

A background image of a person with a beard, wearing a white t-shirt, washing their hands with a bar of white soap. The person's hands are covered in white soap suds. The background is a solid orange color.

GLOBAL NOMADS GROUP
STUDENT TO WORLD:
PANDEMIC
2020 EDUCATOR GUIDE

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Today there are more than two billion young people in our world. Each one of them is inherently powerful and capable of incredible humanity. They are teaching us. They inspire us. They are truly leading the way.

Young people have access to information, the ability to connect with others, and the opportunity to shape our world in ways that are unlike anything we could have imagined. In 1998, when Global Nomads Group (GNG) was founded, we needed to create the conditions that allowed young people to connect across difference and distance. We had to bring video conferencing equipment into remote areas so that these connections could happen for youth no matter where they lived.

Today, in many parts of the world, young people's access to and comfort with technology is extraordinary. Connecting with others around the world is easy. So now, our work is focused on making these connections meaningful, giving all young people the skills and opportunity to engage with difference, harness the power of their voice, and experience deep empathy.

GNG's work is anchored by our belief in and respect for the young people with whom we work. We know that given the right opportunities and supports, they will far exceed anything we can dream of today. Ultimately, GNG envisions them as the generation that will lead us forward into a more just world, one that preserves the human dignity of each and every person.



GLOBAL NOMADS GROUP CAMPFIRE PROGRAMS ARE MADE POSSIBLE BY:



The Bezos Family Foundation supports rigorous, inspired learning environments for young people, from birth through high school, to put their education into action. Through investments in research, public awareness and programs, the foundation works to elevate the field of education and improve life outcomes for all children.



PhotoWings is a 501(c)(3) nonprofit organization dedicated to utilizing the power of photography to further deep thinking, communication, and action. PhotoWings' mission is to highlight and help facilitate the power of photography to influence the world. They help photography to be better understood, created, utilized, seen, and saved.



Poly is the global communications company that powers authentic human connection and collaboration. Face to face, they sift and sort millions of verbal and non-verbal cues to glean meaning. Poly is finding new ways to inject these cues into audio and video communication to replicate the face to face experience. To build intimacy. To break walls and span distance. To nurture the simplicity and beauty of human connection.



Stevens
Initiative

THE ASPEN INSTITUTE

Global Nomads Group Campfire programs are supported by the Stevens Initiative, which is sponsored by the U.S. Department of State, with funding provided by the U.S. Government, and is administered by the Aspen Institute. The Stevens Initiative is also supported by the Bezos Family Foundation and the governments of Morocco and the United Arab Emirates.



U.S. Embassy Tunis

The Public Affairs Section of the U.S. Embassy in Tunis explains and advocates U.S. foreign policy, American culture, and society while promoting dialogue between the U.S. and Tunisia through a variety of educational exchange programs, media relations, cultural activities, and English language training support.



STUDENT TO WORLD

OVERVIEW

Welcome to Student to World, a personalized learning journey that provides your students with access to thematic curricular content from around the world. By participating in Student to World, your students will explore aspects of their everyday lives, compare and contrast their lives with the lives of global peers, expand their understandings of thematic content in global context, and ultimately plan to take actions that benefit their local and global communities.

Student to World engages youth in personalized learning journeys in which students determine the pace of their work, select from robust curricular content curated by curriculum developers at Global Nomads Group, and engage with the stories of youth from different parts of the world.

The personalized learning in Student to World is designed to meet the varied learning styles, prior knowledge, preferences, and interests of your student. They will choose from an array of content to craft a unique educational journey.

Student to World is a distance learning based program that connects youth around the world so they can build global awareness and learn from one another, entirely online. The purpose of Student to World is to motivate cross-cultural, cross-national, digital learning among young people.

With the continual guidance of facilitators, students complete assignments that ask them to tell stories after engaging with carefully selected images, videos, academic and journalistic articles and stories written by their global peers. All assignments completed by students contribute to a global content resource library, which is accessible to your students and their global peers for reference as they complete their assignments.

