CULTURAL AND GLOBAL CITIZENSHIP

A Competency Defined in the Ministerial Order for Student Learning, 06/07/2013

LEARNER PROFILE
A learner who acknowledges other perspectives when taking action on local or global issues, advocates for the dignity and well-being of individuals and communities, values equity and diversity, and believes in their capacity to make a difference.

HOW DOES A STUDENT DEMONSTRATE CULTURAL AND GLOBAL CITIZENSHIP?

1. **Consider**
   - Consider diverse perspectives when assessing the relationship between cultural, environmental, political, or economic problems and communities.

2. **Analyze**
   - Analyze ways in which decisions are made within cultural, environmental, political or economic systems.

3. **Demonstrate**
   - Demonstrate actions that contribute to healthy and sustainable communities.

4. **Evaluate**
   - Evaluate the impact of decisions or actions on the dignity and well-being of individuals or communities.

5. **Value**
   - Value equity and diversity, and believe in their capacity to make a difference.

STRATEGIES AND IDEAS

- Correct projects to the idea of global interconnectedness and democratic ideals.
- How many cultures are represented in your school? How are you acknowledging, celebrating, and learning from students from different cultures?
- Prepare cultural understandings of food, music,文本内容，arts, and other cultural groups.
- Engage students with many cultures and languages.

REFERENCE LINKS:
- COMPETENCY INFORMATION SHEETS
- COMPETENCY LEARNING GUIDE
- ALBERTA EDUCATION
- EDMONTON PUBLIC SCHOOLS