NOBIS
PROJECT

Creating Global Citizens in the Classroom:
Nobis Global Action Model

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INTRODUCTION

Forward

I attended the Carolina Friends School in Durham, NC from 6-12th grade. My school was rooted in experiential education and placed high value on using the critical thinking process as a way to better understand social injustices. There I was routinely challenged to both think about and also engage in the world in a meaningful way. At the tender age of 12, I began to see that it was possible to make change in my community, on campus and well beyond. The school's goal was to prepare students not for the world as it is, but for the world as it ought to be. My experience there, under the guidance of so many passionate and creative teachers, inspired my Ph.D. research on service-learning, global citizenship education and creative-process theory. I was curious if it was possible for service-learning projects to reach international recipients, yet still maintain the traditional civic engagement benefits found when doing service-learning in the local community. So few people from the United States ever travel outside of the US, and yet travel for me was one of the most eye-opening, life changing experiences. Was it possible to create transformative learning expriences where students were exposed to the world and informed about their relation in it, without actually leaving the country?

Clearly there is no replacement for actually travelling: experiencing the smells, tastes and sights of a foreign land. Yet there are many lessons that I learned while traveling, such as learning about difference, about power, about shared histories that can be replicated. And in the global world that we live in, I feel that it is essential to introduce students to our global interconnectedness, and what it means to be a global citizen.

The result of my research was the development of the Nobis Global Action Model, which was tested using a collective case study approach over five case studies. The model aims to teach youth the six dimensions of civic engagement: values, knowledge, skills, efficacy, commitment, and empathy. It is designed to direct students in understanding current affairs by developing meaningful ways to respond to local, national or global issues without direct contact with service recipients.

Following the completion of my research, I founded the non-profit, Nobis Project Inc. whose mission is to support youth, educational and community leaders in building skills to analyze issues that impact our society and take actions towards positive change. The Nobis Project creates life-long learners who are empowered to improve lives and communities, locally and abroad. The name Nobis comes from Latin meaning "us" and roughly translates as the "us project." Nobis is found in the song, Dona Nobis Pacem, which means "give us peace." And through our work we hope to teach youth the skills and   knowledge to achieve just that, the world as it ought to be, a world at peace.

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Overview Nobis Global Action Model

This book introduces teachers to the Nobis Global Action Model, an innovative creative process approach to service-learning and global citizenship education designed to teach youth the six dimensions of civic engagement: values, knowledge, skills, efficacy, commitment, and empathy. It guides K-12 students to comprehend current affairs and to devise ways to respond to local, national or global issues through a solutions-based model. Students critically analyze issues that impact our society and take action in a meaningful way.

In our increasingly globalized society, young people need an education that prepares them to become informed, active, and responsible global citizens. Nobis Global Action Model is designed to help prepare educators to meet this goal. This researched and teacher-tested model aids teachers in preparing students for globally relevant civic engagement. Current practices of global service-learning involve students traveling to international locations. The required travel limits widespread practice with factors such as expense, logistics, and safety. The Nobis Project addresses these limitations by providing students with a way to learn about and help people from around the world in a direct way without traveling to an international location. The Nobis Project pedagogical method, with its international dimension, leads to student experiences of empathy and self-efficacy without face-to face encounters with recipients, along with meeting the other civic engagement objectives.

The Nobis Global Action Model is ideal for schools or programs looking for ways to add a global dimension to their service-learning work. This approach also allows schools or programs to increase service-learning opportunities by providing a method that eliminates many obstacles, which prevent widespread implementation while maintaining the high-quality benefits found in traditional service-learning programs. The model is also helpful for schools with large immigrant populations, in racially or economically diverse schools, and in more homogeneous student populations to expose students to the value of learning from different perspectives. This model provides a framework for teaching 21st Century Skills, meets Common Core standards, and is appropriate for students K-12.

Nobis Project is committed to making sure that teachers have the tools, knowledge and confidence to engage their students in globally focused service-learning projects. As we all know, some of the best resources are other educators! We encourage teachers who are using the Nobis Global Action Model in their classrooms to share their successes, challenges and advice with Nobis Project so that we can pass on this information to other educators. We hope to update this guide every year with additional stories from teachers. Please consider sharing your story! We see ourselves in a collaborative pursuit and welcome teachers to contact us directly with questions. Email us at info@nobisproject.org.

How to Use This Guide

This guide is designed to help teachers learn more about service-learning, global citizenship education, and introduces teachers to the Nobis Global Action Model and the Nobis Big Ideas Conceptual Framework.

Part One provides an overview and definitions of key elements of the Nobis Global Action Model including:

- Service-learning
- Global Citizenship
- Global Citizenship Education
- Nobis Big Ideas Conceptual Framework: History, Power, Relationships, Global Citizenship (Civic Engagement, Shared Fate, and Social Responsibility), and Cultural Responsiveness

Part Two provides teachers with details on how to implement the model in the classroom, indulging:

- Getting Started
- Define Phase (Research)
- Design Phase
- Action & Documentation
- Ongoing Reflection

The appendix has templates that can be helpful when designing and implementing a Nobis Global Action project.

Consider Your School and Teaching Context

The nature of service-learning requires a certain amount of flexibility. The more student ownership teachers are able to provide to their students, the greater opportunity for student growth. However, many classrooms are faced with less and less flexibility in their classrooms. This does not preclude such teachers from engaging in meaningful service-learning projects with their students. The Nobis Global Action Model is actually designed to help alleviate some traditional obstacles such as transportation coordination, as this mode does not require students to leave the school. However, as with all teaching resources, teachers may need to modify the model to best suit their teaching context. The model has been used in public, charter, and independent schools – and it looks a little different with each reiteration. Nobis Project welcomes teachers to contact us with questions as they engage in implementing the model. We see ourselves as an ongoing resource to the project that which we are committed.

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PART ONE

Chapter 1: Global Service Learning

What is Service-Learning

Service-learning is an experiential approach to education in which community or volunteer service is linked with curricular activities as a vehicle for learning. Service-learning's goal, in part, is to promote civic responsibility and engagement. The nature of service allows students the opportunity to witness, first-hand, social problems in need of creative solutions. When academic curriculum is combined with service experiences that include organized reflection, it illuminates the connections between thoughts and feelings, school and life, self and others. It expands the classroom into the world. The result is that students develop a better understanding and retention of the academic material by making their learning meaningful and relevant to their lives and communities.
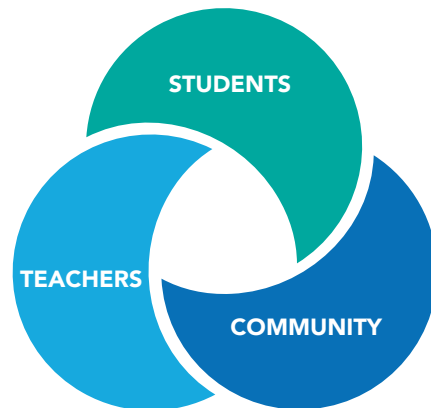
The service-learning experience also has the potential to create more effective community service experiences. In volunteer, or community service, the action of "helping" is primary: no formal focus on the educational potential of the experience is present. In service-learning programs, academic learning is linked to service experiences, thereby enhancing both the service and the learning. High quality service-learning projects form reciprocal partnerships between the students and community partners. As a result, students (with support from their teacher) work with the community partner to understand their needs before engaging in service.

Service-learning is as method:
a. under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and community;
b. that is integrated into the students' academic curriculum or provides structured time for the student to think, talk, or write about what the student did and saw during the actual service activity;
c. that provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities; and

d. that enhances what is taught in school by extending student learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others. - National and Community Service Act of 1990

The generally accepted service-learning process includes five steps: investigation, preparation, action, reflection, and documentation. It is this pedagogical process that distinguishes service-learning from volunteer or community service, where the latter does not include the steps of investigation, reflection and documentation. These critical components of the process connect the service experience with academic learning. The Nobis Global Action Model, which we will describe more fully in chapter 2, incorporates this service-learning process into its design.

What is Global Service-Learning?
Combining Service-Learning and Global Citizenship Education (GCE)
The current definition of service-learning, as described above, infers that service is carried out in the local community. Accordingly, the existing domestic service-learning programs have little to no international focus. The Nobis Project redefines community to encompass the local, national and the global community and believes that service-learning does not need to be limited to local communities. The Nobis Global Action Model provides the necessary framework to offer a model in service-learning and the emerging field of GCE for students to engage in global service from a domestic location. Offering students the opportunities to research and actively participate in their learning through the exchange of knowledge from another culture can bring global issues vividly to life.

What is Global Citizenship Education
Global Citizenship Education is a relatively new educational initiative in K-12 schooling. Nobis Project defines the goals of GCE as:

- Civic Engagement: Preparing students for globally relevant participation in society, at the local, national and international levels, by teaching them the civic engagement goals of knowledge, skills, values, efficacy, empathy, and commitment.
- Shared Fate: Informing students on the global interdependence of humanity and the environment and how these interconnections create consequences on a global scale.
- Social Responsibility: Developing in students a critical understanding about social rights and how to take responsible action that impacts global issues and to bring about peace and social change.

GCE empowers students to take action to build a more just and sustainable world. By recognizing our common humanity and developing a sense of solidarity with others, students are challenged to accept responsibility for our shared fate and to look for ways to solve our shared problems. This requires using dialogue and the democratic process to address differences of values and perceptions.

Need for Global Citizenship Education
Nobis Project recognizes GCE as an essential element to prepare students for an increasingly globalized society. It is crucial that students understand the benefits and challenges of the ever-increasing globalization of economies, industries, technologies, cultures, media and societies. Students need to be taught to recognize and think critically about different cultural, economic and political perspectives. Through GCE, students acquire the skills and the ability to become active and responsible citizens contributing positively

to their local, national and global economy and society.

As travel and immigration allows for students in one classroom to come from all corners of the world, many students now hold multiple loyalties to different nations. Nobis Project's GCE definition, with its inclusion of social rights and shared fate concepts, and emphasis on civic engagement goals, creates a well-rounded model of GCE that avoids marginalizing students who hold multiple citizenship allegiances because it calls for students to actively develop their identity as local, national and global community members. Students learn to strengthen their local and national identity(s) while developing a global identity. In so doing they become confident in their own identities, learn from one another and work together to achieve peace and social rights both within the local community and also at a global level.

Education is increasingly viewed by the international community as the means through which to address the ongoing inequities and injustices throughout our world. The UN Decade for Human Rights Education (1994) and the UN Convention on the Rights of the Child (1989) both acknowledged this challenge. The latter's aims of education include: "the development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;" "respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own," and "the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples." And more recently the UN Millennium Development Goals (2000) seek to achieve universal primary education (Kahn 2009).

United Nations Educational, Scientific and Cultural Organization's (UNESCO) member states reached international consensus on the need for citizenship education in which all young people acquire the competencies required for personal autonomy and for citizenship, to enter the world of work and social life, with a view to respecting their identity, openness to the world and social and cultural diversity (UNESCO 2004, 3).

Additionally UNESCO calls for "education for active and responsible citizenship" where young people might acquire the willingness and the capacity to live together and to build peace in a world characterized by inter-state and internal armed conflicts and by the emergence of all forms of violence and war. (UNESCO, 2004, p. 3)

As emphasized above, one of GCE 's primary objectives is students learning to take action. It is argued that students who actively participate in their learning will become "action competent": able to reflect critically upon their own values and draw upon generic skills to respond to key issues (Holden and Clough (1998, 18).

The Nobis Global Action Model provides a means to incorporate active participation as a method of GCE instruction while guiding students to make connections between their immediate contexts and national and global contexts.

Service-Learning Standards

As with most things, quality matters. This is true for the development and implementation of service-learning projects. Below is a set of evidence-based standards and indicators that K-12 practitioners can use to ensure high-quality service-learning practice.

PARTNERSHIPS **PROGRESS MONITORING**

DURATION AND INTENSITY **REFLECTION**

YOUTH VOICE **LINK TO CURRICULUM**

MEANINGFUL SERVICE **REFLECTION**

K-12 Service-Learning Standards for Quality Practice
Source: The K-12 Service-Learning Standards for Quality Practice. Copyright 2008 National Youth Leadership Council. RMC Research Corporation. www.nylc.org. Used with permission.

<u>Duration and Intensity</u>
Standard: Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.

> <u>Indicators:</u>
> 1) Service-learning experiences include the processes of investigation of community needs, preparation for service, action, reflection, demonstration of learning and impacts, and celebration.
> 2) Service-learning is conducted during concentrated blocks of time across a period of several weeks or months.
> 3) Service-learning provides enough time to address identified community needs and achieve learning outcomes.

<u>Link to Curriculum</u>
Standard: Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.

> <u>Indicators:</u>
> 1) Service-learning has clearly articulated learning goals.
> 2) Service-learning is explicitly aligned with the academic and/or programmatic curriculum.

3) Service-learning helps participants learn how to transfer knowledge and skills from one setting to another.
4) Service-learning that takes place in schools is formally recognized in school board policies and in student records.

Partnerships
Standard: Service-learning partnerships are collaborative, mutually beneficial, and address community needs.

Indicators:
1) Service-learning involves a variety of partners, including youth, educators, families, community members, community-based organizations, and/or businesses.
2) Service-learning partnerships are characterized by frequent and regular communication to keep all partners well-informed about activities and progress.
3) Service-learning partners collaborate to establish a shared vision and set common goals to address community needs.
4) Service-learning partners collaboratively develop and implement action plans to meet specified goals.
5) Service-learning partners share knowledge and understanding of school and community assets and needs and view each other as valued resources.

Meaningful Service
Standard: Service-learning actively engages participants in meaningful and personally relevant service activities.

Indicators:
1) Service-learning experiences are appropriate to participant ages and developmental abilities.
2) Service-learning addresses issues that are personally relevant to the participants.
3) Service-learning provides participants with interesting and engaging service activities.
4) Service-learning encourages participants to understand their service experiences in the context of the underlying societal issues being addressed.
5) Service-learning leads to attainable and visible outcomes that are valued by those being served.

Youth Voice
Standard: Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.

Indicators:
1) Service-learning engages youth in generating ideas during the planning, implementation, and evaluation processes.
2) Service-learning involves youth in the decision-making process throughout the service-learning experiences.
3) Service-learning involves youth and adults in creating an environment that supports trust and open expression of ideas.

4) Service-learning promotes acquisition of knowledge and skills to enhance youth leadership and decision-making.
5) Service-learning involves youth in evaluating the quality and effectiveness of the service-learning experience.

Diversity
Standard: Service-learning promotes understanding of diversity and mutual respect among all participants.

Indicators:
1) Service-learning helps participants identify and analyze different points of view to gain understanding of multiple perspectives.
2) Service-learning helps participants develop interpersonal skills in conflict resolution and group decision-making.
3) Service-learning helps participants actively seek to understand and value the diverse backgrounds and perspectives of those offering and receiving service.
4) Service-learning encourages participants to recognize and overcome stereotypes.

Reflection
Standard: Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.

Indicators:
1) Service-learning reflection includes a variety of verbal, written, artistic, and non verbal activities to demonstrate understanding and changes in participants' knowledge, skills, and/or attitudes.
2) Service-learning reflection occurs before, during, and after the service experience.
3) Service-learning reflection prompts participants to think deeply about complex community problems and alternative solutions.
4) Service-learning reflection encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens.
5) Service-learning reflection encourages participants to examine a variety of social and civic issues related to their service-learning experience to understand connections to public policy and civic life.

Progress Monitoring
Standard: Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.

Indicators:
1) Service-learning participants collect evidence of progress toward meeting specific service goals and learning outcomes from multiple sources throughout the service-learning experience.
2) Service-learning participants collect evidence of the quality of service-learning implementation from multiple sources throughout the service-learning experience.
3) Service-learning participants use evidence to improve service-learning experiences.

4) Service-learning participants communicate evidence of progress toward goals and outcomes with the broader community, including policymakers and education leaders, to deepen service-learning understanding and ensure that high quality practices are sustained.

Ways to Act or Help

There are many ways to support or assist a community. There are four types of service-learning activities: **Direct, Indirect, Advocacy, and Research-Based**. Each has its own benefits and limitations, and each type uses a different set of skills. The Nobis Global Action Model combines Indirect, Advocacy, and Research-Based service-learning, yet the model can be adapted to work with direct service-learning experiences. Creative Action is a supplemental method that can be used with any of the above service-learning approaches.