STUDENT TO WORLD: PANDEMIC

Student to World: Pandemic provides personalized learning journeys that focus on youth experiences and responses to the COVID-19 crisis. Using personal stories written by participating youth from around the world, this program brings to life everyday routines in quarantine, engages youth in exploring their local communities responses, showcases the importance of stopping the spread of the virus, and inspires youth to make small changes in their local communities to take action during and after the pandemic. Students learn the interconnected nature of their actions and the responsibility they each carry to help stop the spread of the COVID-19 virus.

CURRICULUM MODULES & ROLE OF THE FACILITATOR / EDUCATOR

For this curriculum, students will complete the following four assignments:



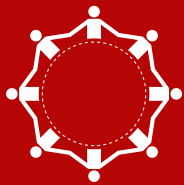
#EVERYDAYQUARANTEEN

Write a brief story that demonstrates an aspect of your daily routine during the COVID-19 pandemic that is different from your life before this global health crisis.



#EVERYDAYLOCALCOMMUNITY

Tell the story of how your community responded to COVID-19 and share a photo that showcases how your local community is responding.



#EVERYDAYGLOBALOUTBREAK

Tell two stories based on the decision of one person. In the first story, show how that person's behavior contributed to the global spread of COVID-19 and prevented scientists from getting an accurate RO calculation.



#EVERYDAYACTION

Think of an action that you can take by designing a goal that you can achieve during this time. Then, you'll think of a slogan to represent your goal, write it down, and include a photo of your slogan with your SMARTIE goal.

ROLE OF THE FACILITATOR/EDUCATOR

In personalized learning, facilitators have several important roles. Facilitating your student's progress through Student to World, you can support your student as an educator by helping students make choices between curricular content options (in this case, curated resources to support each assignment and global peer stories). You can support students in navigating the online platform used (in this case, Canvas) and bring students together to surface individual learning, share information and ideas with virtual group discussions. You will help students with comprehension of unfamiliar words and the content of peer stories as necessary, and you can help students who are struggling to think of story topics by providing additional prompts and asking questions.

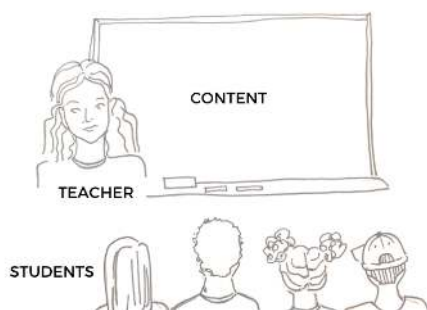
PERSONALIZED LEARNING

OVERVIEW

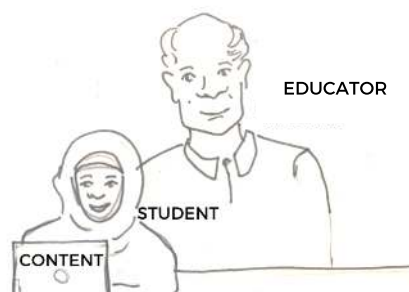
In contrast to traditional classrooms where teachers present curricular content, personalized learning leverages technology to enable students' direct engagement with such content. In this model, facilitators serve as coaches, mentors, trouble-shooters, and problem-solvers.

The images below demonstrate the differences in student and facilitator engagement with content in traditional and personalized learning educational environments.

TRADITIONAL



PERSONALIZED LEARNING



Research shows that students are more motivated to master skills and complete assignments when afforded choices related to the content and pace of their learning. In this Student to World: Pandemic program, participating students customize their learning paths based on their own interests, learning goals and prior knowledge. Students track their own learning progress, use quality rubrics to evaluate their own assignments, and work at the pace that suits their individual mastery of the content and skills.

The process of personalized learning highlights student accomplishments, rather than shortcomings. As they gain access to new content via assignment completion, they acquire badges that reward their progress through the learning paths that they help design through their choices among curated resources and global, peer-generated stories. Students can access program resources anytime and anywhere, via the online platform where this course is housed.

By exercising the skills of independent learning, students feel empowered to seek resources and opportunities that suit their needs, to select the content of greatest interest to support their learning, motivated by the individual agency inherent in this self-directed pursuit of knowledge and skills.

