

## New Zealand GCC | Online Curriculum Summary

The content of the GCC New Zealand educational programme has been intentionally created to support students to engage with an ever-changing world, including a range of skills to help them thrive. It provides a NZ perspective on Global Citizenship, including the ability to embrace change and think outside the box, to become a critical thinker, the person who asks the questions and finds the answers. This programme will support participants to become life-long learners and leaders. Global Citizens who can study, work and live across cultural boundaries are the future. We need Global Citizens who can tackle issues of the 21st Century, such as sustainability, globalization and climate change.

The GCC helps participants develop a broad set of skills, creates a brave context where they can forge new friendships, and provides opportunities that specifically address the current circumstances and how students may turn these into learning moments that help build resilience. The curriculum is structured around the following AFS GCC standard educational goals.

### **Self-Awareness**

- Increase cultural self-awareness through reflecting on their own personal and cultural experience as citizens in local and global contexts.
- Identify and understand how cultural groups have shaped their characteristic ways of feeling, perceiving, thinking, and behaving.

### **Awareness about others**

- Recognize and understand patterns of behavior and values of people from different cultural contexts.
- Empathize with culturally different others.

### **Emotional Intelligence**

- Suspend judgment and be flexible in new and different cultural contexts.
- Apply effective and appropriate strategies to deal with ambiguous situations.
- Be aware of personal limits and be open to seek support.

### **Bridges to others**

- Initiate and develop relationships within a global learning environment.
- Reflect on how well they effectively and appropriately communicate in different contexts.

- Be part of a global community of learners.

## Programme Content

There are 18 learning modules with animated videos, quizzes, assignments and a discussion forum where learners can interact with peers from around the world. Students can take these at their own pace and from wherever they might be.

The programme also includes a series of regular learning discussions we call Live Facilitated Dialogue Sessions. These sessions offer participants the opportunity to meet, connect, and collaborate with their fellow global cohort in order to unpack what has been learnt in the modules, reflect on and share their insights, and undertake group activities with the support of trained facilitators.

## Programme Schedule:

### Week 1

Designed to prepare and get students excited about their learning and start students in the journey of self-awareness.

#### Module 1

Welcome -

This introductory module welcomes learners to the course and the Learning Management System. They will have a chance to introduce themselves and meet the rest of your cohort!

#### Pre-programme survey

A quick pre assessment based on PISA benchmarking to understand where students are at in their Global Competence Journey.

#### Module 2

Roadmap -

This module maps out where the learning journey will take learners and helps them understand the program's methods and benefits.

#### Module 3

##### Metaphors of Culture

What exactly is culture? What culture or cultures do learners feel that they belong to? Answering these questions is key to understanding and interacting with other cultures.

## **Module 4**

### [Who am I?](#)

This module encourages students to reflect upon the many identities they belong to, and how these have helped shape who they are.

## **Module 5**

### [Stereotypes and Generalizations](#)

We all make assumptions about others. How can we make sure we're making informed generalizations and are not stereotyping?

## **Module 6**

### [Check-in](#)

In this module, participants learn about the comfort, panic and learning zones. It's a place to explore initial feelings and start to process one's emotions on the COVID-19 disruption. (supported by a more indepth, optional module).



### **Facilitated Session**

Facilitators will support students unpack what has been learnt in the previous modules with an emphasis on: building community and connection as well as sharing about their culture and insights about creativity.

## **Week 2**

Designed to develop students' understanding of culture and apply to different groups and cultural situations.

## **Module 7**

### [Cultural Value dimensions](#)

This module explores how certain powerful cultural generalizations can help understand differences.

## **Module 8**

### [Communication Styles](#)

This module explores preferred styles of communication to help learners understand how miscommunication might be linked to cultural differences.

## **Module 9**

### [Empathy and Listening](#)

In this module, we introduce empathy as a tool to learn more about different realities and growing our toolset to be able to understand and bridge differences.

## **Module 10**

### [Practicing Curiosity](#)

In this module participants apply their learnings by conducting an interview exercise with three people from their community.

#### **Facilitated Session**



AFS facilitators will support students unpack what has been learnt in the previous modules with an emphasis on: discussing the different communication styles and values encountered during the experience as well as sharing the learnings from their assignment.

## **Week 3**

Designed to deepen students' understanding of cultural nuances and to be able to modify their behaviour in order to act effectively and appropriately in cultural situations.

## **Module 11**

### [Coping and Resilience](#)

In this module, participants reflect on how dealing with differences and trying to build bridges across different sets of values can be challenging, and learn about different coping and self-care strategies.

## **Module 12**

### [Suspending Judgement](#)

This module reviews the DIVE tool for analyzing situations and events in the host community so that participants are able to suspend judgement.

## **Module 13**

### [More Cultural Values](#)

This is a look at a few more cultural value dimensions.

## **Module 14**

## Conflict Styles

This module looks at how “conflict” itself can vary across cultures.



### Facilitated Session

Facilitators will support students unpack what has been learnt in the previous modules with an emphasis on: sharing coping strategies and shifting perspective by understanding, appreciating and reviewing the strengths of the different conflict styles.

## Week 4

Designed to deepen students’ understanding of culture in relation to power and inequality, providing scenarios and tools for students to reflect and take positive action.

### Module 15

#### Understanding Inequality

This module introduces the importance of understanding inequality when looking at differences in society. Learners will explore the notions of mainstream and margin and apply them to their own reality.

### Module 16

#### Microaggressions

In this module, participants learn how our pre-made assumptions can lead us to engage in microaggressions and how we can gain more awareness of our own biases.

### Module 17

#### Taking Action

This module reviews the learning acquired through the GCC and explains global competence as a new lense that students can use to help their local and global communities.



### Facilitated Session

Facilitators will support students unpack what has been learnt in the previous modules with an emphasis on: how they can lead a more inclusive life, and what actions they can take, big or small, to put their global competence to practice. It will also provide space for learners to reflect on their key takeaways from this program.

### Post-programme survey

A quick pre assessment based on PISA benchmarking to understand the progress that students have made in their Global Competence journey as a result of the programme.

### **Module 18**

#### **Making Sense of the Experience**

Learners will highlight their main takeaways and evaluate the program in a brief survey.