Direct Service-Learning
Students participate in face-to-face service-learning activities that directly effect and involve the service recipients. This type of service-learning is generally seen as the most rewarding for students because they receive immediate positive feedback during the process of helping others. Yet for global service-learning projects, direct service-learning often is only possible when traveling to an international location (with the exception of creating a local project that work with members of your own community who are from other cultures and countries).

Benefits: Students learn responsibility, dependability, problem-solving, interpersonal skills and how to make a difference in another's life by focusing on getting along with and serving others.

Examples of Direct Service:
- Serving nutritious meals to the elderly;
- Coaching sports for younger students;
- Working with senior citizens in an intergenerational project;
- Reading to small children;
- Tutoring other students and adults;
- Creating lessons and presenting them to younger students; or
- Creating life reviews for Hospice patients.

Indirect Service-Learning
Students work with representatives from the community in order to develop and implement their project, but not necessarily with an individual with whom the project will benefit. Indirect service-learning projects are often conducted by a group and therefore aid in student development of teamwork and organizational skills.

Benefits: Students learn teamwork, cooperation, playing different roles, organization, problem-solving, and project-specific skills.

Examples of Indirect Service:
- Develop a community-wide food drive to supply the local food bank;
- Organize a team for a Special Olympics event in the community;

- Plan, plant, maintain and harvest produce from a school or community garden;
- Collecting food or toys for disadvantaged families;
- Participating in landscaping a community park or other environmental projects;
- Compiling a neighborhood history; or
- Winterizing homes for community members.

Advocacy Service-Learning

Students participate in service-learning experiences that are designed to create awareness and promote action on a particular issue impacting an individual or community. Activities may include making presentations or distributing literature about the issues throughout a community. In advocacy projects students must identify who they will be trying to communicate their message.

Benefits: Students learn perseverance, persuasive speaking or writing, engaged citizenship, how to work with adults, how to clearly and concisely articulate concerns, to suggest feasible solutions, and understanding of rules, systems, and processes.

Examples of Advocacy:

- Letter writing campaign;
- Meet with members of Congress;
- Use the media: op-ed pieces, letters to the editor, press releaseor public service announcements;
- Organize a teach-in: show a movie with a panel discussion following, invite a speaker, host a work shop, open mike, speak-outs, debate or panel discussion;
- Organize a demonstration: vigil, sit-in, march or picket line; and
- Voter registration.

Research-Based Service-Learning

Students participate in service-learning experiences that require them to gather, analyze and report information on areas of interest and of community need.

Benefits: Students learn teamwork, cooperation, playing different roles, organization, prioritization, problem-solving, and project-specific skills. They learn how to find information or answers, make discriminating judgments, work systematically, and assess, evaluate, and test hypotheses.

Examples of Research-Based Service:

- Conducting census of a neighborhood's assets, needs, and potential solutions;
- Gathering information and creating promotional materials such as brochures or videos for non-profit;
- Compile and create a website on available community services and translate it into languages of residents;
- Conducting surveys, studies, evaluations, experiments, interviews, etc.

Creative Action In Service-Learning
The Nobis Global Action Model requires that the project use creativity, or creative action as an element of the project design. Creative action can be a great way to get attention and help educate others about an issue. It can be incorporated into any of the service methods, yet is highly effective with advocacy or research-based service. It is useful to incorporate creativity into the documentation of the project as well.

Benefits: In today's busy world, how do you get people to stop and take notice? Using creative action methods challenges students to think and design methods for communicating what they have been learning to the wider community in a meaningful and memorable way. Skills practiced by students include the following: **media literacy, creative problem-solving, interpersonal** and **communication skills**.

Examples of Creative Action:
100 Chairs: To demonstrate the wealth divide in the U.S., line up 100 chairs. One person spreads out over 42 chairs, 4 people spread out over 30 chairs, 5 people spread out over 13 chairs, 10 people spread out over 1 chairs while 80 people have to fit on the remaining 5 chairs. This shows that 1 percent have 42% of the wealth, 4 percent have 30% of the wealth, 5 percent have 13% of the wealth, 10 percent have 11% of the wealth, and 80% have only 5% of the wealth. Demonstrating Inadequate Shelter: Build shantytown housing to demonstrate how people not earning a living wage are forced to live in many countries, including our own.

In summary, this chapter illustrates how the defining features of service-learning support those of global citizenship education. Nobis Project facilitators are often asked, "how can my students engage globally without international travel?" The Nobis Global Action Model aims to address this question with a project-based learning method that permits students to take significant ownership over their learning. It is important to remember to always follow the best practices of service-learning when implementing any service-learning model in order to assure maximum learning.

Chapter Resources

Just Add Consciousness: A Guide to Social Activism
http://www.uiowa.edu/~c07e161a/AdvocacyGuide2000.pdf

Lift: Raising the Bar for Service-Learning
http://lift.nylc.org/

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PART ONE

Chapter 2: Nobis Project Global Action Model

How the Design Works
This chapter outlines the defining elements of the Nobis Global Action service-learning model and describes how each component is critical to the success of students' service-learning projects.

Role of Community Partner
Central to service-learning is the role of the community partner. A community partner can be an individual, a group of people, or an organization. Nobis Project defines partnerships as a mutually beneficial relationship between two or more parties where each party desires to work together towards meeting the needs of a community in an innovative and meaningful way. The collaborating partners define a shared purpose alongside the belief that more is possible by working together, than by working alone.

In order to achieve these goals and the goals set by each project, a strong foundational relationship must be established between both parties, trust based on understanding, open communication and respect of differences. Each party shares the power and ownership of the project by being included in decision-making throughout in the process. This takes hard work and a willingness to take risks,but the potential benefits of these partner-ships are lasting friendships, the development of empathy between parties, and meaningful outcomes for the community. One of the primary goals of Nobis Global Action Model is for students learn the importance of asking others what they need, rather than assuming to know others' needs. By guiding students through this process, they better develop their communication and interpersonal skills, but more importantly they develop their ability to empathize with others.

In the Nobis Global Action Model the process of developing a project begins with finding a community partner who is willing to participate in a collaborative working relationship with both the teacher and their students for the duration of the project, including the design of the course and assessment. (See chapter 2 for tips in establishing partnerships). Once the community partner agrees to participate in the collaborative development of the project, the following processes are essential to establish mutually beneficial working relationship:
- Describing and understanding each other's culture, history and traditions
- Sharing of each partner's project intentions and motivations
- Identifying and recognizing of each partner's needs and challenges
- Establishing systems to receive and offer feedback
- Collaborative problem identification and problem solving
- Developing clear expectations, goals and outcomes
- Identifying risks and willingness to communicate about areas of concern

- Identifying and considering ways to capitalize on each partner's assets, resources, strengths and interests
- Respecting institutional limitations in each partner's organization or life limitations of individuals

The process of developing a partnership is much like the process of any new relationship; it requires time to develop trust and respect. One way to begin this process is to take turns sharing stories of past experiences with partnerships. What successes, failures, and frustrations occurred in the past; and what are the hopes and ambitions of this partnership? Reciprocity is the goal, and once achieved it paves the way for a sense of ownership over the collaborative project and fosters understanding of the other partner.

In order to sustain a mutually beneficial partnership make sure to develop a timeline of the project together, plotting goals and checkpoints where the teacher and collaborating partner will confer on progress. At these junctures make sure each partner shares their perspective on what is working well, and what needs improvement. In this way the teacher includes the community partner in formative assessment of the project and also of student progress. There is tremendous value to students in including the community partner in the summative assessment of the project where the community partner evaluates the quality and impact of the service to the community. In do doing the students receive information on the true impact of their efforts, learn from successes as well as mistakes, and understand how they might approach similar projects in the future. At the close of the project, the teacher, community partner and students should all be engaged in reflection on the success, failures, or mishaps of the project as well as considering what could be improved upon in future iterations.

Inspiring Introduction
In the Nobis Global Action Model, where much of the learning is independently carried out, the introduction to the topic and project is critical to eliciting commitment from students. Teachers first engage students by opening a discussion where students share what they know about the global topic. The discussion is followed by an "inspiring presentation." The goal of the presentation (or series of introductory lessons) is to inform students about the global topic while generating interest and awakening a new curiosity. In order to bridge the distance from the global topic to the classroom, the presentation must capture the personal experience behind the topic. It must also begin to introduce the Nobis Big Ideas whereby illustrating for students how History and Power shape the current circumstances. Nobis project suggests using a combination of activities, including but not limited to screening videos, hosting guest speakers or reading personal accounts. Following the presentation(s), another discussion commences where the class identifies what questions they would like to answer. By asking students to identify the questions they want to answer, the learning becomes student directed as they are asked to identify and respond to "real and meaningful" global issues in need of service.

> "*Challenge yourself to do something new, feel uncomfortable this is when you know REAL learning is taking place.*"

Student-Led Learning

After the introduction of the topic and project, the teacher's role changes from instructor to facilitator and the students become responsible for their learning. The student led process includes problem-solving, working as a team, and designing a project from start to finish. When students take ownership over their learning, they begin to comprehend how to bring their new knowledge into their daily lives. Students who are given responsibility over their learning leave with an understanding and self-confidence in their knowledge, abilities and skills. This self-realization is actualized by the support and guidance of the teacher.

The risk and uncertainty created by the presence of real consequences provide students with a dynamic learning opportunity. Such consequences may manifest as physical, emotional, social or intellectual responses to learning new information or participating in new experiences. Accordingly, the teacher's role in supporting the whole student during the learning process cannot be underestimated. Students are unlikely to take risks if an environment of trust and support has not been established.

Teachers must remember that failure or the potential of a project not turning out as envisioned, is a ripe opportunity for learning. Reflection can aid in deciphering what went wrong and how it might be handled differently in the future. As educational philosopher John Dewey (1938, 79) reminds us, "growth depends upon the presence of difficulty to be overcome by the exercise of intelligence." What better way to create opportunities for growth then to engage students in projects that have real and lasting consequences. When asking students to take risks, it is vital that teachers offer frequent reassurance that challenges or obstacles they face along the way are integral to the learning process and to the success of the project overall.

Research

In the Nobis Global Action Model students learn about a global issue through independent and group research. After the inspiring presentation and the introduction of the project, students select an aspect of the topic to further investigate. The quality and quantity of the student research depends on the curriculum and duration as set by the teacher. The aim of the research element is to take students through Bloom's six levels of learning: knowledge, comprehension, application, analysis, synthesis, and evaluation. Research, as a defining element of the Nobis Global Action Model, combines two types of knowledge acquisition: critical thinking – as common to the practice of service-learning, and global awareness from specific international content – as found in Global Citizenship Education (GCE).

FACILITATOR TIPS

- Establish and maintain an emotional and physically safe environment
- Set boundaries, involve students in this process where appropriate
- Permit students to make decisions, even poor ones
- Be mindful of how your influence directly impact student decision-making
- Keep student informed of all aspects of the project's process

The Nobis Global Action Model's research component works in conjunction with reflection. Organized class discussions, preferably student led, help students interpret and analyze the collected information. The combination of research and reflection prepares students for subsequent service when students use their knowledge to serve others.

TIP

- Many teachers include lessons about media literacy as part of research component of the model. See chapter resources for a list of media literacy lessons.

Service

Service-learning requires that the action deliver a benefit to recipients, and recommends tireless reflection practices to enhance learning. The Nobis Global Action Model adheres to the above guidelines and supplements the lacking area of service-learning's narrow domestic focus by having students problem-solve how to respond to the global topic under investigation. After students have conducted research on the issue of concern, selected a specific recipient of service, and completed subsequent research on the recipient, they move into designing and implementing the service. Unique to the Nobis Global Action Model, the service design must meet the following criteria:

a. Be Creative – in design, concept, and presentation
b. Directly Respond to the issue under research
c. Inform others about the issue

Additionally students must:
- Identify audience (to whom they will inform about the issue) and negotiate access
- Determine effective and creative means to communicate with selected audience
- Work with community partner to determine desired impact (reflecting if chosen impact is realistic)
- Set goals or measures of success with community partner

During the Nobis Global Action Model students work with a community partner to determine a need related to the topic, and develop a means to directly respond. Nobis Global Action projects involve a combination of indirect, advocacy and research-based service. Classes may also use this model as a direct service project; for instance if working with a local immigrant population. Through this service-learning model, students learn how to envision, design and implement a project as a team. The students employ and build their communication, organization and interpersonal skills. The independence of creating a project from start to finish gives students a sense of accomplishment and empowerment. At the completion of the project students leave with the satisfaction of knowing they have informed others about an important issue and their actions and engagement in the global community can benefits others.
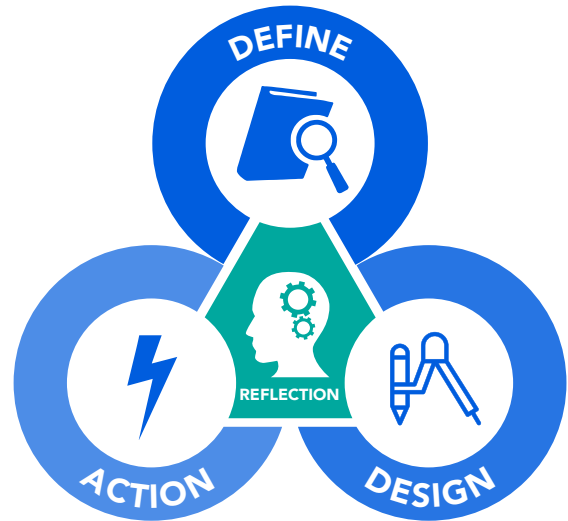
Reflection

The cognitive dissonance students may experience when new information challenges their existing thinking

requires that the teacher be equipped to aid students in navigating their thoughts and feelings through critical reflection.

Ongoing organized reflection along each step of the Nobis Global Action Model is vital. Current research highly emphasizes the valuable role reflection plays, specifically critical reflection, in the learning process (Brooks-Harris and Stock-Ward, 1999, 8; Felton and Clayton, 2011, 77; Ash and Clayton, 2009). For the Nobis Global Action Model, reflection also serves as a means for teachers to formatively assess the class while providing time for students to make connections between their classroom experiences, their previous knowledge and the new knowledge under investigation.

Using reflection as a part of the learning process aids students in making connections between how this project can be translated into other spheres of their lives. When a teacher provides a safe place for students to explore and take ownership over their feelings, the use of reflection can then aids students' understanding of their emotional responses to learning. When used during the Nobis Global Action Model, reflection also serves as a means for teachers to take the pulse of the class while providing time for students to make connections between their classroom experiences, their previous knowledge and the new knowledge under investigation.

Benefits of Program
There has been a surge of research on service-learning, including national and small scale studies since 1990, with the majority of studies examining the impact of service-learning programs on students. The research suggests that student learning is increased in experiential programs, rather than in traditional classroom learning (Shumer 1997, 29). The benefits from student involvement in service-learning programs can be grouped into four categories:

     a. community benefits
     b. institutional benefits
     c. academic engagement
     d. civic engagement

Communities Benefit
The benefits to a community are determined by both the services rendered to the partnering organizations and the way in which a reciprocal partnership is established and maintained. Benefits to a community range from providing volunteer staffing (as a form of direct or indirect service) to allowing organizations to play a role in educating and challenging student perceptions about current community issues (as a form of advocacy or research-based service) (University of Minnesota n.d.). Service-learning programs depend on finding community organizations that need volunteers or other type of support and are willing to supervise volunteers or cooperatively oversee the design and implementation of service projects. Benefits depend on placement quality, including the nature of the service, the quality of supervision, and the degree of responsibility given to the student (Eyler and Giles 1999, 32-33). Developing reciprocal community

partnership is essential to making sure service-learning is beneficial to a community partner and not a drain on their resources. It also offers a tremendous learning opportunity for students to witness that the service recipient is the one who best knows the nuance of what is needed.

Institutional Benefits

Service-learning programs have the potential to build partnerships between schools and community organizations. Service-learning can promote interest in and relationships between students and community institutions. These connections, Waterman (1997, 5) argues, show students the value and impact of their involvement and often result in students committing to future service and engaging in activities such as voting, political involvement and even political protest. Waterman (1997, 4) also asserts that student relationships with organizations can lead to career interests.