Source: <https://www.hanoverresearch.com/media/Best-Practices-in-Personalized-Learning-Environments.pdf>
2012



HOW THE EXCHANGE HAPPENS:

EXCHANGE OF IDEAS, EXCHANGE OF STORIES

In physical, global-exchange programs, students travel great distances and require considerable financial resources to meet and learn from one another. In virtual exchange, students can learn from one another via technological connectivity, without the often prohibitive expense of travel. Still, due to differences in time zones and increasing demands on time, virtual exchange programs that engage students in enduring synchronous or asynchronous dialogues commonly demand more co-planning than many can fit into their busy days. Student to World activities minimize the challenges faced by those who are committed to global education through meaningful and sustained virtual exchange but who cannot find the time to collaborate with distant peers.

In Student to World: Pandemic, students share stories and the global exchange happens at the pace of participating students. Students submit stories as assignments and those assignments become available to peers around the world. Each participating student can access content created as an assignment from peers around the world and each semester the repository of global student stories grows.

The virtual exchange happens at two levels:

(1) Exchange of Stories: by completing each assignment, students contribute to the repository of global peer stories and learn from the stories they select to read from that same repository.

(2) Virtual Discussion Groups: the Student to World program offers whole class discussion guides for educators to use with their classes. These discussion groups are entirely optional. They will offer an opportunity for students to discuss the Student to World program and the stories they've read with others.



WHY STORYTELLING?

STORYTELLING AS ASSIGNMENT ANCHORS

In order for youth to learn from each other's lives, indeed to find each other's lives plausible, Student to World leverages the power of storytelling. Rather than have global youth share opinions and information about themselves with one another, we engage them in sharing stories with one another. The stories are often brief, yet impactful, revealing deep truths through small moments, bringing social issues to life through day-to-day realities.

The power of storytelling for enduring learning--in which students retain the information they learn beyond the classroom and course--is well established in research literature in the fields of communication, cultural studies and neuroscience. The brain reacts to stories based on triggers to the neurons that evoke empathy. Stories help students connect across great distance and difference.

RESOURCES:

Fleming, Laura. "Connecting Meaning and Learning Through Storytelling." The Huffington Post, TheHuffingtonPost.com, 4 June 2011, www.huffingtonpost.com/laura-fleming/connecting-meaning-and-le_b_843923.html.

Juliani, AJ. "The Hidden Importance of Teaching With Stories." A.J. JULIANI, 21 Mar. 2016, ajjuliani.com/hidden-importance-teaching-stories/.

Malamed, Connie. "Why You Need To Use Storytelling For Learning." The ELearning Coach, 3 Dec. 2017, theelearningcoach.com/elearning2-0/why-you-need-to-use-storytelling-for-learning/.

Weinschenk, Susan. "Your Brain On Stories." Psychology Today, Sussex Publishers, 2014, www.psychologytoday.com/us/blog/brain-wise/201411/your-brain-stories.

"Everything--faith, science, love--needs a story for people to find it plausible."
-Adam Gopnick, The New Yorker.

STANDARDS ALIGNMENT

AREA	STANDARDS
ASIA SOCIETY GLOBAL COMPETENCIES	Investigate the world Recognize perspectives Communicate ideas Take Action
21ST CENTURY SKILLS	Critical Thinking and Problem Solving Creativity and Innovation Information Literacy Media Literacy Technology Literacy Flexibility and Adaptability Initiative and Self-Direction Productivity and Accountability Leadership and Responsibility
CASEL SOCIAL & EMOTIONAL LEARNING	Self Awareness Self Management Responsible Decision Making
UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS	Goal 1: End poverty in all its forms everywhere Goal 3: Ensure healthy lives and promote well-being for all at all ages Goal 4: Quality Education Goal 8: Decent Work and Economic Growth Goal 10: Reduced Inequalities Goal 16: Peace, Justice, and Strong Institutions Goal 17: Helping governments and stakeholders make the SDGs a reality

STUDENT COURSE ORGANIZATION: UNLOCKING CONTENT

As students progress through the Student to World program, they will access content and global peer-generated stories through GNG's online platform (housed on Canvas LMS).

The program is organized into four modules. When students first log in to the Canvas course, they will click on the first module; when they return, they can resume where they left off by clicking **Modules** on the left side of the screen and selecting the last page they read.

