IMA A GLABAL CITIZEN

person

- I question myself to understand my position in the world including the challenges and privileges that come with it
- l apply learning to real-world issues and contexts
- I consult a variety of news sources and remain critical of bias, stereotypes, range of voices and perspectives and remain curious about other cultures and realities

I know my privileges and weaknesses and use them for the greater good

I evaluate experiences, learning, and feedback and use it to inform future learning, thinking and action

With friends

- I recognize and respect the diversity of perspectives, background, ideas, beliefs and values
- I try to resolve conflicts fairly
- I take into account others' feelings in all my behaviors and always try caring for others
 - I understand that there might not be a single right or wrong answer

I speak up for others' rights and I stand in solidarity with those facing injustice and inequity

- I stay informed about the current issues in the world
- I challenge the effects of my lifestyle and find ways to be more sustainable and involved at home
- I listen empathically to those in my household
- l express my own views and ideas clearly and appropriately
- I acknowledge how my family and background contribute to my own identity while valuing others' individuality

With community

I participate in activities to contribute to the well-being of my community



I consider how my local community is part of a global network



I support and encourage others to participate within the limit of their capacity



I learn about the power structures in my community, their role, and their impact on marginalized groups



I participate in decision-making at school





Oxfam. Education for Global Citizenship A Guide for Schools, Oxfam Education and Youth, Oxford, 2015