Academic Engagement Benefits

Service-learning aims to enhance the learning process and, as Kendall et al. (1986, 38) argue, allows students to comprehend problems in a more complex way and conceive a variety of solutions. Research shows positive student outcomes in attendance, academic achievement (Anderson et al. 1991; Klute 2002; Meyer and Billig 2003) and grades (Dean and Murdock 1992; Shumer 1994; Follman 1998; O'Bannon 1999), as well as motivation and attitudes towards school (Shumer 1994; Loesch-Griffin et al. 1995; Supik 1996; Follman 1998; Weiler et al. 1998; Melchior 1999; O'Bannon 1999; Melchior and Bailis 2002; Scales et al. 2002; Meyer and Billig 2003; Meyer et al. 2004). Researchers on academic achievement report positive results of service-learning on standardized test scores (Anderson et al. 1991; Klute 2002; Meyer and Billig 2003), and improvement in four academic disciplines: mathematics (Rolzinski 1990; Supik 1996; Akujobi and Simmons 1997; Melchior 1999; Morgan 2000), language arts (Rolzinski 1990; Supik 1996; Akujobi and Simmons 1997; Weiler et al. 1998; Morgan 2000), science (Melchior 1999; Melchior and Bailis 2002) and social studies (Melchior and Bailis 2002). Kendall et al.'s (1986, 38) research on service-learning's link to motivation claims that the combination of service and experiential education results in students who are "more curious and motivated to learn."

The researchers above note positive changes in students' engagement at school. When students learn through experience the "personal and intellectual are connected," resulting in students placing value and vested interest in their learning (Eyler and Giles 1999, 2). Eyler and Giles (1999, 2, 58, 68) report, given that students learn and apply information in real-world settings, students believe their learning is richer and that the quality of their learning is greater than traditional classroom learning.

Civic Engagement Benefits

Ehrlich (2000, vi) defines civic engagement as "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference." These five categories – action, knowledge, skills, values, and commitment – appear repeatedly in other definitions of civic engagement. Dewey emphasizes the role of values and argues that education should go beyond developing students' propension for civic engagement to also cultivate moral and ethical convictions (Simpson et al. 2005, 109). Dewey outlined the following aims:

a. *attitudes that advance a personal practice of democratic values even when the legal backdrop and social environment are unsupportive*

b. *character that enables a person to choose democratic ideals over personal privilege*

and social esteem
c. habits that incline a person to promote democratic living in everyday activities and choices
d. faith that enables a person to adhere to democratic means of freedom, education and discussion over authoritarian and dictatorial means to achieve democratic goals (Simpson et al. 2005, 109).

Eyler and Giles (1999) describe the central aims of service-learning as leading students to an understanding and appreciation of civic engagement. This includes:

> [connecting] the personal and intellectual, to help students acquire knowledge that is useful in understanding the world, build critical thinking capacities, and perhaps lead to fundamental questions about learning about society and to a commitment to improve both. Service-learning aims to prepare students who are lifelong learners and participants in the world (Eyler and Giles 1999, 14).

Eyler and Giles (1999, 15) state that one of their concerns with learning in service-learning is "measuring personal attitudes and values, feelings of connectedness and commitment to the community and interpersonal skills. These contribute to personal growth, but they are also tied to further academic learning." Below a sixth dimension has been added – "empathy," for measuring the civic engagement impact of the Nobis Global Action Model. The dimensions are:

a. Values – I ought to do,
b. Knowledge – I know what I ought to do and why,
c. Skills – I know how to do,
d. Efficacy – I can do, and it makes a difference,
e. Commitment – I must and will do, and
f. Empathy – I show comprehension of another's experience, I see value in seeing how I am both the same and different than others.

Proven Benefits of the Nobis Global Action Model
The Nobis Global Action Model was tested using a collective case study approach where the model was conducted in nearly identical procedures at two US high schools for a total of five times. The model has since been replicated at K-12 public, independent and charter schools across the country. The collective case study approach empirically assessed how far the Nobis Global Action Model (1) realizes the goals of service-learning to teach civic engagement, and (2) teaches the civic goals of global citizenship. Through triangulation and using multiple investigators (researcher, teacher and students), an array of collection methods were used, including post interviews with teachers and students, students' journals, recordings of all classes, and post-project group reflection.

Collected data was coded against the six civic engagement criteria described above: values, knowledge, skills, efficacy, commitment and empathy. The findings demonstrate that the model was successful in meeting five of the six civic engagement criteria shared by both service-learning and GCE (see Fig. 1). The research findings under the commitment criteria were inconclusive as a longitudinal measurement is necessary to produce an accurate measurement.

STUDENTS LEARNED

- How to collect, interpret, and analyze information
- Skills needed to inform others
- Teamwork
- Skills needed to organize an event
- Skills needed to directly contribute

STUDENTS LEFT THE EXPERIENCE WITH

- Feeling of empowerment, accomplishment, and increased self-confidence
- Ownership over their learning
- A sense of efficacy
- Empathy towards others

	Civic Engagement Response Rate Overall		
76-100%	Skills Overall	56/56	100%
	Knowledge Overall	55/56	98%
	Values Overall	45/59	96%
	Empathy Overall	43/56	77%
	Efficacy Overall	42/55	76%
26-50%	Committment Overall	17/36	30%

"

NOBIS GLOBAL ACTION PROJECT BENEFITS

"[Our Nobis Global Action Project] is a terrific testimony to the wonderful work we can do when many hands and hearts come together toward a common purpose. This was outstanding community service."

"[Using the Nobis Global Action Model] has made quite a difference in all our lives - and changed the way I approach projects in my humanities classes."

We want to help students learn how to participate as global citizen in an ever-changing, dynamic world and the Nobis Global Action Model is perfect for helping us achieve this goal."

"I am convinced that service-based learning is the best thing I do at [my school]."

Chapter Resources

Media Lesson Plans from PBS (all grades)
http://www.pbs.org/pov/educators/lesson-plans.php?search_type=subject&subject=media_literacy#.UqdRjo1Q0lU

Project Look Smart (grades middle school through college)
https://www.ithaca.edu/looksharp/?action=generalmedialiteracy

Center for Media Literary – Lessons and Activities
http://www.medialit.org/lesson-plans-and-activity-archive

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PART ONE

Chapter 3: Nobis Big Ideas Framework

The Nobis Big Ideas Conceptual Framework, collaboratively developed by K-12 teachers and academics, empowers teachers to guide their students to explore the complex dynamics of global issues such as poverty, human rights, or climate change. One of the goals of the Nobis Global Action Model is to prepare students for daily and future living as democratic citizens in a pluralistic society. The Nobis Big Ideas alongside the Global Action Model provides teachers with the framework to achieve this goal. Nobis' Big Ideas include: History, Power, Relationships, Global Citizenship (Civic Engagement, Shared Fate, and Social Responsibility) and Cultural Responsiveness. The impact of using the Nobis Global Action Model in the classroom is greatly enhanced when teachers include the Nobis Big Ideas Framework in their project design. The goal is to develop classroom activities where the views and experiences of the students, teacher, and community partner enrich the teaching and learning.

The following section provides a definition of each of the Nobis Big Ideas.

HISTORY
Historical knowledge is necessary for understanding the world in which we live and share with others. History is a collection of various analyses and imaginative interpretations of the human experience that seeks to explain how society has changed over time.

Collective Identity
History provides individuals and communities with a sense of identity through their experience of a collective past. In this way, history shapes how people identify and interact with one another, whether they fully understand it or not.

Preparing for the Future
Exposing and questioning differences in interpretations enhances our understanding of the human condition throughout time and therefore better prepares us to imagine and work towards different futures. Learning about the historical context of people, places and events helps us to understand the immense complexity of our world and provides insights to help imagine possibilities and work to solve the problems of the present and future.

POWER

Power, as a social force, is the degree of influence or controls a person, institution, or system has over others' beliefs, behaviors, or values. Power is also the capacity to act, or to prevent, an action. Power remains in effect only when the oppressed consents, implicitly or explicitly, to the imposed power dynamic. In principle, any person or organization is able to resist the power of others. At times, however, they may feel powerless to resist, fear failure in resisting, or perceive the social, political, economic, personal, and/or emotional cost is too great.

Privilege

Privilege operates on personal, interpersonal, cultural, and institutional levels and gives preferential treatment to one individual or group, while withholding from another. Characteristically invisible to those who have it, privileges are unearned assets granted to dominant groups, whether desired or not. In Peggy McIntosh's article, "White Privilege: Unpacking the Invisible Knapsack, " she observes that whites in the U.S. are "taught to see racism only in individual acts of meanness, not in invisible systems conferring dominance on my group" (McIntosh, 12). This applies to other areas of privilege too, such as male or heterosexual privilege. Males, for example, can have children and a career, and no one will think they are selfish for not staying at home. Or when a white person is told about U.S. national heritage or about "civilization," they are shown that people of their own color made it what it is. In these examples there is no actor inflicting "meanness," but rather a system of belief that benefits those with privilege and marginalizes other groups.

Categories of Difference

Socially constructed systems that stratify dominance, or subordination on group members. These systems include gender, race, social class, ability, sexual identity, age, religion, and country of origin. For each of these categories of difference there is a corresponding system of privilege in place. Individuals may experience privilege in one realm, but not in another. For example a white, heterosexual female benefits from the privilege of being white and heterosexual, but is at a disadvantage because of her gender.

RELATIONSHIPS

Central to the mission of the Nobis Project is empowerment of individuals and communities; accordingly, our approach seeks to develop relationships between individuals, groups, or organizations in communities, locally and abroad. This criterion is fundamentally about responding to the needs of others while balancing needs of the individual with needs of the group. The objective is to develop in students a commitment to the welfare of other s and a conviction that all people are of equal worth.

Reciprocity

Only through reciprocal community partnerships can meaningful relationships be achieved and the works of sustainable empowerment begin. When trying to understand the origins and dynamics of problems facing a community, it is important to always start with "the wisdom in the room." Those affected by the problems are best positioned to understand what works and what does not; what has been tried before and what failed; and what are the biggest obstacles or needs of a particular community.

GLOBAL CITIZENSHIP

Global citizenship encompasses active Civic Engagement and an understanding of our Shared Fate and Social Responsibility.

Civic Engagement

Preparing students for globally relevant participation in society, at the local, national and international levels, by teaching them the civic engagement goals of knowl edge, skills, values, efficacy, empathy, and commitment.

Shared Fate

Informing students on the global interdependence of humanity and the environment and how these interconnections create consequences on a global scale.

Social Responsibility

Developing in students a sense of mutual obligation and critical understanding about social rights and how to take responsible and sustainable action that impacts global issues and brings about peace and social change.

CULTURAL RESPONSIVENESS

A culturally responsive classroom nurtures students' curiosity and their development of respect for the values and perceptions of others. Students learn to listen to other people's thoughts, feelings, experiences and perspectives without judgment; and develop a respect for everyone, and the idea that everyone has a piece of the truth. By learning these skills in the classroom and through a global service-learning project, students develop the skills to analytically process conflicting sets of values with respect for the differences in peoples and their cultures, identities, and worldviews.

Our world consists of complex and interconnected systems that are very overwhelming for even the adult to comprehend. Using the Nobis Big Ideas Framework allows teachers to guide students to look at the various factors impacting a problem or issues. It does this by building off students' current knowledge, such as dynamics of power and relationships, and through this lens, students then begin to empathize and question information collected during the project.

See Chapter Resources for lesson plans for implementing Nobis Big Ideas into your classroom.

Chapter Resources

Rethinking Schools -- an organization started by progressive educators to address major educational issues and share teaching ideas.
http://www.rethinkingschools.org/index.shtml

The Zinn Project -- a group started in honor of the great activist and educator, Howard Zinn -- the site includes good lesson and curriculum plans about teaching a more fully honest and critically reflective history of the U.S. and world.
http://zinnedproject.org/

Teaching Tolerance -- a national education project and magazine dedicated to helping teachers foster equity, respect, and understanding in the classroom and beyond -- a project of the Southern Poverty Law Center -- includes classroom activities and resources and much more -- lots of free teaching materials for educators. http://www.tolerance.org/classroom-resources

The Free Child Project -- an organization "dedicated to making social change action, education, and resources more accessible for young people around the world, especially those who have been historically denied participation." -- lots of good resources and teaching ideas and materials.
http://freechild.org/index.htm

Justice Learning-- radio broadcasts of debates about critical contemporary issues combined with good supporting materials to help teachers engage students in developing a more informed understanding of the issues -- materials from National Public Radio and the New York Times.
http://www.justicelearning.org/

Ending Sweatshops and Promoting Fair Trade -- information and resources for teaching about and acting against sweatshops.
http://www.greenamerica.org/programs/sweatshops/

Teaching for Change -- an excellent source of materials that address critical multicultural and social issues.
http://www.teachingforchange.org/

Green Teacher -- good resources, including a magazine, for addressing environmental issues.
http://greenteacher.com/

International Education and Resource Network-- a "non-profit global network that enables young people to use the Internet and other new technologies to engage in collaborative educational projects that both enhance learning and make a difference in the world" -- a way for teachers to engage their students in meaningful projects with students in other parts of the world -- very cool -- check it out.
http://www.iearn.org/

<u>Teachable Moment</u> -- a great resource of "timely teaching ideas to encourage critical thinking on issues of the day" -- by Educators for Social Responsibility.
http://www.morningsidecenter.org/teachable-moment

<u>Curriculum Units by the Yale-New Haven Teachers Institute</u> -- good multicultural lesson plans and teaching ideas in many disciplines.
http://www.yale.edu/ynhti/curriculum/units/

<u>Lesson Plans for the Ithaca City School District's Participation in an MLK "Community Build" Project</u> -- lesson plans developed by educators in Ithaca, NY as part of a "community read and dialogue" project using Martin Luther King, Jr.'s last book, Where Do We Go from Here: Chaos or Community? Major themes in the book are the topics of instruction and investigation.
http://barryderfelequity.wikispaces.com/MLK+Community+Build

<u>K-12 Guide for African American Resources</u> -- List of internet resources on African American studies compiled by University of Pennsylvania.
http://www.africa.upenn.edu/K-12/menu_EduAFAM.html

<u>National Endowment of the Humanities</u> -- great lesson plans and resources specific to the humanities.
http://edsitement.neh.gov/

<u>A Virtual Fieldtrip Guide for Global Studies</u> -- great links to resources that can be used as cyber "fieldtrips" in support of many typical global studies topics.
http://www.localpages.com/content/a-virtual-fieldtrip-guide-for-local-global-studies.html

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PART TWO

Chapter 4: Getting Started

"

"Not knowledge or information, but self-realization, is the goal" (Dewey 1990,187).

Teacher as Facilitator

One of the key elements of the Nobis Project Global Action Model, and high quality service-learning programs, is student-led learning where students are given both a voice and also a choice throughout the learning process. In order for learning to be student-directed, the teacher must take a step back and serve as a facilitator of learning rather than instructor. The teacher decides upon the level of responsibility students are given. A teacher may ask, "Am I supposed to give up control over my classroom?" This is far from what is being suggested. The best way to remain in control of the class is to teach students how to take responsibility over their learning, to respect the inquiry process, and to become self-directed learners. This is an ongoing process that can happen concurrent with the project work, but preferably with some foundation in place at the outset of the project. The goal is to develop and promote attributes of a functioning community, including self-awareness, respect, self-control, and trust in one another. As the facilitator of this process, teachers work shoulder to shoulder with students, giving them individual and group feedback, questioning their decision rationale, and guiding them through the process of investigation, evaluation, and ultimately, action. This collaborative form of teaching and learning demands active listening, focused criticism, and appropriate praise. Modeling by the teacher is essential in the process of cultivating such skills in students.

Achieving this type of learning environment requires patience and consistency on the part of the teacher, and trust in students that this new way of learning is rewarding, meaningful and relevant. In order to assure students have a rigorous, meaningful and effective service-learning experience that incorporates student voice and choice, all projects must be carefully planned, managed, and assessed. In so doing the teacher assures that students learn key academic content, practice skills such as collaboration, communication and critical thinking, and create high-quality responses to the problem or challenge under investigation.