The screenshot shows the landing page for the 'StW: Pandemic: One World' course. On the left is a navigation menu with 'Home' (selected), 'Modules', and 'My Stories'. The main header reads 'StW: Pandemic: One World'. Below this is a welcome message in three languages: 'WELCOME!', '¡BIENVENIDO!', and 'أهلاً وسهلاً!'. A central image shows three diverse students looking at a device, with a blue overlay text that says 'Join our global community of storytellers.' Below the image, text explains the four modules and encourages participation with the hashtag #EverydayQuaranteens. At the bottom, four red buttons represent the modules: Module One (#EverydayQuaranteen) with a house icon, Module Two (#EverydayLocalCommunity) with a virus icon, Module Three (#EverydayGlobalOutbreak) with a network icon, and Module Four (#EverydayAction) with a hands icon. Each button has a partial title visible below it: 'We have a', 'In different parts of', 'Each local', and 'As this emergency'.

Home
Modules
My Stories

StW: Pandemic: One World

WELCOME! ¡BIENVENIDO! أهلاً وسهلاً!

Join our global community of storytellers.

Click below to begin your Student to World journey. There are four modules to explore. At the end of each module, you will create a personal story to share with other Student to World participants.

Get ready to Explore and Share your own story with peers around the world.

Get started with #EverydayQuaranteens and then continue to explore the following modules!

Module One:
#EverydayQuaranteen

We have a

Module Two:
#EverydayLocalCommunity

In different parts of

Module Three:
#EverydayGlobalOutbreak

Each local

Module Four:
#EverydayAction

As this emergency

Each module includes a Get Ready, Explore, and Share step.

1. The Get Ready step provides students with new information and the context necessary on a specific topic.
2. Then, the Explore step allows students to click through articles, videos, and stories from all over the world.
3. Once they're finished exploring, they can move onto the Share step, which provides a prompt for them to use to share their own story with their global peers.

GETTING STARTED

INTRODUCTION

The rest of this facilitator guide will introduce the content of each module for you to use with your student.



MODULE 1:

#EVERYDAYQUARANTEEN

OVERVIEW:

Students learn how young people around the world are altering their daily routines and share the changes to their lives due to the COVID-19 pandemic.

#EVERYDAYQUARANTEEN: GET READY

STAY HOME; STAY SAFE

Since November of 2019, the Coronavirus has wreaked havoc on the world. Some infected people have no symptoms. Others have mild to severe symptoms of COVID-19, the disease caused by this virus. Worldwide, hundreds of thousands have died. Because the virus is highly contagious and people carry it prior to showing symptoms or without ever having symptoms, it is impossible to prevent the rapid spread of this novel (in other words, new) virus without everyone doing their part. We have a responsibility to one another to alter our daily routines and keep ourselves and each other safe.



From large cities to small towns, people around the world are making changes in their daily lives in response to this pandemic. Most schools are closed and most hospitals are full. Messages from local and world leaders, however, have been inconsistent and at times confusing. Public health experts and people working on the front lines are asking everyone who can to please stay home.

The virus has spread from home to home, country to country, continent to continent. Most of our lives have been affected in some way by this virus. While many people are physically isolating themselves, the global nature of this pandemic has also brought people together. Communities have rallied in support of essential employees. People have created masks, donated meals, and demonstrated their gratitude to essential workers with regular, nightly applause.

STAY CONNECTED

While we are staying at home, there are many ways to stay connected and keep active. We are all in different situations: some of us are home with lots of siblings, some are with just one or two other people, and some are living alone. Some have a consistent internet connection and some do not. Some have private outdoor space and some do not. Some governments require individuals to stay in their homes unless they have written proof that they need to be in public, while others request people to simply do their best not to spread the virus.

Across the world, people are making sacrifices during this time. Many 2020 proms and graduations have been postponed indefinitely, if not outright canceled. School plays, concerts, and games did not happen. Many people have lost loved ones. You may personally know people who have become ill or even died. It can be hard to focus on schoolwork and other everyday activities in the midst of so much sudden change and uncertainty. It may feel like your life looks completely different than it did not too long ago.

You have been living through a dramatic and confusing historical moment and generations after yours will wonder what life was like during the COVID-19 pandemic. Future historians will want to understand how youth responded to these challenges around the world. Right now, you are the best expert on your own experience and your story is a vital piece of information, worthy of documentation.

