerships

At BBS we believe that community partnerships are integral to global citizenship education because they provide students with real-world experiences and diverse perspectives that enrich their learning. These partnerships help students understand the interconnectedness of our world, fostering skills such as critical thinking, empathy, and social responsibility.

We aspire to:

- establish mutually beneficial relationships with various community stakeholders, providing students with access to a wealth of knowledge, resources, and opportunities for hands-on learning.
- collaborate with local and global organizations, businesses, and cultural groups to offer students opportunities to engage in meaningful projects, service learning, and cultural exchanges.
- ensure our student impact work is sustainable, addresses community needs, and demonstrates learning in action.

We encourage community members to join us in creating a dynamic educational environment where students can actively participate in and contribute to their local and global communities.

For a full list of community partners, or to add more to our database, please see your Global Citizenship lead.

7. MORE FOR YOU TO EXPLORE

Success Stories	PreK-12 stories of schools, educators and students that demonstrate the power of holistic global citizenship as the heart of teaching, learning, and being. (Can you spot BBS?)
Fundamental concepts and strategies associated with sustainability and a comprehensive understanding about the interconnection of environment, culture, society and economy.	FACING THE FUTURE LESSONS