**3.4 GLOBAL CITIZENSHIP CHALLENGE**

|  |
| --- |
| **Purpose** |
| The purpose of the Global Citizenship Challenge is to develop learners’ skills, whilst providing opportunities to understand and respond appropriately to global issues. During the Global Citizenship Challenge learners will explicitly develop skills of **Critical Thinking and Problem Solving** and **Creativity and Innovation** and apply them in an appropriate manner. |
| **Introduction**  What is a global citizen?  What skills will learners be able to develop and use?  What does this Challenge involve?  A global citizen is aware of their rights and responsibilities as citizens of Wales and the wider world. They have an interest, enthusiasm for and understanding of global issues. A global citizen respects and values equality, diversity, tolerance and sustainability.  The Global Citizenship Challenge can contribute to developing the skills, attributes and knowledge that will create global citizens, with an understanding of the world and the place of Wales within it. Along with the knowledge and values that they gain from learning about global issues, learners will develop skills which will give them the ability and confidence to be pro-active in making a positive difference in the world. Through research, debate and discussion learners will consider a range of facts, factors, differing opinions and points of view on global issues. Learners will be presented with the opportunity to learn about world problems and issues, think critically about them and how they may be solved.  The Global Citizenship Challenge will provide learners with the opportunity to build knowledge and understanding of a global issue selected from one of the following topics:   * Cultural diversity * Fair Trade * Future energy * Inequality * Living sustainably * Natural and human disasters * Nutrition * Poverty   Using appropriate source material and resources learners will consider the impact of relevant factors including political, economic, social, technological, legal, environmental (PESTLE) in relation to the global issues chosen.  The Global Citizenship Challenge requires learners to respond to a global issue by raising awareness of the issue to a defined audience in a creative and innovative way. |
| **Guidance for delivery**  At this level learners should spend approximately **twenty five hours** on the challenge with appropriate time spent developing the relevant underpinning skills, knowledge and understanding including political, economic, social, technological, legal, environmental (PESTLE). A minimum of **ten hours** is allocated to generate the evidence required for the assessment of the Challenge. For the purpose of this Challenge there will be a particular focus on teaching, learning and assessment of **Critical Thinking and Problem Solving** and **Creativity and Innovation**.  While one of the global issues is selected as a focus for the Challenge and assessment, in preparation it is suggested that a number of the issues are explored and used to develop the necessary skills. Learners should be provided with opportunities to discuss and debate global issues and to benefit from the support of relevant external organisation e.g. resources, educational visits, visiting speakers.  Approved Challenge Briefs can be found in the Challenge Bank at [www.welshbaccalaureate.org.uk](http://www.welshbaccalaureate.org.uk)  **Examples of raising awareness methods**  Learners may wish to use one of the following methods or select another form to raise awareness of their chosen global issue.   * Campaign * Poster * Poem or song * Presentation * Leaflet * Blog * Website |
| **Evidence for Assessment**  Each learner must provide supporting evidence of a **Personal Standpoint** and a **Raising Awareness** activity on the global issue selected.  The supporting evidence for the **Personal Standpoint** must include:   * Differing views and opinions about global issue * Relevant political, economic, social, technological, legal, environmental (PESTLE) factors * Own views about the global issue   The supporting evidence for the **Raising Awareness** must include:   * Plan for solving the problem of raising awareness of the global issue * The outcome * Review own performance to critical thinking approaches, problem solving process and final outcome of raising awareness |

| **Suggested teaching and learning programme** |
| --- |
| **Critical thinking and Problem Solving**   * Identification, consideration and use a variety of facts, opinions and viewpoints * Expression of own views and consideration of those of others * Identification, development and analysis of arguments * Identification of key information and factors - causes, changes, consequences, similarities and differences * Formulation of judgements and drawing of conclusions * Consideration of the credibility of sources – reliability, validity * Use of problem solving and decision making techniques * Identification of problems and exploration of possible decisions and solutions * Implementation of decisions and solutions * Identification, analysis and use of information and data to solve problems * Reflection on problem solving and decision making processes and implementation of solutions   **Creativity and Innovation**   * Generation of new ideas * Ownership of own ideas and respect for those of others * Identification and challenging assumptions * Use of imagination and initiative * Consideration of options - making the most of opportunities * Assessment and evaluation of ideas - use a SWOT analysis to select the most feasible * Combination and development of ideas * Identification, selection and application of solutions to meet new requirements * Implementation of solutions * Reflection on processes and outcomes   **In the context of the Challenge:**   * Concept of global citizenship * Global issues – Cultural diversity, Fair Trade, Future energy, Inequality, Living sustainably, Natural and human disasters, Nutrition, Poverty * Relevant factors - political, economic, social, technological, legal and environmental (PESTLE) * Discussions and debates - framing and responding to questions * Methods for raising awareness * Use of digital techniques |

**Assessing Global Citizenship Challenge**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Outcomes** | **Performance Bands** | | | |
| **Band 1**  **1 - 3** | **Band 2**  **4 - 6** | **Band 3**  **7 - 9** | **Band 4**  **10 - 12** |
| **LO1**  Be able to apply **Critical Thinking and Problem Solving** | Limited Personal Standpoint including own and alternative opinions, views, and arguments. Limited consideration of the credibility of sources. Limited problem solving and decision making techniques. Limited reflection on the critical thinking and problem solving process. | Basic Personal Standpoint including own and alternative opinions, views, and arguments.  Basic consideration of the credibility of sources. Basic problem solving and decision making techniques. Basic reflection on the critical thinking and problem solving process. | Detailed Personal Standpoint including own and alternative opinions, views, and arguments.  Detailed consideration of the credibility of sources. Effective problem solving and decision making techniques. Detailed reflection on the critical thinking and problem solving process. | Detailed, clear and effective Personal Standpoint including own and alternative opinions, views, and arguments. Detailed and effective consideration of the credibility of sources. Efficient and effective problem solving and decision making techniques. Detailed and well-reasoned reflection on critical thinking and problem solving process. |
| **LO2**  Be able to apply **Creativity and Innovation** | Limited ideas generated for raising awareness including consideration of strengths and weaknesses. A suitable idea selected, developed and implemented. Limited reflection of the process involved in developing a new concept. | Basic ideas generated for raising awareness including consideration of strengths and weaknesses. A realistic idea selected, developed and implemented. Basic reflection of the process involved in developing a new concept. | Appropriate ideas generated for raising awareness including consideration of strengths and weaknesses. An appropriate and feasible idea selected, developed and implemented. Detailed reflection of the process involved in developing a new concept. | Appropriate and realistic ideas generated for raising awareness including consideration of strengths and weaknesses. A feasible, realistic and effective idea selected, developed and implemented. Detailed and balanced evaluation of the process involved in developing a new concept. |
| **LO3**  Understand issues involved in a **Global Citizenship Challenge** | Limited understanding of the global issue. Limited coverage of political, economic, social, technological, legal and environmental factors. Raising awareness outcomes produced of limited quality and suitability. | Basic understanding of the global issue. Basic coverage of political, economic, social, technological, legal and environmental factors. Raising awareness outcomes produced of adequate quality and suitability. | Detailed understanding of the global issue. Detailed coverage of relevant political, economic, social, technological, legal and environmental factors. Raising awareness outcomes produced appropriate and of good quality. | Detailed and effective understanding of the global issue. Detailed and effective coverage of relevant political, economic, social, technological, legal and environmental factors.  Raising awareness outcomes produced appropriate, effective and of high quality. |