Think about your routine today:

- How did you spend your time?
- How has your routine changed since the onset of the Coronavirus pandemic?

ASSIGNMENT 1: #EVERYDAYQUARANTEEN

ASSIGNMENT 1

Write a brief story that demonstrates an aspect of your daily routine during the COVID-19 Pandemic and compare it to your life before this global health crisis. Make sure to highlight anything that is new or different, for better or for worse, than your typical everyday life. How do you think other young peoples' lives have been impacted?

(Use the optional template below to write your story):

My name is: _____

I live in: _____

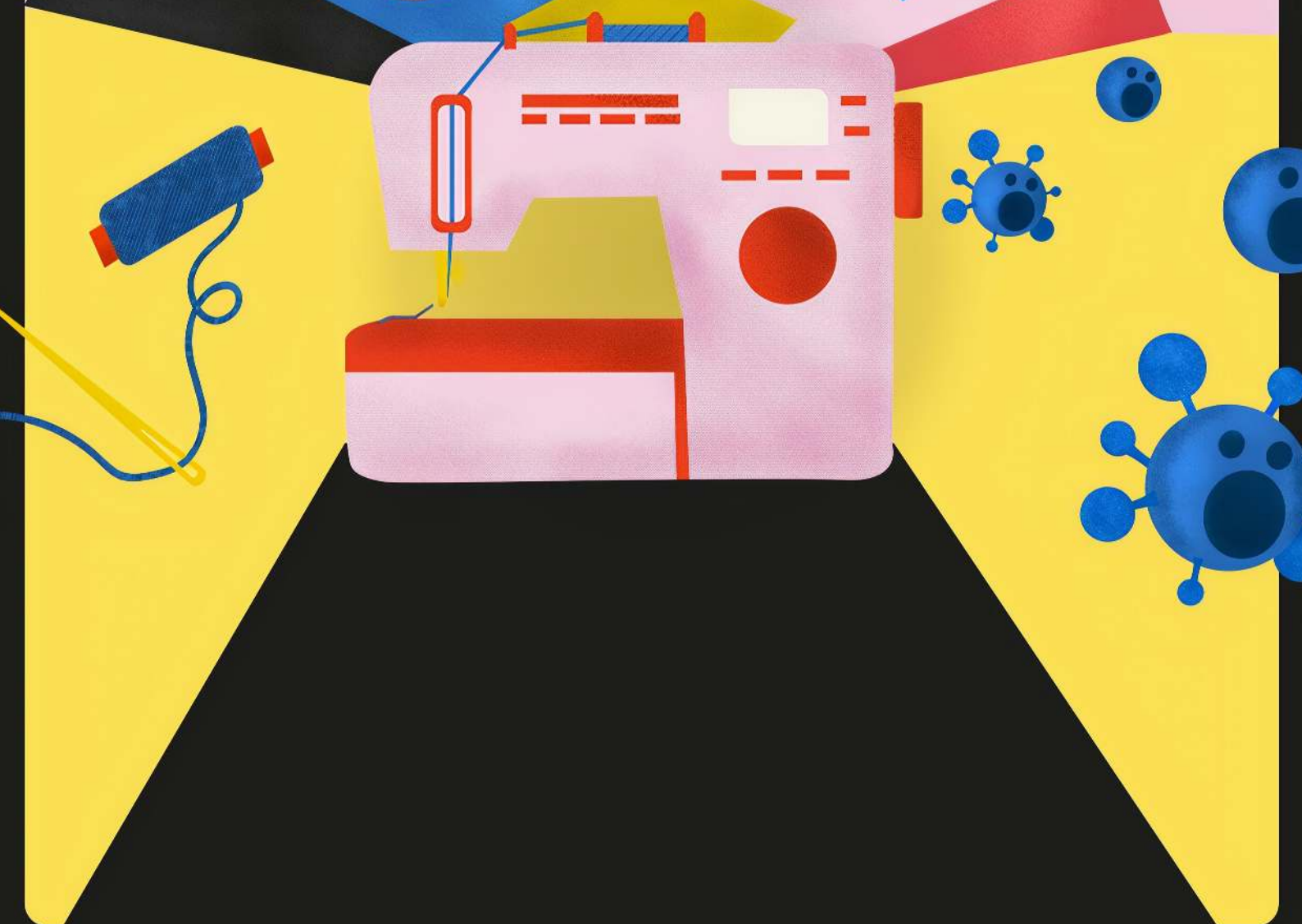
Before the COVID-19 pandemic, I used to:

But now, since the COVID-19 pandemic began, I do this instead:

MODULE 2 : #EVERYDAY LOCALCOMMUNITY

OVERVIEW:

Students learn how communities and officials all over the world have responded to the COVID-19 pandemic.



