



High School Global Studies: What Does It Mean To Act As A Global Citizen?

(Submitted by Casie Gaebler, 2018, while serving as High School Social Studies Learning Leader at American Community School of Abu Dhabi)

Tool(s) used:	<ul style="list-style-type: none"> • Systems Iceberg
Purpose of using tool:	<ul style="list-style-type: none"> • Synthesizing Thinking • Guiding Discussion • Reflection <p>Overview:</p> <p>Students have been working on an individual civic action project focused on an issue of global significance of their choosing that is connected to the course content. Once students have chosen an issue, researched its root causes and impacts, and created a tentative plan for civic action, they must share their findings and plans with the class for feedback. As part of the feedback process, students were introduced to the iceberg model and asked to evaluate where their proposed civic action would fit on the iceberg model. Students put sticky notes on the model to represent where they believed their proposed civic action best fit. Then, they reflected individually and as a group about how they could make changes to increase their leverage.</p>
Context of lesson/case study:	Civic Action Project
Participants (# and description):	100 Global Studies students
Topic, Theme, or Key Understanding of unit/project:	What does it mean to act as a global citizen?
Length of unit/project:	6 weeks
Resources/materials & setting required:	-
<p>Lesson Plan/Description of the Project:</p> <p>What does it mean to act as a global citizen?</p> <p>Sub-questions:</p> <p>What is global citizenship? What is civic action?</p> <p>Students have been working on an individual civic action project focused on an issue of global significance of their choosing that is connected to the course content. Once students have chosen an issue, researched its root causes and impacts, and created a tentative plan for civic action, they must share their findings and plans with the class for feedback. As part of the feedback process, students were introduced to the Iceberg model and asked to evaluate where their proposed civic action would fit on the Iceberg model. Students put sticky notes on the model to represent where they believed their proposed civic action best fit. Then, they reflected individually and as a group about how they</p>	





could make changes to increase their leverage.

Reflection

Plusses:

The students generated some thoughtful responses to the reflection questions. Quite a few were able to identify ways they could make changes to their civic action projects to move their civic action further down the Iceberg. Having a class visualization of everyone's civic action on the Iceberg also helped students identify classmates with whom they could share ideas for improvement.

Challenges:

This was the first time these students had ever seen or used the Iceberg diagram. In the future, I would introduce it beforehand, so students are more familiar with using it and know how to use this tool to make their civic actions more meaningful and effective.

Suggestions for other practitioners and educators: -

Evidence and Resources:

Where does your civic action fit on the iceberg model?

Use this tool to help you think more systematically!

On the sticky note write:

- Issue
- Civic Action
- Name & Period

Reflect:

- Why does leverage increase as you move down the iceberg?
- What can the iceberg model tell me about my civic action?
- If I were to do this project over again, what would I do differently (refer to the iceberg model)?

EVENTS
What is happening?

PATTERNS OF BEHAVIOR
What trends are there over time?

SYSTEMS STRUCTURE
How are the parts related?
What influences the patterns?

MENTAL MODELS
What values, assumptions, or beliefs shape the system?

Increasing Leverage