TIPS FOR CREATING A SAFE LEARNING ENVIRONMENT

- Arrange classroom to maximize peer interaction, such as sitting
- Encourage participation from all students, but allow students to "pass" on sharing. Come back to students who pass and offer them another chance to participate
- Remember that your actions set the tone, model all the virtues you hope to foster in your students
- Intervene when necessary

Safe Learning Environment

The creation and maintenance of a safe learning environment is a key facilitation element that teachers must work to establish from the onset, and continue to nurture. Only in a safe learning environment will students be willing to take the necessary risks to challenge their existing thinking, try out new skills, fully engage, and take ownership over a project. The teacher must demonstrate in the introduction of the project that it is possible for students to make a difference, but that it can only happen if everyone is willing to challenge himself or herself and take risks (one of those risks being the possibility that things won't go according to plan).

As a facilitator, it is the teacher's responsibility is to nurture idea development in students through a collaborative process. The teacher should serve as guide by presenting a stimulus that acts as a catalyst for students to make their own connections between action and knowledge.

> *"The teacher, as the member of the group having the riper and fuller experience and the greater insight into the possibilities of continuous development found in any suggested project, has not only the right but the duty to suggest lines of activity, and to show that there need not be any fear of adult imposition provided the teacher knows children as well as subjects"*
>
> *(Archambault 1964, 179).*

FACILITATOR'S ROLE IS TO EMPOWER STUDENTS BY:

• Share decision-making power with student participants and community partner
• Be knowledgeable and informed, and provide and share information
• Model how to find information that is not known
• Create a safe space for discussion, learning and interactions
• Foster the exchange of ideas through dialogue

A STRONG FACILITATOR UTILIZES MANY DIFFERENT SKILL SETS SIMULTANEOUSLY

• Communication Skills-Flexibility
• Empanthy-Neutrality-Impartiality-Objectivity
• Sensitivity-Honesty-Consistency
• Fairness-Active Listening-Critical Thinking
  Open Mindedness

Timekeeping

In order to manage time appropriately, teachers should monitor the length of activities against available time. This is especially important in project work, where the activities are dependent on what was accomplished in the previous class or for homework. One way to involve students in this process is to identify a student timekeeper, providing yet another opportunity for student ownership.

In-depth Explorations

A primary role of facilitator is to assist the class in exploring and completing each task thoroughly and thoughtfully. The goal is to create a learning environment that focuses in-depth on the academic content being explored, including its links to social and emotional learning. In order achieve this, the teacher must pay careful attention to students' questions and answers, including what questions and answers are NOT being given. Teachers must be prepared to define and clarify the key learning objectives of the project while also providing students with thought provoking question prompts so that the students themselves are able to explore and understand the dynamic complexity of the problems under investigation.

Impartiality and Objectivity

Keep the classroom focused on student learning. Teachers should limit the amount they share of their personal experiences, and avoiding expressing personal opinions. Teachers should try to remain neutral, objective and impartial at all times. They should, however, jump in to clarify misinformation or play devil's advocate in order to provoke debate and engage students' critical thinking. The teacher's sharing of opinions or ideas runs the risk of influencing students on the direction of the project. The expression by a teacher of their ideas and opinions may also alienate students by discouraging them from sharing their own thoughts or experiences, or it may prevent students from critically thinking about alternative opinions. Remember that the role as facilitator is to encourage student participation. The goal is for students to make connections between their lives and the service-learning project. This is achieved when students are able to openly discuss and express their opinions.

Meaning and Relevant

In order to bring learning to life for students, teachers must find the intersections of what is happening in the classroom and what is happening in the lives of their students. When students perceive their learning as both meaningful and relevant, their level of engagement and retention of information increases. Whenever possible teachers should make connections between the service-learning project and the participants' lives. Permitting and encouraging the personalization of issues being explored encourages participation and creates an environment for learning and growth.

Consensus-Building

Helping participants reach consensus on project ideas and decisions is a difficult, but beneficial, skill for facilitators to master. The consensus-building process is ideally suited for project-based group work where an environment of collaboration is at the center of student lerning. Making decisions using consensus requires that all group members participate in the process of make a final discussion that is supported by all, giving all participants equal voice and power. Because everyone has a say, and no vote is taken, the process eliminates feelings of winning or loosing. The drawback to using consensus is that it can be time-consuming, and our society is much more accustomed to voting in order to make decisions. Nobis Project highly encourages teachers to stick out the consensus building process as it supports the Nobis Big Ideas of Power, Relationships and Global Citizenship. For tips on how to build consensus, visit http://www.heart-landaea.org/media/cms/Consensus_Building_Tips_8B38DC441BB96.pdf

Encouragement

Encouragement offered by teacher and by peers helps to develop and nurture a safe learning environment. This is accomplished with simple facial cues, such as eye contact, a nod of affirmation, or verbal acknowledgement of students' sharing of ideas, experiences, or feelings. In project-based learning, where risk taking is expected, teachers should notice and applaud the risks taken by students.

Handling Sensitive Issues

Teaching about global problems and challenges requires the introduction and discussion of sensitive issues such as poverty, genocide, or other human rights violations. Types of questions that arise from students range from:

- "Why do people not have food?"
- "Why do children around the world have no or so few toys?"
- "Why are people having to leave their homes and go to refugee camps?"

These questions have complex answers that must be addressed in an age appropriate manner. The first task for the teacher is to create and reinforce that the classroom is a safe space so that students feel comfortable ask difficult questions. A second task is to be prepared to answer these or similar questions. Being knowledgeable of the history of the conflict or problem facing the community partner allows the teacher to answer, with facts or evidence, some of the questions students ask. More importantly (for older students especially) the teacher can direct students to places where they can find the answers to their questions themselves. This document prepared by Alicia L. Moore and Molly Deshaies, Ten Tips for Facilitating Classroom Discussions on Sensitive Topics, is a fantastic resource. http://www.pbs.org/tpt/slav-ery-by-another-name/media/cms_page_media/128/Ten%20Tips%20for%20Facilitating%20Classroom%20Discussions%20on%20Sensitive%20Topics_Final.pdf. See Chapter Resources for additional material.

INCREASE MOTIVATION BY BEING AWARE OF PACE AND PARTICIPATION

Student attention will wander if the activity is drawn out and becomes boring. In order to keep the discussion interesting, exciting, and moving forward. A good facilitator:

• Encourage all participants to speak. Routinely coming back to less talkative students.
• Use interesting statistics or thought provoking question prompts
• Break up intellectual activities (such as long brainstorming sessions or consensus building activities) with physical activities (such as walking around the room to find other people interested in a similar part of the project.

Keeping Students Motivated

Keeping students motivated during the Nobis Global Action Model often comes easily, yet teachers must be prepared for occasional challenges. On the one hand, students often are delighted to work in a project-based learning model that may differ than the type of instruction they are most familiar. The model takes students through a comprehensive process of investigation in response to a complex problem or challenge that has real impact on the lives of others. The opportunity to make choices, and to express their learning in their own voice, helps to increase students' engagement in the learning process. Another motivational factor is the Nobis Global Action Model's requirement for the students to inform people outside of their classroom about the problem or challenge under investigation. The authenticity of the project as well as designing a way to inform others raises the status quo and increases students' motivation to do high-quality work.

One challenge with motivation can come with students feeling overwhelmed at the magnitude of the problem under investigation. You will find students asking, "what impact can we have, we are only a small group of kids?" When faced with these anxieties, it is important to use the process of reflect to address this and other concerns as they manifest. Two other strategies include;

1. Margaret Mead's quote is useful, and I often see it hung on classroom walls. "Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has." Here the Nobis Big Idea of History becomes an ally. Stories of how individuals and groups have made an impact over time and around the world helps students visualize how their efforts might play a role in the big picture. Many of these concerns can be addressed early in the process during the "inspiring introduction." Many educators observe that students respond more to stories where youth have played a role, rather than only having adult role models. Look for guest speakers, narratives or videos featuring children or young adults in action whenever possible. (Nobis Project is actively populating a list of available resources, see appendix).

2. Setting goals and measures of success is another critical strategy. Discuss, as a class, why these goals are being chosen and reflect on where they are realistic, what impact will they have, and what steps must be taken to achieve success.

> "We know that students' performance increases when the expectations are set high. Through the Nobis Global Action Model, the stakes are set very high, as real world scenarios are the focus. Lives, livelihoods, health, resource access, and human rights may be at stake.

ALLOWING FOR STUDENT VOICE AND CHOICE - WHO SHOULD CHOOSE TOPIC

As part of the preparation process, the teacher determines the globally focused topic of the project. The focus of the topic links to the subject and content standards. Typically teachers introduce students to a specific topic and then students determine, with consultation from the community, what problem or challengethey will work to address.

Teachers may choose to have students select the topic, however time constraints may be prohibitive in allowing students to select topic.

Working as a group can sometimes seem to take much longer than if the project was independently carried out. This can be frustrating for students. The long duration that it may take to complete the Nobis Global Action Model also means there may be lulls in student motivation. The use of reflective activities can be effective responses to both of these scenarios. Ask questions that both allow for students to recognize any feelings of frustration and that require contemplation on the potential benefits of the project. For example, a note from the community partner, a reading, or video clip related to the project can be very useful to re-connect students to the purpose of the project. It is important to share as a group these feelings and thoughts, so that the group can hear one another's perspectives, and know they are not alone in their thinking.

Mapping Out Project
In preparation for leading Nobis Global Action project, there are four areas of focus to map out a course plan; curricular considerations, project specific considerations, facilitation considerations, and reflection considerations.

Where to Start
In order to determine the focus of the Nobis Global Action project, the teacher must consider the a range of factors:

- Pre-existing knowledge or interest in global topic (teacher and students),
- Pre-existing relationships or interest in international community (teacher, students, within school

community, local community),
- Local available resources (people, places, organizations, events),
- Academic Standards, and Potential cross curricular partnerships with other teachers.

In order to narrow the potential topics and aid in determining the final topic selection, develop a list of available resources and materials. This can be collected from Internet searching and networking with teachers and the local community to identify organizations, videos, blogs, articles, books, and more that relate to the potential topics. Selecting and screening materials ahead of time allows the teacher to become familiar with available resources to assign or direct students to. Nobis Project's website features a student written blog that reviews educational videos with global themes. The website also provides a comprehensive list of resources and organizations with corresponding links. And we encourage educators to send us recommended additions!

Curricular Considerations
As with the development of any unit or lesson plan, start by determining the curricular goals and objectives. The dual benefit to the Nobis Global Action Model is its ability to meet both academic and social-emotional learning goals, such as developing empathy, compassion, and collaborative working skills. In order to determine mastery or use of such goals, teachers must use assessment methods capable of capturing data for measurement. The use of reflection is should be a key tool. Teachers should define:

- Academic learning goals and objectives
- Social-emotional learning goals and objectives
- Standards to be addressed

- Cross curricular connections
- Assessment strategies (formative and summative)
- Identify benchmark goals throughout the project process
- Consider use of pre and post reflection prompts
- Will teacher or students select the specific aspect of the global problem to address?

Connections Across Curriculum
Service-learning, project-based learning, and the Nobis Global Actions Model (as a combination of the two), offer tremendous opportunity for interdisciplinary or cross curricular learning. The interdisciplinary nature of the service-learning and project-based learning provides a meaningful way for students to apply new and existing knowledge in context and in relation to other skills and knowledge. In doing so, students begin to witness first-hand how subjects like language arts and social studies do not live in a vacuum, but rather interplay with one another outside of the classroom. When mapping out the project teachers should consider ways to make connections across the curriculum, even partnering with other teachers in the process.

NOBIS GLOBAL ACTION MODEL AND COMMON CORE

The Common Core Standards share with the Nobis Global Action Model an emphasis on creativity, collaboration, critical thinking, presentation and demonstration, problem solving, research and inquiry, cross curricular integration, and career readiness through the development of 21st century skills. Implementation of Common Core requires innovation, best practices that prepare students to engage in thoughtful inquiry, teamwork and problem solving. The Nobis Global Action project-based learning model offers an effective method to achieve these goals.

COMMON CORE		GLOBAL ACTION STEPS
Inquiry over Instruction	——	Teacher as Facilitator
Culture of Cooperation	——	Student -Led Learnin
21st Century Skills & Career Readiness	——	Civic Engagement
Teaching Teamwork	——	Collaborative, Project-Based Learning
Cross Curricular	——	Interdisciplinary

CROSS CURRICULAR TIPS

Plan a Global Action Steps project with a colleague or colleagues, drawing from your different fields of expertise. Start with the standards. Compare the standards in your subject areas as well as others. Find the commonalities that occur across the disciplines.

Project Specific Considerations
Much like the way students are guided through the Define phase of the Nobis Global Action Model (see chapter 5), teachers should brainstorm at the start of the planning process (see pre-planning form in appendix):

- What is known, unknown about the project topic (by the teachers and the students),
- Available resources to support project (funds, transportation, experts in community local, national or international, upcoming events, etc.), and
- Access to supporting research materials (videos, articles, books, websites, blogs, etc.).

FINDING COMMUNITY PARTNERS

Individuals
- Local community members who are from another country
  - Immigrants,
  - Persons temporarily in the U.S.
    - Visitors here on work visas
    - Family members from a school community visiting on holiday
    - Local college of university students from another country
- Local college of university faculty from another country or who a global problem or challenge
- Local community members who have traveled to another country a particular international community on a problem or challenge
  - Peace Corps Volunteers
  - Students/faculty returning from study abroad
  - Fulbright Scholars
- Individuals residing in another country -- brought into the class using technology

Community Organizations
- Local or national non-profit, working from a distance on aparticular global problem or challenge
- Local or national domestic non-profit, working from a distance with a particular international community on a problem or challenge
- International NGO working on the ground with a particular community
- International NGO working on the ground on a particular problem or challenge

Assessing Your Teaching Context

From the start, it is important to reflect on the variable and unique features of your teaching context, including:

- Age and developmental level of students
- Class size
- Available class time, available out of class time (for teacher and students – lunch, afterschool, etc.)
- Classroom space for project work
- Bulletin boards to display work in progress
- Classroom storage for group work
- Access to computers or a computer lab for student research

Support from administration and school community
Once the context of teaching is assessed, teachers can begin to plan their strategies for creating a safe learning environment and strategies for creating a culture of collaboration, risk taking and self-directed learning.

Reflection Considerations
The use of reflection tools, such as journal writing or video blogs, can be a tremendous tool when used to its fullest potential. Assigning students to "write once a week" does not encourage critical reflection. Teachers should map out a progression of question prompts that require students to use their critical thinking skills to unpack their expectations and perceptions as compared to their observations. These question prompts

should also include a balance of questions related to the Nobis Big Ideas in order to assure that students are making connections across a range of factors related to the project. Through critical reflection students analyze new knowledge in relationship to past, present and future experiences. Reflection methods that incorporate visual and written elements permit students to practice visual communication and technology skills. This also incorporates the documentation of the project into the learning process. (See Chapter 8 for in-depth discussion on the use of reflection).

Once an inventory has been taken on the above considerations, begin to map out the project. This map provides the template for guiding students through the learning process.

Finding Resources and Building Community Partnerships
The Nobis Global Action Model requires working with a community partner in a reciprocal way. In order to facilitate this process, the teacher identifies a community partner who is willing to be part of the introduction to the topic as well as support students throughout the process. The expectation of the community partner is a willingness to offer their perspective on their problems, challenges and needs as related to the global topic, and to then work with students (or be available to consult with students) as they identify and implement an appropriate and meaningful action.

ERNESTO SIROLLI TED TALK: WANT TO HELP SOMEONE? SHUT UP AND LISTEN.

ted.com/talks/ernesto_sirolli_want_to_help_someone_shut_up_and_listen

It is essential that students understand that they must work with a community partner to better understand their problems, challenges, and needs. Students are encouraged to bring their creative solution ideas to the community partner, but it is only the people impacted by the problem or challenge who can tell what is really needed. In order to introduce this concept, one strategy is to tell the students the story of the hippos (see Ted Talk "Want to help someone? Shut up and listen!") and ask students to reflect on times in their own lives or communities where someone else determined what was best for them, without consulting them first. What were the consequences?

Global community partners do not necessarily have to reside outside of the country. Many communities in the United States have international populations including first- and second-generation immigrants as well as international students studying at local colleges and universities. It is ideal to invite a local individual(s) from the country that the Nobis Global Action project will focus. If this is not possible, bringing in people who have traveled to the project country is also valuable.