#EVERDAYLOCALCOMMUNITY

In different parts of the world, local communities are taking action to limit the spread of the Coronavirus. Some communities are uniting to keep everyone safe and celebrating the essential workers who risk their own health to benefit others.

Global demonstrations of gratitude for essential workers fill streets with cheers:



Each community is unique in its approach and challenges to containing this virus. In some countries, individuals must produce proof that they are required to leave their home to officials or else face fines or arrest. In other countries, government officials have requested that everyone stay inside but there are no legal consequences for going out and others are not placing any restrictions at all. Some people are eager for more individuals in their local communities to take this crisis seriously, while others want businesses to reopen quickly. Some regions that have opened up had to shut back down soon after.

Your local community is part of the global story on how people come together, or do not, when faced with a dangerous threat.

Meet Pelin Saitoglu, a Turkish student studying in Italy. Her video below tells her story of her the dangers of COVID-19 and the decisions she made because of those dangers.



Pelin's individual choice not to go home to Turkey to avoid spreading the virus from Italy shows how individual decisions can have large consequences on the spread of this virus between communities and countries. In the face of this virus, we all depend on each other for safety. Maintain safety precautions and taking this crisis seriously as an individual is as important as any local community or government policies.

What kinds of responses have you seen in your local community?

ASSIGNMENT 2:

#EVERYDAYLOCALCOMMUNITY

ASSIGNMENT 2

Tell the story of how your community responded to COVID-19 and share a photo that showcases how your local community is responding: show how your school is communicating with students, how local shops are functioning, or any other way that the community has changed the way it functions.

Use the following prompts below to frame your story:

- How did people in your community try to prevent the spread of the virus in your community?
- What kind of healthcare system does your community and country have?
- How did your local healthcare systems respond to the crisis?
- How were front-line workers protected when serving people affected by the disease caused by the COVID-19 virus?
- How did your community react to calls for social distancing?
- How did they react to the news from different parts of the world?
- How did your community approach personal protective gear, like covering their mouths and noses with scarves or masks when going outside?
- What regulations or recommendations did your local, regional or national government put in place?
- How did your community react to government regulations or recommendations?

(Use the optional template below to write your story):

My local community has responded to the COVID-19 pandemic by making the following changes:

1. _____

2. _____

3. _____

I feel _____ about these changes, because _____

MODULE 3 :

#EVERYDAY

GLOBALRESPONSE

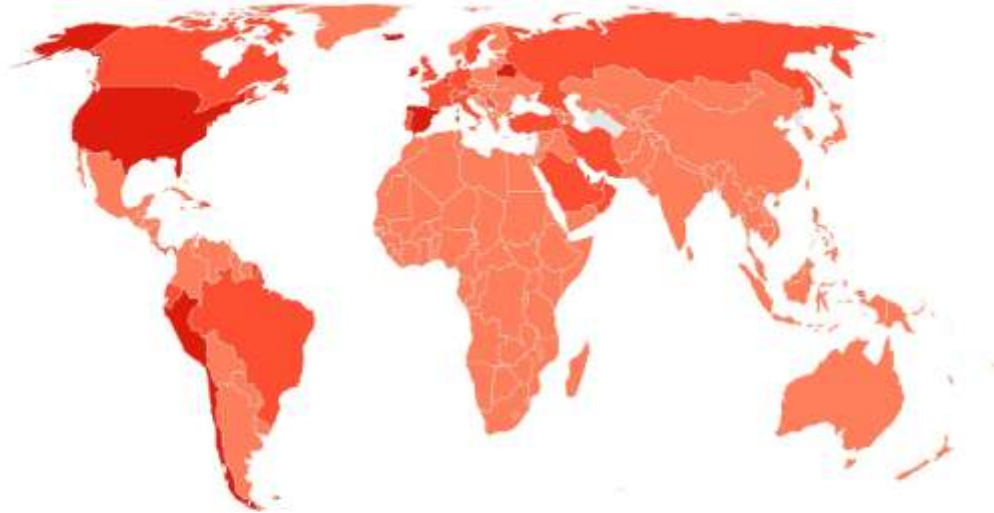
OVERVIEW:

Students learn how each community's response impacts the global reality of the COVID-19 pandemic and how each person's actions can impact the spread of the coronavirus.

