



**SOCIETY OF JESUS**  
**SECRETARIAT FOR EDUCATION (Secondary and Pre-secondary)**

Working Document  
November 2019

**Global Citizenship: An Ignatian Perspective**

<b>UAPs 2019-2029</b>	<b>JESEDU-Rio2017 Action Statement</b>
<b>1. To show the way to God through discernment and the Spiritual Exercises</b>	<b>A. The Experience of God</b>
<b>2. To walk with the poor, the outcasts of the world, those whose dignity has been violated, in a mission of reconciliation and justice.</b>	<b>C. Caring for Our Common Home: Reconciliation with God, Humanity and Creation</b> <b>D. Sent in a Global Network</b>
<b>3. To accompany young people in the creation of a hope-filled future</b>	<b>B. Tradition and Innovation</b>
<b>4. To collaborate in the care of our Common Home</b>	<b>C. Caring for Our Common Home: Reconciliation with God, Humanity and Creation</b>

The following table is a template with some suggested activities for each region, province, school or department to use as an example and guide that can then be applied and developed in ways relevant to one's own reality and needs.

UAPs 2019-2029	JESUDU-Rio217 Action Statement	Implementation Recommendation: Curricular	Implementation Recommendation: Co-Curricular <i>(to include institutional "whole school" activities that involve (almost) all stakeholders)</i>	Sharing with the Network
<b>1. To show the way to God through discernment and the Spiritual Exercises</b>	<b>A. The Experience of God</b>  <b>#1. Examen of Consciousness</b>  <b>#2. Interreligious Education</b>  <b>#3. Ignatian Spirituality and Discernment</b>	Global Citizenship Examen  Global Prayers  Celebrate, deepen and share students' own religion and cultures, sharing and recognizing similarities and differences (history, geography, religious education).  Develop a pilgrimage and/or module on saints from your region or country, share with the global network.  Celebrate the students and their cultures, religions and	Integrate the Global Citizenship Examen and Global Prayers into school events, meetings and gatherings.  Interreligious/Multi-cultural Week (focus on one's own religion and culture while sharing and learning of others: art, craft, holy books, literature, symbols, ceremonial and traditional clothes).  Storytelling from one's own and others' countries and religions carried out by teachers, parents and guests.	Participate in the various global competitions, i.e., art, essay writing, short film production, poetry writing, on Educate Magis.

		<p>identities. Create a common sense of belonging.</p> <p><a href="#"><u>Educate Magis 5 lesson plans to explore the intersection of values and religion, to learn about diversity, culture and communication through the lens of religion.</u></a></p> <p>Social Studies/ Communication Arts: Beginning with oneself, discuss how people from diverse cultural backgrounds perceive and react differently to issues and how these impact on global interactions</p> <p>Trade local folklore/stories with students of different nationalities.</p> <p>Promote interreligious understanding and dialogue through art and music by sharing one’s own stories and by listening, discussing, explaining and looking at</p>	<p>Professional development for faculty/staff to promote competence (combination of knowledge, skills, attitudes and values) in applied face-to-face, virtual or mediated encounters with self and with people of different cultural/religious background (PISA)</p> <ul style="list-style-type: none"> <li>• examine global issues and situations of local, global and cultural significance</li> <li>• understand and appreciate different perspectives and worldviews</li> <li>• establish positive interactions with people of different national, ethnic, religious, social or cultural backgrounds or gender</li> <li>• take constructive action toward sustainable development and collective well-being</li> </ul> <p>Club activities for students on interpersonal, presentational dialogue and discernment.</p>	
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		<p>pictures and texts and reflecting.</p> <p>Provide a safe space to discuss complex and controversial issues that are trending on media and/or are based on their own personal experiences.</p>	<p>Out of school visits to places of religious worship beginning with a deepening of knowledge of one's own.</p> <p>Hold an international student-made film festival (films collected through Educate Magis)</p>	

<p><b>2. To walk with the poor, the outcasts of the world, those whose dignity has been violated, in a mission of reconciliation and justice.</b></p> <p><b>4. To collaborate in the care of our Common Home</b></p>	<p><b>C. Caring for Our Common Home: Reconciliation with God, Humanity and Creation</b></p> <p><b>#8. Environmental and social policy</b></p> <p><b>#9. Education for and with the marginalized.</b></p> <p><b>D. Sent in a Global Network</b></p> <p><b>#12. Training for Global Citizenship.</b></p> <p><b>#13. Use of Educate Magis.</b></p>	<p>CLE/History: feature prominent historical figures (include Jesuit saints) who have championed the cause of the poor and the marginalized.</p> <p>CLE/Social Studies: discuss current issues of poverty, human rights, geo-politics, environment and how these are actually connected globally.</p> <p>Adopt <a href="#"><i>Healing Earth</i></a>, the free online environmental science textbook.</p> <p>Study development patterns in different regions, with a focus on links and interdependence between societies and economies, e.g., migration, global brands, technology.</p>	<p>Develop and provide Faith Formation programs for all stakeholders in the schools.</p> <p>Institutional (School Board and/or Executive Committee) - to review current strategic goals and evaluate (then improve) policies on inclusivity and support for the marginalized within the school</p> <p>Involve parents in the service-outreach programs of the school and in the accompanying processing activities</p>	<p>Organize through Educate Magis a letter-writing campaign on a current issue</p>
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<p><b>3. To accompany young people in the creation of a hope-filled future</b></p>	<p><b>B. Tradition and Innovation</b></p> <p><b>#4. Plan of Innovation</b></p> <p><b>#5. Structures and Roles</b></p> <p><b>#6. Parents and Families</b></p> <p><b>#7. Human Excellence</b></p>	<p>Develop parent-child subject related activities that will require an exchange of thoughts on justice, faith and care for the environment.</p> <p>Discuss how arguments or misunderstandings among siblings are handled in your family?</p> <p>Language, Literature, Social Studies: online dialogue/ exchange with students of other Jesuit schools regarding stereotypes.</p>	<p>Promote the growth mindset in all levels to empower students (through curricular and co-curricular efforts) to unleash their creative potential in becoming an agent of change that is true to our mission</p> <ul style="list-style-type: none"> <li>● review grading/ awards/rewards system</li> <li>● hold open-ended activities</li> <li>● develop campaigns that foster the virtues of creativity, openness, originality</li> <li>● examine traditional school policies on gender stereotypes, even dress code, etc.</li> </ul>	<p>Through Educate Magis, form internationally-composed teams that will propose solutions to real world problems.</p> <p>Hold a camp (something like the pre-World Youth Day gathering) per country or per region</p>
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For more materials on Global Citizenship from an Ignatian Perspective visit <https://www.educatemagis.org/global-citizenship-an-ignatian-perspective/>