There are many ways to find potential global community partners: through the Internet, word of mouth, within your school community, or through local organizations that support international communities. Once the project is underway, encourage students to get out into the community and learn what is out there. Students can take the lead, whether it is to bring in a guest speaker, or to inquire as to whether an organization would be willing to be a host site for a service project. Depending on their age, students can make phone calls and write letters of invitation, describing the project, its goals, and how this person or

organization could benefit from the service-learning project and how the students would benefit. Preparing students is paramount for these written, phone, or face-to-face encounters. Consider writing phone scripts, or doing short role-plays so that students are prepared.

Collaborations between individuals and organizations may form into full partnerships, or lead to introductions of potential community partners. Remember that all collaborations or partnerships should follow the rule of reciprocity, collaborations should benefit both the community member/organization and the students, so it is essential to be clear with expectations and goals. It is also important for the teacher and students to consider how communication styles from different cultures vary.

Assessment Strategies
The project-based nature of the Nobis Global Action Model provides ample opportunities for students to receive quality feedback from peers, teachers, and community partners during and after their project work. Exemplary project assessment practices include:

- Asking students to regularly reflect on their learning using specific criteria that they helped to determine.
- Involving community partner(s) to evaluate student work and help students develop a sense of real-world standards and application.
- Using a range of methods, including exhibitions and portfolios, for formative and summative assessment of student work.

When developing the assessment plan, teachers should consider the following:

- How to incorporate students in assessment/rubric development.
- What is non-negotiable?
- How to use formative assessment to keep the project on track.
- Using digital tools to track progress, such as incorporating interactive timelines.
- Measure for social-emotional learning outcomes (i.e. interpersonal communication) in addition to academic standards.
- Use formative assessment to strengthen collaboration within groups.
- Use community partners to provide authentic feedback to students.

The use of a well-written rubric as a scoring guide allows the teacher to score student work while also helping students understand what is expected of them. In this way rubrics serve as a guide during project development. Involving students in the development of rubrics allows them to actively discuss the characteristics of effective projects, while clarifying overall expectations. Using a range of methods to assess project-based learning is recommended. Rubrics, as the scoring guide, can be used with the following assessment methods. The age of students will impact which methods are more appropriate than others. Buck Institute for Education offers wonderful resources including numerous rubrics for various age levels. This rubric is an excellent example of measuring the final project. http://www.bie.org/tools/freebies/project_design_rubric

Below is a list of potential assessment tools that can be compiled into an assessment portfolio. This is not an exhaustive list.

Writing Assignments

Writing assignments; from journal entries, reports, essays, to written examinations, where students describe in detail their learning, allows teachers to determine transference of skills to similar problems or subject domains. The success of this method is heavily dependent on the quality of question prompts. (See chapter X for sample reflection writing prompts).

Concept Maps

The use of concept maps, where students create a map or diagram of their knowledge, including the relationships, intersections, and interdisciplinary connections, is another useful tool. The formative function of concept maps allows teachers to see where students' understanding of material is incorrect or incomplete. These can be drawn or written, and complexity can vary depending on the age of students.

Self-Assessment

An important element of inquiry-based learning is using reflection, or self-assessment, to help students identify what they know, what they do not know, and what questions still need to be answered in order to complete certain tasks. In project-based learning work, students must engage in ongoing self-assessment through formal and informal reflection practices in order to recognize what are the next steps for the project. The teacher, as facilitator, participates in this process by asking students prompts such as, "Is there something else you need to know at this point?"

Peer Assessment

The use of community partners or peer assessment rubrics, when introduced as a learning tool rather than a judgment tool, emphasizes the cooperative nature of project work.

Observation of Participation

As part of the ongoing formative assessment, the teacher observes students in order to obtain evaluative data about their strengths and areas in need of improvement. This observation of student participation in the collaborative learning process should evaluate, among other criteria, how students solve problems, communicate, and interact with members of their group.

Quality project assessment involves using a myriad of methods to collect both formative and summative feedback. During the project, students reflect on their own progress, receive formative feedback from peers, teachers and community members, and have opportunities to improve their work based on recommendations of reviewers. At the end of the project, the teacher provides summative evaluations of student products and performances taking into account feedback from community members who review student work in relation to the predetermined quality indicators described on the project rubric.

See Chapter Resources for additional information regarding project-based learning assessment.

Introduction of Project

During the mapping out process, the teacher determines the best way to introduce the project. Some teachers prefer to embed the project during the second half of a term, so that the development of

collaborative learning and the creation of a safe learning environment has been well established. Others run the Nobis Global Action project throughout the entire duration of a term. No matter the duration, there are number of initial steps that must be taken.

Overview of Nobis Global Action Project
Teacher presents an overview of the Nobis Global Action process and the topic on which the class will focus. Teachers must assure that students understand program goals and expectations. It is recommended that teachers hang up a poster in their classroom to outline the criteria: 1. Be Creative, 2. Inform, and 3. Impact the Global Issue so that students can refer to them throughout the process. At this juncture the teacher should also introduce students to the different types of service: direct, in-direct, advocacy, research-based, and creative action.

Establishing a Safe and Collaborative Learning Environment
Building camaraderie and a sense of purpose within the class is essential for successful collaborative learning. Introductory activities should be included that permit students to get to know one another and develop a sense of unity. Additionally time should be allotted for the group to discuss the importance of working collaboratively and to establish individual as well as group expectations and goals for working together.

Nobis Big Ideas Activities
In the initial stages of the project introduction, it is important for students to begin exploring and reflecting on the Nobis Big Ideas: History, Power, Relationships, Global Citizenship, and Cultural Responsiveness. Doing so provides a necessary context for the work ahead. An example may include brainstorming how human rights issues can be addressed through service learning in their local or global community. Activities include journal writing on specific situations or issues in the local or global community, that they would like to change. See Chapter Resources for lesson ideas.

One risk in exposing students to global issues is students coming away from the learning experience feeling helpless and overwhelmed by the magnitude of the problem. The Nobis Global Action Model aims to combat these feelings by offering a structured method for students to develop a sense of self-efficacy in advocating for, and providing an indirect service to a particular community partner. Through this process, and following the Nobis Big Idea of Relationships, students are exposed to a community partner and challenged to use their feelings of compassion towards that individual or community in order to drive the creation and implementation of a way to respond to their needs in a meaningful way. During the introduction of the project teachers are encouraged to engage students in an activity that explores the ways people express compassion. This can be done in a reflective assignment (written or discussion) and can be complimented by the Nobis Big Idea of History, where students learn about historical instances where people (famous or little known, young or old) have used compassion as the impetus for working to create societal change. The inspiring presentation is an ideal place to present such stories.

INSPIRING PRESENTATION EXAMPLE:

I completed a Nobis Global Action project with my upper level students on global poverty and the Dominican Republic (DR). To start off, I led the class through a number of Big Idea lessons exploring issues of class and privilege through the lense of History, Power, and Relationships. We watched the film; "Life in Debt" which discusses how global policy impacted Jamaica. Although the video wasn't specific to the Dominican Republic it offered great insight into common struggles faced by Caribbean nations. Following these Big Ideas activities and the screening of the film, students were assigned readings of recent New York Times articles on the DR with corresponding reflection prompts. During class, students were given the opportunity to share their reflections and we began to make a list of questions of what was unclear. Next, I brought a history professor from a local college who was born in the DR. He gave a presentation and the students were able to ask him their questions. All of these activities paved the way for then introducing the community partner, an NGO who works with girls in poverty in the DR.

Inspiring Presentation and Introduction of Community Partner
As discussed in Chapter 2, the inclusion of an inspiring presentation is critical to developing motivational interest in the topic. It is recommended that the inspiring presentation incorporate a combination of formats to allow students to begin to see the topic from multiple perspectives. If guest speakers present, it can be beneficial to have students complete some background research ahead of time, as well as prepare questions to ask the speaker.

The goals of the inspiring presentation, in addition to motivating interest, are to expose students to an array of problems or challenges that relate to the overarching topic of the class.

Reflection (Ongoing)
Reflection begins from the start of the project. During the introduction phase of the process reflection activities should be designed to:

1. determine what students already know about the topic, and
2. identify what students would like to know about the topic.

The expectations for journal writing or other reflective activities should be clearly outlined for students at the onset of the project. Once the introduction to the topic is complete, students then move to the first phase of the Nobis Global Action Model: Define, where they are challenged to determine what aspect (what problem or challenge) related to the topic, they plan to address. See chapter 8 for full discussion of ongoing use of Reflection during Nobis Global Action project.

Chapter Resources

Nobis Big Ideas Lesson Links
Teen Action Curriculum Guide (see Chapter 14 for lessons - Diversity Is Our Strength: Examining Our Cultures, Universal Human Rights 101, and In Defense of Innocence: The Convention on the Rights of the Child)
http://www.ncdsv.org/images/NYC_TeenActionCurriculum.pdf

Handling Sensitive Topics Links
Ten Tips for Facilitating Classroom Discussions on Sensitive Topics. By Alicia L. Moore and Molly Deshaies
http://www.pbs.org/tpt/slavery-by-another-name/media/cms_page_media/128/Ten%20Tips%20for%20Facilitating%20Classroom%20Discussions%20on%20Sensitive%20Topics_Final.pdf

Creating a Safe and Engaging Classroom Climate
http://www.uww.edu/learn/diversity/safeclassroom.php

Neal, L. I., Moore, A. L. (2003). When bad things happen to good people: Human rights at the core. Social Studies and the Young Learner, 15(3).
http://www.cedu.niu.edu/aboutus/dean/aboutDean/scholarship_files/WhenBadThingsHappen.pdf

It's not so black and white: Discussing racial issues can make students and teachers uncomfortable, Beverly Daniel Tatum.
http://www.scholastic.com/teachers/article/itx2019s-not-so-black-amp-white

Teaching Young Children About Slavery Using Literature, Judith Y. Singer:
http://people.hofstra.edu/alan_j_singer/Gateway%20Slavery%20Guide%20PDF%20Files/1.%20Intro-duction/4.%20Introduction/6.%20Slavery%20literature.pdf

Slavery and the Making of America.
http://www.pbs.org/wnet/slavery/

Tackling Tough Topics.
http://teachinghistory.org/teaching-materials/ask-a-master-teacher/23901

Difficult Situations, Vanderbilt University's Center for Teaching (CFT) site.
http://cft.vanderbilt.edu/teaching-guides/interactions/difficult-situations/

Project-Based Learning Links
Buck Institute for Education offers wonderful resources including numerous rubrics for various age levels.
http://www.bie.org/

Kathy Schrock's extensive site for best practices in teaching and learning features an assessment section with authentic tools and prompts for teachers to adapt or adopt. http://kathyschrock.net/

The Coalition for Essential Schools has extensive resources for all assessment practices.
http://www.essentialschools.org/resources/501

Looking at Student Work is dedicated to processes and protocols for examining the work students are creating in the classroom. Is the evidence sufficient to demonstrate learning? How do we know?
http://www.lasw.org/

Education World's collection of links to public sites with information about each.
http://www.educationworld.com/a_curr/curr248.shtml

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PART TWO

Chapter 5: Define Phase (Research)

Select Challenge to Address
Once the introduction to the topic is complete and the community partnership is established, students begin the first phase of the Nobis Global Action Model: Define.

In this phase, students are given the responsibility of working with a community partner in selecting the problem, here called challenge, the class will address. The community partner may be willing to support students throughout the process by offering their perspective on the challenge, and working with students to identify an appropriate and meaningful action in response. When the teacher first reaches out to the community partner and both parties establish partnership expectations, the teacher can ask the community partner to consider providing a list of challenges for students to select from. [When working with younger students, or if time is limited, presentation of one challenge is advisable.] Ideally, the community partner will provide a short list, so that students engage in some choice over the focus of their project. Allowing students to identify and define what they will be learning enhances students' ownership over the project.

It is essential that students understand that they must work with a community partner to better understand the challenge. Students are encouraged to bring their creative solution ideas to the community partner, but it is only the people impacted by the challenge or problem who can tell us what is really needed. In order to introduce this concept, tell the students the story of the hippos (see page 36) and ask students to reflect on times in their own lives where someone else determined what was best for them, without consulting them first. What were the consequences?

At this point students must receive or collect enough information in order to choose on which challenge the project will focus. To aid in the selection process, use reflection activities where students describe what they already know about the topic; and then identify what questions students would like to answer. If time permits students can be assigned to complete preliminary research on a short list of possible problems or challenges before the final choice is established. The teacher and students should work collaboratively to set deadlines for research, keeping in mind that this is only phase one, thus having a time limit ensures time for the following phases. Some teachers divide the class into small groups to conduct this preliminary research; the information is then presented back to the larger class for a discussion that ends with the selection.

Use Consensus When Selecting Challenge
It is important during this first decision making process that the class maintains a sense of cohesion, and that students do not feel left out of this decision making process. This first decision sets the tone for the overall decision-making process. A simple vote without discussion can leave students with feelings of unfairness or disengagement. Nobis Project recommends using a consensus-building model, which can be

a lengthy process. (See chapter X for further discussion). When using consensus, introduce students to the idea of stepping aside so that the decision of the group can move forward. In this way, even though it is not the favorite choice of particular group members, these students understand that through their cooperation, the group is able to move forward. Of course when this process is new to most students, these can be challenging concepts for students to master. With a little time and modeled patience, though, students will see the value in this method.

An additional warning to teachers during this first decision-making process: don't let this process take up too much time, students can drag on this initial choice, which will impact how much time remains to complete the remainder of the project. Many teachers using the Nobis Global Action Model report that if the inspiring presentation is exceptionally inspiring, the decision making process is much easier since as the class wants to support the priorities of the individual or organization of with they have made a new connection.

UNSOLVED QUESTIONS

Once the issue has been selected, students must thoroughly research the issue, they need to answer:

- What is the problem or challenge?
- Why is it a problem?
- How does it affect you?
- How does it affect others?
- How does it affect the world?
- Why is this problem or challenge happening?
- When did this problem or challenge start?
- Who or what is creating or enabling this problem or challenge?

Further Research Challenge
Once the class has selected the challenge to address, take a few moments to review the Nobis Global Action Model poster with the class (see appendix X). Remind students that the end goal is to work together as a team to build a creative project that responds to the specific challenge they identified, and to inform others about what they have learned. Before students can decide what solution to present to the community partner, they first must brainstorm what is known about the problem or challenge, what still needs to be researched, and what is an appropriate timeline and delegation of research.

In order to fully explore the challenge selected by the class, have students conduct their own research and gather information using methods appropriate to their challenge and related to the Nobis Big Ideas of History, Power, Relationships, Global Citizenship and Cultural Responsiveness. These methods might include conducting surveys, interviews, observations, searching the Internet, watching films, and/or reading books or articles. Older students should research how public policy relates to the challenge. The teacher might also coordinate field trips, or bring in additional guest speakers and experts.

The collection of information on a student-selected issue utilizes students' ability to analyze and evaluate found information. The level of analysis depends on the requirements set by the teacher and the degree of difficulty in finding sources. The Internet provides a plethora of information, both creditable and inaccurate. Teachers should require students to use a variety of sources (primary, secondary, print, virtual,

etc.) and incorporate media literacy lessons into the classroom work. The use of media literacy activities, at this stage, is an effective way to build critical thinking skills. These activities ask students to consider the power dynamics of what stories reach the news, and whether all perspectives are included. (See section below). Teachers should be prepared to direct students to organizations (in the local, national or international community) that address the topic under investigation. Students can view organization websites and make follow-up phone calls to gather information. The Nobis Project website provides a list of organizations that support or work to solve global issues. (Insert link to links page).

In addition to formal collection of research through the Internet or printed publications, a variety of activities can be used to collect and learn information. In order to critically examine the complexity of the challenge, the class can conduct a community assessment to identify factors impacting the community partner. (See appendix X: Community Assessment Form). Other activities include: facilitating a hands-on lesson that delves further into the topic, potentially looking at effects of policy or legislation by bringing in articles and holding class discussions; collecting primary research through interviews with community members and experts on the challenge; or using dramatic play and having teams of students debate opposing sides.