#EVERYDAYGLOBALRESPONSE

Each local community's response to COVID-19 affects our shared global reality. The Coronavirus has traveled across the globe, passing between people as they moved through the world. The virus' invisible spread has now reached most countries worldwide.

You can use the map below to trace the spread of COVID-19 outbreaks over the past few weeks:



Tracking coronavirus' global spread

Since December, the virus has spread to nearly every continent and case numbers continue to rise



Usually, people who are feeling sick know to stay home so that they do not get other people sick. But with the Coronavirus, many infected people have either mild or no symptoms at all, or are contagious for many days before feeling any symptoms.

A single person with the Coronavirus could unknowingly infect many others and any infected individual can add to the global virus spread. Scientists are currently trying to figure out the coronavirus reproduction number or “Ro”. Ro is the abbreviated version of “R naught” which is a mathematical calculation for how contagious a disease is.

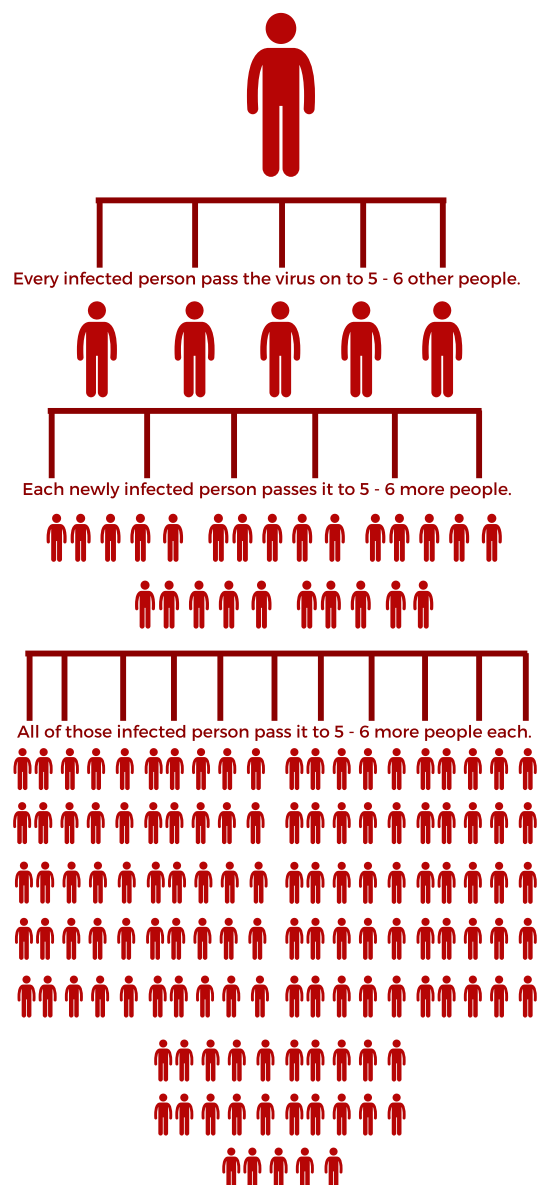
If a disease is highly infectious, meaning it is likely to infect anyone who comes into contact with it, it has a high Ro. If the disease is not likely to spread to others, it has a low Ro.

Measles, a virus that now has a vaccine, has a Ro of 12 – 18, which means that one person with the Measles is likely to infect 12-18 unvaccinated people on average. In contrast, the flu has a Ro of 2 – 3, which is reduced when enough people get annual flu shots.

