# Global Awareness Theory of Action

#### Context

- Students live in a global society.
- Students from rural areas have less exposure to diverse cultures
- Cultural competence is needed in post secondary environments
- Companies desire employees with 21<sup>st</sup> century skills

# Theory of Change

## Global Awareness Requires

- 1. Learning about other cultures
- 2. Valuing secondary language
- 3. Putting all learning in a global context which creates empathy
- 4. Participating in global activism
- 5. Integrating global awareness into ethical decisions
- 6. Demonstrating competence through artifacts of learning.

### Inputs

- World culture clubs
- Books, VR, and film that expose students to other cultures
- Authentic interactions with global issues through travel or Skype activities
- Second language acquisition
- Global application of informal learning
- Involvement in world affairs – raising awareness, activism.

### **Outputs**

- Students learn a second language.
- Students interact with students from other cultures.
- Students
  communicate
  competence through
  project based
  learning.
- Students share what they have learned in their community and outside their learning community.
- Students meet cultural guidelines for state world language standards

#### Measurement

- # of students completing high level language courses
- # students indicating their intent to enroll in college level languages
- # of AGE badges awarded
- # students participating in global awareness activities each year



- Revise theory of action
- Identify PD needs
- Add/remove activities

Revision



Use of Evaluation Results



Analysis





Application



**Evaluation** 

