



INTRODUCTION TO GLOBAL CITIZENSHIP

LIBERAL ARTS

Designed For Students:
Grades 4th-9th
Ages 9-15

HELLO EDUCATOR!

Disney Youth Education Series is pleased to be able to provide you with these materials to gauge your students' progress as they prepare for and complete their Disney Y.E.S. experience.

To encourage creative thinking, open-mindedness, and generate excitement, we suggest that you use the Pre-Trip Coursework to help your students prepare for Introduction to Global Citizenship. Upon your return to school, you might find the Post-Trip Assessment useful to measure student learning.

These tools are sure to get your students moving in the right direction and help ensure a learning experience that is relevant, inspiring, and thought-provoking!

We look forward to hosting you at the Walt Disney World® Resort where iconic settings, imagination, and storytelling come together to create a unique learning environment and life-long memories. See you soon!

INTRODUCTION TO GLOBAL CITIZENSHIP

LIBERAL ARTS

Designed For Students:

Grades 4th-9th
Ages 9-15

1. Students to define culture.

2. In small groups, have students list the cultures that exist within their community.

- Have students discuss how they interact with these other cultures.
- Have students complete a Venn Diagram illustrating similarities and differences between at least two of the cultures that exist within their community.

3. Students to inventory the place of manufacture of one complete clothing outfit, including footwear. Have students plot their findings on a world map.

- In small groups, have students compare maps.
- In small groups, have students research some of the traditions, food, and customs of three of the countries where their clothing was manufactured.

4. In an independent study, have each student interview the eldest available member of their family to discover family background, ancestry, and traditions.

- Students should be encouraged to use family photos to guide their interview.
- Students may elect to narrow their exploration to a specific topic, such as the origins of a favorite family recipe.
- Students to present their findings in an oral report, story board, power-point format, etc.

INTRODUCTION TO GLOBAL CITIZENSHIP

LIBERAL ARTS

Designed For Students:

Grades 4th-9th
Ages 9-15

5. Alphabet activity:

- Divide students into 3 or 4 small groups. Group size should be limited to no more than 4 students.
- In their small groups, students will devise a written language of their own design, complete with a written alphabet to display.
 - ✓ Encourage the alphabet characters to be creative, such as glyphs, symbols, pictograms, etc., not just re-spelling with our standard alphabet characters.
- You will provide each group with a simple statement that is unique.
 - ✓ For example: Who won the game last night? What did you bring for lunch? Can you help us tomorrow? Are you going to the mall next week?
- Each student group must “translate” the statement you provided into their written language.
- Once each group has completed writing their statement, they will exchange it with another group who must then interpret the message.
- Have students discuss the challenges they faced in devising their written language and in translating the message.
- Have students discuss how technology has made it easier to communicate with other cultures.
- Have students brainstorm how they would improve the ability of today’s technology to communicate and connect with other cultures.

INTRODUCTION TO GLOBAL CITIZENSHIP

LIBERAL ARTS

Designed For Students:

Grades 4th-9th
Ages 9-15

At the conclusion of the Disney Youth Education Introduction to Global Citizenship experience, have each student do the following:

1. List examples of inventions that furthered the development of communication.
2. List barriers for using technology to communicate.
3. Illustrate how technology has created opportunities to communicate.
4. Define and give an example of cultural diffusion.
5. Define and give an example of assimilation, accommodation, and displacement of cultures.
6. Articulate the commonalities that all people, regardless of culture, share.
7. Articulate the attributes that make cultures unique from one another.
8. Articulate how technology has influenced cultures.