As we learn more about the Coronavirus, scientists will continue to calculate its Ro as it relates to human behavior. Because so many people may carry the virus but not develop COVID-19 symptoms, it is almost impossible to determine how the virus is spreading and where patients are coming into contact with coronavirus without systematic testing and contract tracing. Both expanded testing availability and contact tracing will ultimately help scientists learn more, but that requires resources.

How contagious is COVID-19?

RO: ~ 5 - 6*
as of April 30, 2020



There is still so much we don't know. Scientists and medical professionals need time to find out everything they can about COVID-19 and its spread. At one point scientists estimated a , they are estimating that coronavirus has an RO of RO of 2.2 – 2.7, meaning that one person with COVID-19 could potentially give the virus to 2 – 3 people. With more information, that estimate climbed to about 5.7, meaning that same person could infect 5 – 6 people. The estimates have and will most likely continue to change as scientists learn more.

One thing that many medical professionals have asked us to do is to socially distance (which really means physically distance) ourselves from one another. Check out the video below to see an image of how that works in decreasing the spread of the virus.



Let's think about how our local communities, country and other nations all affect each other.

- How do your actions impact the lives of others?
- Why is it important to maintain caution while scientists discover more about the Coronavirus RO and other aspects of the COVID-19 disease?
- What could happen to you and your loved ones if you do not take precautions to stop the spread of COVID-19?

ASSIGNMENT 3: #EVERYDAYGLOBALRESPONSE

ASSIGNMENT 3

Tell two stories based on the decision of one person. In the first story, show how that person's behavior contributed to the global spread of COVID-19 and prevented scientists from getting an accurate R_0 calculation. In the second story, show how that person's behavior helped contain the virus and allowed for scientists to figure out its R_0 . Then, you'll recreate the R_0 graphic from above to illustrate what happens in the first story.

(Use the optional template below to write your story):

This is the story of (name). They have helped stop the spread of COVID-19 by doing this:

This is the story of (other name). They have not helped stop the spread of COVID-19 by doing this:

MODULE 4 :

#EVERYDAYACTION

OVERVIEW:

Students learn how their actions can impact their local communities and make long-lasting change in response to the COVID-19 pandemic.

#EVERYDAYACTION

As the health crisis of the pandemic continues and the number of those infected with COVID-19 rises, it can be difficult to know what you can do. A sense of helplessness and anxiety is normal during this time. It can be frustrating to see others responding to this crisis in ways that don't make sense to you. While individuals cannot control the actions of others, we can try to control the way we respond to this crisis. You can decide what your role during this crisis will be.

Below you can check out Lucy Purdy's article from the UK that lists 10 ways to help others during the Coronavirus outbreak.



10 ways to help others during the coronavirus outbreak

Stories of people emptying supermarket shelves and duelling over loo roll paint a bleak image of humanity during the Covid-19 outbreak. But beyond the sensational stories, most peopl...

- What are the ways that you can make a difference in the spread of this virus?
- How can you make time in quarantine less stressful for others?

Think of the most vulnerable members of your local and global communities. What can you do to help them be safe?

ASSIGNMENT 4: #EVERYDAYACTION

ASSIGNMENT 4

Making goals is an important part of taking action; without specific goals, it's easy to feel overwhelmed by the options in front of us. To make sure that you're designing a goal that you can really use, you'll create a SMARTIE goal.

Think of an action that you can take by designing a goal that you can achieve during this time. Then, you'll think of a slogan to represent your goal, write it down, and include a photo of your slogan with your SMARTIE goal.

(Use the optional template below to write your story):

I want to make a difference in my community by doing this: _____

Here is how I will measure my action: _____

I will complete my action by this date: _____

I think this action is important, because: _____

My slogan is: _____

CONGRATULATIONS! YOU HAVE COMPLETED STUDENT TO WORLD: PANDEMIC

By completing the Student To World: Pandemic curriculum, you join over 1,000,000 students and educators in over 60 countries on all 7 continents who have participated in Global Nomads Group programs. We welcome you to our community of curious and compassionate people who work together to address the world's most complex challenges.

We invite you to participate in other Global Nomads Group programs. Please stay in touch by following us on Facebook, Instagram and Twitter, by visiting our website at www.gng.org, and by telling your friends and colleagues about your experience.

STAY IN TOUCH



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Twitter: https://twitter.com/global_nomads

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