Research Culture and History of Community Partner
In the process of collecting information on the challenge that the community partner faces, students also need to have a detailed understanding of the culture and history of the community partner. This is an exciting and vital component of the 'Define Phase' that supports the Nobis Big Ideas: History, Power, Relationships, Global Citizenship and Cultural Responsiveness. By having students research and learn about the history of the community partner they can begin to understand the historic relationships and systems of power that may have contributed to the challenge that the community faces. By having students research and learn about the culture of the community partner they can begin to explore and understand the values, traditions, and beliefs of a community different from their own. Exposure to difference can create feelings of discomfort, but it is in this cognitive dissonance that empathy and compassion is fostered.

To summarize, during the 'Define Phase' students continue their examination of a real and meaningful problem while also learning about the context of the people and systems impacted by the problem. The level of research conducted by students depends on time allowance, availability of materials, and expectations set by the teacher. The goal is for students to become familiar with the material and comfortable with informing others on the specifics of the topic, the issue, and the community partner.

Media Literacy
The National Association for Media Literacy Education (NAMLE) defines media literacy as: The ability to ACCESS, ANALYZE, EVALUATE, and COMMUNICATE information in a variety of forms, including print and non-print messages (NAMLE).

In order to prepare students to be successful learners, engaged citizens, and astute consumers, they need to develop expertise on how to navigate the process of finding and accessing information as well as analyze and evaluate the validity, relevance, and comprehensiveness of information presented by media. A media literate student is aware of media's influence on behaviors, attitudes, values, beliefs, and the democratic process. Media utilizes an ever complex and powerful combination of image, language, and sound to communicate influential messages. NAMLE defines media to include "all electronic or digital means and

print or artistic visuals used to transmit messages." Being media literate requires using critical thinking skills and creative design skills in order to both comprehend disseminated messages and effectively produce and distribute our own messages. Media includes traditional print-based media (e.g., books, newspapers, magazines, brochures, maps, posters); audiovisual media (e.g., radio, television, movies, video games); and computer-assisted communication (e.g., computer games, the Internet, Facebook, Twitter, Instagram, blogs). Media also include recorded music, billboards and other signs, and advertising in all of its forms.

Considering children spend more time watching television than they do in school or playing, teaching the vital life skill of media literacy is critical to empowering them to understand how the media works and its influence in their own lives. In relation to global issues, media is the way in which we learn about the people, places and events in the world that we are not able to visit in person. From media, we learn about peace and conflict, the environment, scientific advances, historic accounts, heroic deeds, and so on. In our ever more technology-connected lives, media is the information life-line for knowing what is going on in our physical, social, economic, and political environments. Through television and film media also provides the storytellers of our time; these stories deliver messages that shape our visions of ourselves. A media literate persons question and evaluate whether media's depiction of particular demographics are in contrast to or in agreement with our own idea of self. This is especially relevant for groups of people who are marginalized in their depiction in the media, often stereotyped when cast in TV or film roles. Media's ideologies of gender and race can have a powerful influence on youth during the years when their identities are forming.

Teaching media literacy is, in many ways, synonymous with teaching civic engagement. Students must be able access, analyze, critically evaluate, and communicate with the world around them in order to fully and effectively participate in it.

The students' ability to understand and use their media literacy skills is an essential part of the Nobis Global Action 'Define Phase.' This phase requires students to practice each of the four elements of media literacy: access, analyze, evaluate, and communicate. Accordingly, teachers should reinforce media literacy techniques in order to maximize the learning potential.

"To look is one thing,
To see what you look at is another,
To understand what you see is a third,
To learn from what you understand is still some-
thing else:
To act on what you learn is all that matters,"
-Taoist Saying.

Chapter Resources

<u>Media Literacy Links</u>
Cable in the Classroom's Media Literacy 101: Media Literacy for Educators - Cable in the Classroom (CIC)
http://www.ciconline.org/Resource/Media-Literacy-101

MediaLiteracy.com: Gateway Site for Media Literacy Education
http://www.medialiteracy.com/

<u>Recommended Book</u>
Media and You: An Elementary Media Literacy Curriculum By Donna Lloyd-Kolkin and Kathleen R. Tyner. National Association for Media Literacy Education
http://namle.net/

Works Cited

National Association for Media Literacy Education (NAMLE). 2013. [website]; available from http://namle.net/; Internet; accessed 17 December 2013.

PART TWO

Chapter 6: Design Phase

The 'Design Phase' of the Nobis Global Action Model is when the project starts to get really exciting! Students now have all the information they need to design their project. Students must design an action that meets the following three criteria:

    (a)   Be Creative - in design, in concept, in presentation
    (b)   Inform Others - about the issue
    (c)   Directly Respond - to the challenge under investigation and benefit the community partner in a meaningful way

Criterion (a) requires that students' projects be creative in design, construction and concept, but not necessarily artistic. This criterion requires the use of imagination and is used to encourage students to use creative problem solving to tackle the difficult challenges they face throughout the Nobis Global Action process. Asking students to think and act creatively expands the parameters of possibility. The students are not asked to reproduce a method, but to conceive, construct and implement a new way of approaching a problem. This innovative approach supports Dewey's claim that student engagement is enhanced when students answer questions derived from "intrinsic interest" (Dewey 1990, 148). The goal of requiring students to use the creative-process is to demonstrate for students, through first-hand experience, how to envision, design and implement an original idea.

Criteria (b) and (c) include a service requirement. It is included in this model to meet the Nobis Project's goal to teach students how to respond to local, national or global issues without direct contact with service recipients. Criterion (b) asks students to create service through advocacy; where as the service for (c) could be indirect, advocacy, research-based, involve creative action, or a combination of the above. The act of informing functions as a form of service when it leads, for example, to influencing the outcome of an election or inspiring others to take action. By combining the criteria of creativity with advocacy and service, students are encouraged to re-evaluate their definition of service, including ways that they can regularly participate in service.

Select an Idea for the Service-Learning Project
From the student-collected research, the specific idea for the service project must be developed and decided. Nobis Project recommends using a consensus building model (see Chapter 4). Mind mapping can be a useful tool to use as a class. It allows all ideas and their relationships to other ideas to be mapped visually for the whole class to see. The consensus-building model encourages discussion about each suggested idea. Teachers should encourage students to consider things such as:

Which ideas best meet the needs or challenges communicated by the community partner?

Which ideas have the potential for the greatest impact?

Which ideas have the potential for the most sustainable impact?

Which ideas are most feasible given constraints on time or resources?

Which ideas encompass the three Nobis Global Action criteria?

Can any of the ideas be combined?

When an idea is selected, (or when the large list is narrowed) the community partner should be consulted for affirmation in the selection.

POTENTIAL AUDIENCES STUDENTS MIGHT PRESENT THEIR WORK:

- Local media (newspapers, television, radio)
- School media (newspapers, television, radio)
- Fellow classmates (younger, or contemporaries)
- Teachers, staff, administration at school
- Families, parents
- Mayor, city council
- School board members
- Legislators
- Local community organizations
- Stakehoplers impacted by service

Identify Audience and Negotiate Access

In order to design an action to meet these three criteria, the teacher must guide students through a number of decision-making steps. First, in reference to criteria (b), informing other people about their project and the problem or challenge the community partner faces, students have to decide whom they plan to inform. Students will need to answer:

Who will we inform? Who is our audience?

Where we will inform them? – Depending on the location, students might need to negotiate access. For example, if students decided they want to present to the high school at assembly, they need to contact the administrator in charge of assembly agendas.

In the process of identifying an audience and a site, students are challenged to critically examine issues such as audience and delivery. Encourage students to consider:

What venues might offer the best opportunities?

What messages might be appropriate for the potential venues?

For example, a city council might be grateful to receive the data the collected for the project.

Determine Effective and Creative Means to Communicate With Selected Audience
In order to inform other people about their project and the issue, students have to decide the most effective and creative way to inform their selected audience. The group needs to answer:

- How will we inform our audience?
- What do we need to build/make in order to inform them?
- What do we know about our audience? And how does that influence what we will create? For example, if our audience were a local elementary school, students would need to use appropriate wording/content for a young audience.
- What roles will community partners play?

Questions teachers will need to answer:
What will be the delegation of roles among students in planning and implementing the service event and celebration activities? How will you ensure that these roles are meaningful?

How will the service event (or demonstration) be paired with celebration to increase student efficacy?
In what ways could the service event be used as summative assessments? If they are used this way, who will evaluate student performance and what criteria will they use?

Determine Desired Impact
After students determine the audience, venue and mode of communication, they are asked to consider the desired impact of their project and to determine if the desired impact is realistic. For example, if students desire to set-up an interactive game for primary school children that teaches about global warming, then the class must decide how and what lessons the game will teach. Students should also consider the logistics of the design, (such as would teachers be willing to bring their class to the event?). Requiring students to think through the desired impact – and the design's likelihood of achieving that impact – will enable them to determine if their plan is worth pursuing. Without this evaluation process, students may be left with a plan that is too complex to execute. This step forces students to assess what is involved in their plan and if it is realistic to implement. Students will need to answer:

- How will we make sure that the service event will have our desired impact?
- How will we measure progress?

Creatively Design Presentation
Students should be encouraged to use a variety of creative means to inform their audience about their newfound knowledge, their learning process, and most prominently, the focus of their service. As discussed in chapter 2, students should be introduced to the concept of Creative Action and encouraged to consider how to innovatively capture their audience's attention. This demonstration might include a combination of:

- Public Service Announcements (audio only or video)
- Display student created videos

- Multimedia presentations of collected data and images (slideshow, blog, video, etc.)
- Poster board displays
- Posters or advertisements designed to raise awareness
- Mural or art installations
- Distribution or reading of books, articles, or personal essays
- Spoken word performances
- Dramatic interpretations, skits
- Songs, raps, or other musical interpretations
- Persuasive speaking
- Educational materials (lesson plans, games)
- Fact sheets on the issues
- Websites or social media campaigns dedicated to the issue
- Guest appearances on local media (with students and community partners)
- Poetry reading
- Creating logos or other images to display on T-shirts, water bottles, hats, etc.
- Collecting names on a petition
- Creating a proclamation or declaration statement as a class
- Holding an interactive informational fair
- Inviting students and community experts to hold a conference
- Video screening followed by discussion panel

GETTING STUDENTS PAST THE OLD STAPLES

When leading Nobis Global Action projects in my class room, I often find my students default to suggestions of how to inform such as "let's make a poster" My response, which has been very successful goes something like this:

"Do you read posters? If you do, which ones best capture your attention? What other methods have captured your attention recently (while watching TV, while online/socia media, while around campus or town?"

Students usually are quick to admit that posters are not effective for them, so I challenge them to reconsider if that would be the best idea for their project.

Create an Action Plan
Once students have chosen their service-learning project idea, and have gained the community partner's support, the students are ready to translate their idea into an action plan.

What is an Action Plan?
An action plan is a document that outlines the goals, tasks, and delegation of responsibilities necessary for successful completion of the project. Allowing students to develop the action plan provides them with a sense of ownership over the project. The action planning process shows them how to conceptualize a large project that spans over a set period of time and gives them practice using their organizational skills to divide the large final goal into manageable pieces, strategically placed in sequence. For many students, this is the first time they are experiencing tackling a giant project. Understanding where to begin can be overwhelming for even the most seasoned of project managers. By breaking down all the necessary tasks, the action plan gives a map to follow in order to understand exactly what is required to reach the project goals. After the group develops a concrete action plan with a timeline that includes delegation and deadlines of task, the role of teacher as facilitator is critical and space should be permitted so that students initiate the completion of necessary tasks. As facilitator, provide participants with guidance and support as needed, and reinforce approaching deadlines or negotiation of timeline adjustments. For large groups it may be useful to break the group into different sub sections (related to the project) and have each sub group create their own action plan.

Action Plan Components
There is no single way to prepare an action plan. Nobis Project "Mapping Out Project" worksheet (see appendix) includes components found in most plans.

Purpose Statement
A broad statement of what problem or challenge the project will address.
Example: Inform school community on why helping young girls in developing countries to stay in school is a strong strategy for ending global poverty.

Description of Action
A description of the specific program or activity. The program or activity must meet the Nobis Global Action

three criteria and accomplish the project purpose. Example: Host a poetry slam (with poems focused on girls/women). Funds raised will help pay tuition for girls in Cabarete, Dominican Republic.

Tasks
As a group, students prepare a list of activities necessary for completing the Action. The initial brainstorm of tasks does not need to be in order.

> Example:
> - Sign-up poets
> - Sell tickets
> - Select a date
> - Secure a venue
> - Publicize event
> - Hold event
> - Design creative presentation for start, end and intermission at event

Timeline and Delegation
The timeline is a visual representation of the time frame and sequencing of tasks in order to implement the project. The timeline should indicate who is responsible for what tasks, and the deadline for each. Students will set deadlines for progress and the timeline, with deadlines clearly indicated, should be posted in classroom for easy reference.

> Example:
> - Select possible dates (as a group - Sept 30)
> - Secure a venue (Joan - Oct 3)
> - Sign-up poets (Christiana, Joel, Rick, Jeff - Oct 15)
> - Design creative presentation for start, end and intermission at event (Sarah, Rachel, Kirk - Oct 17)
> - Publicize event (Juan, Bryan, Heather, Vanessa - Oct 10-30)
> - Sell tickets (Sam, Kwan, Evan, Josie, Tamika - Oct 10-30)
> - Hold event (group -Oct 30)

Resources
A list of necessary resources required to complete the project should be complied. These can include people-power, facilities or monetary/supply needs. The resource list can be divided into those that are available and those that need to be obtained, including any community partners or organizations.

> Example:
> Available
> - Human resources: classmates, teacher, Spanish teacher, film club, community partner
> - Physical resources: school auditorium, school equipment [LCD projector, screen, etc.]
> - Monetary resources: $50 from student activities fund
> Needed

- Human resources: student poets, event participants.
- Physical resources: videos on the "Girl Effect," supplies [printing – tickets, posters]
- Monetary resources: money/donations for additional supplies, food to sell at event

Monitoring

A system for monitoring group progress should be established. These monitoring points use reflection strategies to "check-in" with students both in terms of the project needs, but also allowing for connections between their experience and learning to be highlighted and internalized. Example: The project will hold weekly meetings that include a timeline check. The committees will submit written updates every week.

Goals and Measures of Success

Students are asked to set goals or measures of success as a group. These goals and measures should be specific to the project. Factors outside of the project, including organizational or school environment, that may influence how the project accomplishes its goals, objectives and tasks should be evaluated at this time. This might include school policies.

The Nobis Global Action Model engages students in a dynamic process that incorporates risk and consequences. Acknowledging possible outcomes creates the opportunity to evaluate expectations, discuss the potential for failure, and identify strategies to reach success. Accordingly, a contingency plan should be considered, when appropriate (such as a rain date or reducing the scope of a project because of time constraints).

Example:
- We hope to raise $500 – enough for one-years tuition for one girl
- We plan to have 16 poets participate
- We hope to have 100 people attend the Poetry Slam

Evaluation of Impact

Students must determine how the project's impact will be evaluated. How will they know if their project reached its intended audience? And what was their experience? Students need to determine what they hope their informed audience will leave knowing. Students should be asked to consider what are the critical pieces of information that need to be communicated to their audience. Do they want the audience to "DO" anything?

Example:
- We will pass out a survey at the end of the event to assess what participants learned

Student Assessment

Students should be involved in the design of how the overall project will be assessed and graded. The assessment plan should consider both the implementation process and project outcomes, and is ideally created as a group, and in partnership with the teacher (and possibly the community partner).

Monitoring and Evaluation Through Reflection

As the project unfolds, the teacher and students monitor progress of the project at checkpoints specified in the action plan and determine whether the project is on track, or whether adjustments need to be made. Time for reflection can be used to explore whether the project's potential outcomes are meaningful to the students and community partner, and what difficulties each party has faced along the way. Students require constructive feedback and constant encouragement throughout the project. Students will often offer one another support. Opportunities for reflection increase the likelihood of such exchanges.

Works Cited

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PART TWO

Chapter 7: Action Phase & Documentation

During the 'Action Phase' of the Nobis Global Action Model students implement their project design. Because the Nobis Global Action criteria requires the final project to inform others, be creative, and directly respond to the problem or challenge, the product is often a service event or a series of events.

in addition to meeting the Nobis Global Action Steps criteria, there are three key elements to consider during the Action implementation:

DOCUMENTATION

How will students document the process leading up to the actual Action itself?

DEMONSTRATION

How will student demonstrate what they have learned and in turn receive recognition of their work?

EVALUATION

How will the teacher, students and community partner assess the project impact?

Documentation

Nobis Project recommends that students frequently document the "who, what, when, where, and why" during the Nobis Global Action process; doing so provides valuable information both for the project under-way and for student assessment. Using a variety of methods to record the process provides ample material which students can draw from for press releases, websites, blogs, reports, news articles, community impact statements, and more. Taking evidence collected earlier in the process and using it to show the progress that has been made and learning that has occurred, helps build momentum for continuing the project after the course has ended.

There are many ways that students' can document their accomplishments and learning process, including:

Digital Media

- Digital media, such as audio and video recordings, are important tools to the interviewing and observation process. Presentations by and interviews with community partners should be recorded during the service-learning project as well as any re-evant observations. Documenting these interactions ensure that the community partner's perspectives are available for later review.

- Taking photographs or video to document students working together throughout the project is a powerful way of remembering and sharing the learning process. Photographing/filming community partner interactions, the service event, products created, and other relevant aspect of the project aids students in capturing both community partner's perspective as well as students' response to the challenge.

- Video footage and still photographs can be edited and incorporated into the final service event in order to bring the focus of the event to life. In this way, digital media showcases the students' learning process with others and extends the advocacy portion of the service event.

- Reminder: Make students aware of issues and limitations involving recording names, images, and other information before they begin documenting with digital media. An image release may be necessary.

Writing

- Use written reflection activities such as keeping a journal, blog or learning log, about the Nobis Global Action project process. By logging daily activities, documenting time invested, and recording what worked well and what needed better planning can be an invaluable source of learning about content and process.

- Community partners may also be asked to share past writings (letters, articles, etc.) or to keep a reflection journal alongside the students'. The journal might collect notes on what to share with students, or record their collaboration with the service project including recording their own observations. If your community partner is willing to participate in this capacity, the results will serve as a tremendous asset in the overall evaluation of the project; providing valuable insight for leading future students through Nobis Global Action projects. However, it is important to respect the amount of time the community partner is contributing and that time is not being taken away from their work in their community.

Drawing

- Create sketches, charts, and diagrams (digitally or hand drawn) to assist in describing the Action and the process leading up to it.

- Drawing or mapping out relationships is a useful tool in exploring the Big Ideas of History (timeline), Power, and Relationships.

Data Collection

- During the 'Define Phase' students are likely to collect statistical data relevant to the focus of the service-learning project. Data collection should also be used when assessing whether the goals or desired impact of the service-learning project were achieved. For example, how many emergency kits were created? How many flyers distributed? How many people attended? How much money was raised, spent or saved?

- It may be desirable to ask service event attendees and community partners to fill out an evaluation form or survey as a way to collect data. Students should take the lead in designing, distributing and compiling the results. Doing so allows students to measure both the tangible impact of the project (i.e. money raised) as well as whether students' perceptions on the level of success of the project matches with the perceptions of other people involved in the project and event.

Demonstration

Demonstrating students' knowledge to the community is an important component of the Nobis Global Action Model. Through demonstration, students become teachers and advocates of their newfound knowledge, while becoming engaged and invested in their community. It also allows students and community partners to celebrate their joint efforts. As discussed earlier, this required advocacy means that students must identify an audience to inform, and negotiate access with the audience, and determine creative and appropriate means to communicate with chosen audience. During this service event, make sure students invite everyone who played a role in the project, as well as sending press releases to media (as relevant).

Evaluation of Impact

The final component of the Action phase, once the service event is complete, is to have students evaluate whether their goals were attained and reflect on the experience. As part of this evaluation have students and community partners reflect on what worked well and what should be revised for future implementation. Teachers should guide the students in reviewing what was learned, what they would change if repeated, and how the Nobis Global Action Model could be used in other situations. Students should also reflect on audience interaction and/or response to the project. Students should use formal and informal reflection throughout the process, as dictated by service-learning methodology, to recognize the correlation between classroom learning and the service project (See chapter x).

When teachers map out their Nobis Global Action implementation plan, they must consider how they will assess students' academic learning and the service-learning experience as a whole to identify successes and areas for improvement. Students' self-evaluation and group evaluation of the final product should be incorporated in the overall assessment plan. Students should be encouraged to design tools to measure whether the project achieved its intended outcomes. As stated in chapter X, such tools might incorporate the collection of data from:

1. Observations on the effects of their project on different participants,
2. Analysis of recorded exchanges of ideas between peers and community partners that look at the implications of the issues they encountered, as well as
3. Reviewing the overall project results in relationship to the Big Ideas.

By analyzing observations and recordings, students are able to identify the implications of their service event, and compare their preexisting knowledge with a new understanding of academic content, self-efficacy, and the project's impact on the community partner.

Reflection activities (as discussed more fully in chapter 8) where students reflect on their experience of participating in the project is valuable to both the students' evaluation of their learning process as well as for teacher's summative assessment of what was learned.

Design reflective questions that encourage student dialogue:

- What was learned?
- What did you feel you did well?
- How would you improve the process?
- How has participating in the project contributed to your intellectual and emotional development and future goals?

It is important that student, teachers, community partners and other participants in the service event are equipped with the knowledge and skills to make decisions, solve problems, and become engaged and contributing members of the community, locally and abroad. Following the students' experience with the Nobis Global Action Model, and participants' experience at the service event, all should come away with a better understanding of root issues underlying the global problem or challenge that was the focus of the project. At this point participants at the service event should be prepared to answer the question, "Given what you've learned, now what?" And for the students, they should be prepared to answer, "How will you continue to make an impact on your community, locally and abroad?"

Celebration/Recognition
In addition to having students demonstrate and evaluate what they have learned and engage the community in responding to this information, the service-learning project should also include a celebration (sometimes called recognition) component that invites participants, community partners, and general community members to acknowledge both growth and learning, while reinforcing participants' commitments to community empowerment using the Nobis Project's Big Idea of Civic Engagement. It is important for students to participate in both a demonstration of and celebration of their learning, growth and project impact. If a project does not include demonstration of knowledge, it may inadvertently undervalue the learning, growth, and impact. Similarly, projects that do not celebrate students' and community partners' collaborative accomplishments may hinder future commitment to both the project and future service participation. The goal of celebration is to encourage participants to feel proud of the project accomplishments.

Celebration or recognition may take the form of:
- Reporting the results of the service at school assembly.
- Distribute a token of appreciation or object to remind and reward students for their contributions, such as certificates, plaques, T-shirts, or pins.

- Nomination of students' for their outstanding participation in the project at local and national awards and scholarships. One such national award is the President's Volunteer Service Awards, which are given to individuals of all ages who demonstrate a commitment to service.
- Work to establish or incorporate into established school recognition of service credits on student transcripts. Institutional this may meet an established graduation requirement, club requirement, or college expectations.

An important goal of celebration is for students to show others how they impacted the local and global community and how they themselves have changed as a result of their service-learning experience.

DON'T FORGET
Have students send thank-you notes to organizers, funders, and anyone who assisted with the service project.

Case Studies
Below are four case studies that illustrate the potential outcomes of using the Nobis Global Action Model at the high school level. We encourage teachers to submit their stories of using the Nobis Global Action Model with their students so that teachers may share ideas and learn from one another. Note that some classes may divide the project into three components: creative action, informational presentation and service. Other classes may combine the creation action as part of the informational presentation and conducted a separate service activity. Or other groups may create an event that conducts all three elements simultaneously.

Case Study 1: Course: "Global Health and the Role of Water" Global Community: Malawi

Introduction of Class and Project
The co-teachers introduced the topic of the course, "Global Health: The Role of Water," to the students by presenting information, statistical, biological and philosophical, on the extensive topic of water. At the start of the third week the teachers introduced the project component of the class along with a discussion on ways to take action. The students were told to focus on an element of the global health crisis, as related to "water," and then find a way to respond.

Selecting the Action
The students decided to raise funds to build a well in order to offer a clean water supply to the village of Dzama in Malawi. The class selected this action after one student shared that her father worked in Malawi through his job at the local university and he knew of a specific village in need of a well to supply water to their AIDS orphans. He sent photos of the village and, upon the students' request, quotes from two drilling companies. The goal for the project was to raise $3,000, the approximate amount needed to install a well.t

The Action
The students decided to hold a bike-a-thon titled "The Water Cycle" where the student cyclists collected pledges from donors to sponsor their ride and local cyclists were invited to bike for a $25 charge. The length of the course, approximately ten miles, represented the average mileage people around the world travel daily to retrieve water. The event was planned for a Saturday late in the term. At the event students

creatively displayed information at the start/finish point, a local ice cream shop, about the global water crisis and information about the village where the well was to be built. They provided signage, photographs, handouts and a large sign that calculated how many people died from lack of clean water between the start and finish of the cycle. It was a manual sign where a student flipped the increasing number as every couple of minutes past. The students also designed a logo that they screen printed on t-shirts; worn by cyclists and sold to on-lookers.

Over all, the students and teachers felt that the project was a success. One student commented, 'A group of teenagers with no previous experience in advertising or publicity were able to put on a really huge event and then having it be really successful was pretty impressive'. Below is a letter from the teachers to participants and donors:

We raised $3,950.00!!!!!!!! This is enough to build a well in Dzama, to fix a well in a neighboring village, and to pay the teacher's salary for one year at the Dzama Orphanage. We thank [PARENT'S NAME] for putting us in touch with this community and for taking the responsibility for the follow through of our donation. Thank you to all the students in the class for their tireless work and thank you to all of you -- whether you rode and raised funds during the Cycle or if you sponsored a student rider. It is a terrific testimony to the wonderful work we can do when many hands and hearts come together toward a common purpose. This was outstanding community service.

Other Consequences
The teachers and students expressed interest in holding an annual water cycle.

Casey Study 2: Course: "Peace, Non-Violence & Social Justice "Global Community: Uganda

Introduction of Class and Project
Operating on fifteen-week semester, the additional time allowance provided more time for content development. The teacher of the course, "Peace, Non-Violence and Social Justice," chose to introduce content for the first four weeks of the term before introducing the project. The focus of the content was on the life and work of Mahatma Gandhi, Martin Luther King Jr., and Thich Nacht Hahn. In this class students were given the freedom to choose the international focus they wanted to investigate and support. The teacher and students negotiated the amount of class time to be set aside for working on the project and set deadlines for reaching an end goal.

Selecting the Action
When the class brainstormed about the various world crises to address, one student discussed a video titled "Invisible Children" that she had seen over the summer. The student purchased a copy of the video for the class to watch. The video was a documentary on the Lord's Resistance Army (LRA) of Uganda. This group kidnaps young boys and forces them to service in the LRA. The teacher encouraged the students to investigate other international concerns before confirming their selection. After researching a few other possibilities, the group agreed that Uganda was the area they wanted to further explore. The students were then assigned to research 'broader societal issues in Uganda and try to connect with an individual/organization on the ground so that they have a partner in discovering what action they can take on behalf of the children'. It should be noted that students referenced in their interviews how the video, an inspiring presentation, significantly influenced the group's selection of Uganda.

The Action
The students, on their own initiative, broke the project criteria into three components which they called: "social sculpture," "education," and "action." Each is described in turn.

Social Sculpture: For their social sculpture, or creative action, the class found twelve upper school student volunteers, from various grades, to wear camouflage t-shirt with images of Ugandan children on the front and statistical quotes on the back. The students implemented their social sculpture prior to "Collection' "(school assembly) in an attempt to force students to encounter the concepts and ideas that had emerged through the project. The volunteer students wore the t-shirts with striking images and alarming facts for the first part of the day. As they encountered other students' questions they were instructed to answer that more information would be revealed during Collection. The students from the case study then used the Collection time as a way to bring greater clarity and focus to the issue.

Education: "Collection" is a once a week time when the entire upper school meets for announcements and a short presentation. The topic varies and students must pre-register for a time slot. The students organized a visual presentation for the entire upper school that they exhibited during Collection. It included slides, a clip from the video, and a well organized and well rehearsed script.

Action: The students organized a walk-a-thon. The goal was to raise $1800 for six Ugandan children to go to school for a semester. Rachel reflected on the event via e-mail stating, "The walk was fabulous: 53 humans and 3 dogs participated. They took in nearly $1500 yesterday with more coming this week. They will easily make their goal and have decided to extend the fundraising through the end of the month ... The girls were thrilled by this outcome!" In the end, the class raised over $2,800. The funds were donated to the Invisible Children organization.

Other Consequences
Following the success of this case study, the teacher continues to use the Global Action Steps to inform her instruction of the "Peace, Non-Violence and Social Justice" course.

Casey Study 3: Course: Literature of War Global Community: Sudan/Darfur

Introduction of Class and Project
During the first week, the teacher introduced the class project, broke the students into four groups and assigned them various aspects of the topic to research. During the third week the teacher, the teacher introduced the project and reviewed the Action Steps poster with the class. The class then watched two inspirational documentaries. "War Dance," a film about Uganda's National Music Competition for school children, shows the story of an unlikely group from the war zone. The second documentary, "The Devil Came on Horseback," depicts the violence and tragedy of the genocide in Darfur as seen through the eyes of a lone American witness.

The teacher prepared multiple class packets and a syllabus. This attention to detail enabled the teacher to present a large amount of information about the topic in the limited ten-week session.

Selecting the Action
The fourth and fifth weeks were dedicated to determining the focus of the service component. The class broke into groups to brainstorm possibilities. The class decided to combine all the ideas and designed an information and activity booth. The booth included a video on Darfur, a petition to sign, a place for children to draw cards to send to the state senator, student designed t-shirts and bracelets were available for a donation, printed literature, posters and an interactive installation with images of children and families in Darfur. The portability of the booth allowed the class to schedule showings at multiple locations. The class installed the booth at three events during the term. The first was at a parent's night on campus; the second was at a well foot-trafficked street in town on a Saturday afternoon. At this event the students also sold baked goods to raise money to pay for the t-shirts and bracelets. The final event was at a monthly street fair. The primary function of the booth was to raise awareness. The funds that were collected were donated to the International Rescue Committee.

Group Process
The teacher was able to solicit from students a strong investment in the project. One strategy that worked well was to have students take turns convening the class. This encouraged leadership and required students to have an understanding of all the aspects of the project planning. The teacher was also highly active in the planning process, which kept students on track with deadlines. The teacher's involvement in the planning may have come at the detriment of learning opportunities for students. However, the data are inconclusive.

The Action
Below are excerpts from the class prepared mission statement of their project:

As students of X School, we realize that we have the tools and the motivation to help end the genocide in Darfur. As privileged Americans, we recognize that it is our responsibility to use our power and resources to bring about change. And as citizens of the world, we feel a need to reach out to our neighbors in Sudan.

Our project has three main goals: to raise awareness, to raise money, and to raise political will. We wish to educate the public about the atrocities happening in Darfur today: the over 400,000 innocent civilians murdered, the 2,500,000 displaced, and the countless number of lives disrupted. We also want to raise money for the people of Darfur to provide them the basic human rights of food, water, and shelter. Finally, we need to raise the level of commitment by our government, on both the state and national level, to take

action and show the world that we care.

We hope that you will join us by asking yourself what you can do to end the genocide in Darfur. Together, we can make a difference now.

The class also completed a press release that was sent out before their last event. The single disappointment the class faced occurred when the t-shirt order did not arrive in time to be sold at the final event. This obstacle created a learning opportunity for the class and the students pledged to sell them throughout the summer.

Other Consequences
A few students from this course sold their t-shirts on campus. The students ultimately raised $765 for the International Rescue Committee. The students started a club the following year to continue the project. The teacher repeated the "Literature of War" course the next year and developed two other courses using the Global Action Steps model.

Casey Study 4: Course: "Peace, Non-Violence & Social Justice" Global Community: Afghanistan

Introduction of Class and Project
The teacher from case study 2 repeated the same course she led in the fall, "Peace, Non-Violence, and Social Justice," during the spring term. As in the fall course, she introduced content for the first four weeks before introducing the project. At this time, she included the students in creating a master calendar for the term that outlined deadlines.

Selecting the Action
The class chose to look at the current situation in Afghanistan. They felt it was a country that was being overlooked with all the daily coverage of Iraq. This group of students, in an emerging pattern, chose children as the beneficiaries. They worked with a group called "Mobile Mini Circus for Children." This group works to improve schooling conditions and opportunities for both boys and girls as a way to structurally impact the society from the ground up. One of the students heard about the organization on National Public Radio. After selecting the focus, the class found a number of inspiring presentations: the film "Osama," meeting and listening to the stories of someone who travelled and worked in Afghanistan, and reading personal accounts of the daily struggles facing Afghanis.

During the interviews the students talked in detail about why they chose schools. They had given careful thought to what service would have a lasting effect on the country's future. After they presented information to the whole school, a student came up to the group and shared that her brother worked for the organization they had been researching and that her grandfather had spent a great deal of time in Afghanistan doing service work. They arranged for both the brother and grandfather to come and meet with the class. This was one of the highlights for the students. It served as an affirmation that the project they had chose was valuable and meaningful.

The Action
This class, like the other class led by this teacher, broke the project into three components, "education," "social sculpture," and "action." For the education, the class led a Collection, where they informed the school about the condition in Afghanistan. This presentation included viewing a clip from the film "Osama." For the social sculpture, as described above, the student encouraged faculty to lead their

classes through a simulation of an Afghani class experience.

For the action, the students scheduled multiple events. These included a public screening of the film "Osama;" donation of proceeds from the Middle Eastern Dance Club performance; and a percentage of sales from a volunteer-staffed retail store where the proceeds go back to the villagers who make the crafts, and where the students worked for one Sunday afternoon. The students took full responsibility for initiating and negotiating the collaborations with the Dance Club and Ten Thousand Villages. One student's parent worked with Ten Thousand Villages, which may have accounted for the ease in gaining access.

Although the funds raised were much lower than the large-scale events, the multiple events were able to inform a greater number of people. The class raised a total of $860 in donations for the Mobile Mini Circus for Children.

Other Consequences
Following the success of this case study, the teacher continues to use the Global Action Steps to shape and inform her "Peace, Non-Violence and Social Justice" course.

Chapter Resources

<u>Documenting Service-Learning Resources</u>
K-12 Service-Learning Project Planning Toolkit (PDF), by RMC Research (2006), includes extensive information on planning a culminating event.
http://www.servicelearning.org/filemanager/download/8542_K-12_SL_Toolkit_UPDATED.pdf

Recognition in Service-Learning fact sheet from the National Service-Learning Clearinghouse
http://www.servicelearning.org/instant_info/fact_sheets/he_facts/recognition/index.php

Documenting Service-Learning
http://www.generationon.org/files/flat-page/files/documenting_service-learning_0.pdf

Share your story with the generationOn community
http://www.generationon.org/educators

generationOn Webinar Archive: Spotlight on Demonstration
http://bit.ly/H4EkrJ

PART TWO

Chapter 8: Reflection

Reflective inquiry is essential to both teacher and student learning. Reflection is essential to the Nobis Global Action Model's service-learning process for teachers, community partners, and students. The value and purpose of reflective inquiry is to create meaning from experience. Reflective inquiry generates a deeper understanding of relationships and connections between one experience and idea to the next. In so doing, each experience builds upon one another to make meaning. Reflection can also be a tool to for teachers and students to assess their learning progress (academic as well as social and emotional learning) in order to identify questions in need of clarification or areas in need of further exploration.

Rigorous, Systematic and Ongoing Reflection
In order to achieve these aims, reflection must be an ongoing, systematic and rigorous process. Service-learning research emphasizes the valuable role reflection plays in the learning process (Brooks-Harris and Stock-Ward, 1999, Shumer 1997, 29). Nobis Project encourages rigorous, systematic, and organized reflection throughout the Nobis Global Action process. Formal and informal reflective activities serve as a conduit for questions, concerns, and ideas to be expressed and worked through. In this way, it serves as a means to foster creative and critical thinking, where the specifics of the problem or challenge are examined, news ideas or ways of doing things are explored, and the development of a solution is clarified.

Research indicates that reflection helps students identify personal changes that result from their service projects (Waterman 1997, 8). It is argued that the quality of the reflection directly affects the quality of learning (Boud et al. (1985, 26) and that students in programs with reflective seminars report a greater degree of learning than those in programs without a reflective component (Shumer 1997, 29). Ample time should be structured to allow for this process; and students can reflect through discussion, reading, writing, the arts, presentations and other projects (see below for examples).

Multidisciplinary Connections
Reflective activities also strengthen multidisciplinary learning connections for students by providing time for students to make connections between their classroom experiences, their previous knowledge and their new knowledge. It offers them the opportunity to process how different pieces of knowledge interact with one another, and it challenges students to consider what lasting implications may result depending on what actions are taken. In this way, reflection allows students to make the intellectual leap of taking knowledge (facts and pieces of information) and turning it into understanding (ability to use information appropriately and creatively in a relevant context).

Reflection as a Collaborative Pursuit
This disciplined way of thinking takes time to do well and should not been done entirely alone; it requires interaction with others. One benefit is the collaborative testing of ideas where people involved (or impacted by the idea or solution) can be a part of the process. In the case of the Nobis Global Action Model, the variety of solutions and perspectives can be heard from the community partner who is most directly impacted by the challenge being considered. A second benefit is the consideration of others' experiences in the meaning making process. We do not live alone in society, and it is essential that our learning environments reflect this reality, and challenges students to listen, reflect, clarify, and listen again to the ideas, values, and perceptions of others. Through this process of collaborative inquiry, students learn to value the personal and intellectual growth of oneself and of others.

One way that collaborative reflection can occur is in small grouping. Effective groups use reflection to process how well the group is functioning. One purpose of group reflection is to clarify and improve the effectiveness of the members in contributing to the collaborative efforts to achieve the group's goals. The reflection allows students to hear constructive feedback from their peers on how to participate in ongoing or future group work. In addition to small-group processing, the teacher should periodically engage in whole-class processing. For example, at the close of an activity, the teacher may guide a whole class reflection on the day's session by asking the group to describe what member actions were helpful and unhelpful. Next, the teacher may ask the group to make decisions about what actions to continue or change.

Recognition (or celebration) are important aspects of both small-group and whole-class reflection. Feeling successful, appreciated, and respected builds commitment to learning, enthusiasm about working in cooperative groups, and a sense of self-efficacy over subject material and working cooperatively with classmates.

Creating an Environment To Foster Critical Reflection
As discussed in chapter 4, creating a safe learning environment is paramount to the Nobis Global Action process. Without such an environment, reflection by students becomes limited and the learning process is inhibited. One aim in the creating of a safe learning environment that fosters critical reflection is the development of student attitudes that value the social, emotional and intellectual growth in oneself and in others. If the class sees the goal as learning and growing as a class, then they are more willing to be vulnerable with their peers and express more deeply and accurately their feelings and experiences during reflective activities. It is their self-awareness that enables them to recognize and express compassion towards others. In this way reflection enables them to think critically about their service experience and

promotes self-awareness by linking the experience to learning. Reflection also aids student understanding of their emotional responses to learning by providing a safe place for students to explore and take ownership over their feelings. When students reflect, they think about their experiences, share them with others, and ultimately learn from them.

Questions Matter
High-quality reflection that challenges students to think deeply about their service-learning experiences requires the use of various reflection activities throughout the experience. In order to achieve "deeper thinking," the questions being asked must confront students and create cognitive dissonance in their thinking. It is in this discomfort that changes in thinking occur. Such questions call for students to examine their preconceptions and assumptions, feelings and experiences. Questions prompts should be designed to encourage critical thinking, emotional processing, and deeper thinking.

Encourage critical thinking
- What did you learn through your research that surprised you?
- What from your interview with the community partner surprised you?
- Was their anything in your research that contradicted other findings? If so, why might that be?
- Did people react to your service event in the way you expected? If not, what do you think accounts for the difference between your expectations and the actual result?

Emotional Processing
- What about the global problem or challenge makes you uncomfortable?
- What are your thoughts about the facts or opinions presented by the community partner?
- What is the basis of your opinion?
- How might others view the problem or challenge?
- What other facts or whose other opinions might be important to consider?

Deeper Thinking
- What does this Global Action Steps project mean to you?
- Why should people your age be concerned with the global problems or challenges addressed in your service-learning project?
- What does this Global Action Steps project mean to your community, to the global community?

Learning to ask thought provoking questions that require the student to go deeper in their thinking takes practice and patience. Practice is necessary in learning to craft quality questions that challenge students to consider new ways of thinking. Teachers must be patient when waiting for students to process new information, especially information that may be in direct conflict with prior ways of thinking. Teachers should not be afraid of long pauses after questions are asked. And all types of reflection activities such as writing, art making or role-playing activities (see a more complete list below) can be useful tools in helping students process their responses to questions. The goal of using reflection during the Nobis Global Action Model is to ensure that students grow in their understanding about themselves, one another, and the global problem or challenge being addressed. In order to accomplish this goal, the teacher must design reflection activities that encourage students to:

- Analyze experiences (past, current, and future expectations)
- Explore feelings surround the Nobis Big Ideas
- Explore varied perspectives on the Nobis Big Ideas
- Compare previous and newly acquired knowledge
- Think more deeply about the Nobis Big Ideas, the service-learning project, and corresponding global problems or challenges being addressed
- Relate the global problems or challenges to students' experience

Tips for Preparing Question Prompts

Preflection

An important and often overlooked component of the reflection process is "preflection'" where students are asked to start thinking about the project before it begins.

Examples of Preflection Questions:
- What is service learning?
- What issues are so important you would be willing to offer your services to see a change made?
- What could people of your age do to impact the world in a positive way?
- What do you think might happen during this project?
- What are you looking forward to?
- What are you nervous about?
- What do you think you might learn from this project?

Open-ended Questions

Using open-ended questions keeps up the flow of conversation and allows for students to delve more deeply into the topic under discussion. In order to use open-end questions, teachers must avoid asking questions that produce only a "yes" or "no" response and rather only ask questions that require a detailed or thoughtful response. Be careful, however, not to use leading questions where a seemingly "correct" answer is implied.

Examples of Closed, Open-ended, and Leading Questions:
- Closed Question: Does poverty hurt people?
- Open Question: How does poverty impact the individual and the community?
- Leading Question: How and why does poverty hurt people?

Feeling Questions
Another question asking technique useful is for the facilitator to ask questions that encourage personal exploration of topics under discussion. Sometimes it is beneficial to start off by asking feeling questions as journal writing prompts, so that students can process their thoughts on paper first, without sharing

immediately to the group. Volunteers can share their writings, and once the discussion begins, and peers hear the range of feelings experienced by classmates, other students might feel encouraged to share.

Example of a Feeling Question:
- How did watching the film "XXX" last class make you feel?

Asking for Clarification and Follow-Up Questions
During discussion a facilitator may ask for clarification on a student's comments, thoughts or feelings. This affirms a student's perspective, creates a safe space, and clarifies what has been said. Asking for clarification is different from paraphrasing. Paraphrasing runs the risk of misinterpreting what was said and implying to the student that they are not capable of expressing themselves properly, as the teacher had to intervene. After asking for clarification, using a follow-up question allows the discussion to delve deeper into the topic.
Example of Asking for Clarification:
- Participant: The poor can help themselves if they wanted.
- Facilitator: Tell us more about hat you mean by "help themselves" what do you mean by this? Can you give us an example?

Stating Back the Question or Kickback Questions
One goal of facilitation is to help students learn from one another. A way to accomplish this is to restate the question back to the student who asked the question or to the group.

Example of a Kickback Question:
- Participant: Why can't farmers get the equipment they need?
- Facilitator: Why do you think that farmers can't get the equipment they need?

Reflection Activities
As teachers map out their Nobis Global Action implementation plan, they must consider how and when to integrate high-quality reflection activities. The type and depth of the reflection activities directly impacts student's perceptions about their service-learning experience and their overall learning. To achieve high-quality reflection, Nobis Project recommends using many different reflection methods and strategies throughout the Nobis Global Action process. The following reflection activities follow Howard Gardner's different areas of intelligence. Methods should be varied throughout the Global Action Steps process and selected based on the strengths of individual students.

Bodily/Kinesthetic
- Use role play to express various perceptions or views
- Create and perform a dance expressing emotions
- Use improvisation (dramatic or movement) to express emotions
- Perform a puppet show, skit or play
- Use hands to build an art project that explores emotions, perceptions or views
    - Sculpting
    - Assemblage

- Videotape performance

Intrapersonal
- Have a small group discussion; role-play; or improvisation.
- Journal writing
- Write or use video to document personal narratives
- Write a essay, blog or op-ed piece about personal experience or the issues being explored in project
- Create a scrapbook, webpage or Instagram feed documenting personal experience during project
- Peer conducted interviews about one another's perceptions or experiences
- Complete self-assessment of the project

Interpersonal
- Discuss the experience in pairs, small groups, or as a whole class
- Work as a team to conduct library or Internet research
- Letter writing between students and community partner
- Interview community partners
- Participate in online discussion groups (with peers or community partners)
- Teach others about what was learned
- Train other students or community members who will participate in project
- Organize and hold a panel discussion

Linguistic
- Journal writing with question prompts
    - Free write
    - Tracking, students track the global issue in the news throughout the term
- Write an article for the school or community newspaper or newsletter
- Create a podcast or public service announcement
- Write a story or play
- Compose a poem
- Write an essay or blog presenting the issue from several points of view
- Summarize what the individual or group has learned, verbally or in writing
- Participate in a debate on issues related to the service project
- Write a press release about service event
- Write or give a speech about the problem of challenge being addressed by service event

Logical/Mathematical
- Compile statistics on global issue
- Collect and analyze data about the service-learning project
- Create images, graphs and charts to illustrate your data
- Connect service experience to local, state, national and global context

- Create a timeline of the historical context of global issue
- Create a flowchart of service-learning project
- Design a survey to learn about participants' perception of project; graph or chart results

Musical

- Compose and/or perform a song about the experience
- Find and share a song that expresses an individual or group's experience
- Create a spoken word performance
- Vocally or instrumentally, improvise about the experience
- Create a jingle to promote the project

Spatial

- Create a website
- Create artwork: collage, drawing or painting, comic book, mural, or video about global issue and emotions surrounding the issue
- Document service and experience with photos, videos, or displays
- Design charts or maps related to service-learning process or global issue
- Create a digital slide presentation
- Design and create a bulletin board or banner about the project
- Find or create object or image that symbolize the service-learning project
- Create a poster advertisement using a symbol or logo to bring awareness to the project and global issue
- Make a model or other three-dimensional representation of the experience or global issue

There is nearly an endless potential for reflective activities. Key to all of them is what questions are posed that asks students to delve deeper in their thinking about a particular issue.

Reflection by Teachers and Community Partners
In addition to reflection as a means for teachers to take the pulse of the class, reflection should be a tool teachers are using to:

- Reflect on their own learning about the Nobis Big Ideas throughout the Nobis Global Action process, and
- To process with the community partner on the progress and ultimately completion of the collaboration.

Reflection for teacher and community partner can also be formal (regularly writing in journal) or informal (discussion about progress with one another, with colleague, etc.). Teachers should incorporate in their Nobis Global Action implementation plan guidelines for self-reflection and reflection with the community partner throughout the process and especially after the end of the project. A fresh recount of successes and areas for improvement is vital in determining what changes to try next time!

TEACHER REFLECTION TIP

Consider keeping a notebook outlining what was accomplished each class, what impromptu assignments were given (by teacher or by students), and any changes to how to lead the class next go-round. These fresh perspectives and detailed notes will not only be tremendously helpful in quickly picking up where the class left off, but also gives insight on bigger changes to make during future Nobis Global Action projects.

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Final Words

As we stated in our introduction, Nobis Project is committed to making sure that teachers have the tools, knowledge and confidence to engage their students in globally focused service-learning projects. We hope that this guide has provided you with helpful information, guidance, and the inspiration to take on the challenge and build a more globally relevant and culturally responsive classroom through service-learning!

As more teachers across the country continue to use the Nobis Global Action Model, we encourage teachers to share their successes, challenges and advice with Nobis Project so that we can pass on this information to other educators. We hope to update this guide every year with additional stories from teachers.

Please consider sharing your story! Email us at info@nobisproject.org.

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Will Nisbet

Amanda Parks

Rose and Frank Peeples

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