

GLOBAL SCHOLARS

Global Scholars is a virtual exchange program that connects students ages 10 to 13 in cities around the world. Guided by their teachers, students participate in a project-based curriculum and engage with international peers in e-classroom discussion boards to learn how to solve a global problem.



The curriculum advances nine [student learning outcomes](#) developed by Global Cities, Inc., which are designed to prepare students to be globally competent adults. There are four global learning outcomes (appreciation for diversity, cultural understanding, global knowledge, global engagement), and five general learning outcomes that support growth in all academic subjects (digital literacy, language communication, self-efficacy, academic engagement, critical thinking). Each unit emphasizes a thematic group of indicators across these outcomes, supporting students' ongoing development of global competency.

Global Scholars, which is conducted in English, is operated by **Global Cities, Inc.**, a program of Bloomberg Philanthropies. Global Cities provides the curriculum, access to the password-protected e-classroom, and professional development for educators. **Schools** agree to provide access to devices with internet connection, two hours per week for Global Scholars activities, and an enthusiastic educator to lead activities and participate in required professional development.

There are no fees to participate. For more information, visit www.globalcities.org.

2024-25 Curriculum: Sustainable Cities

With more people living in cities than ever before, urban populations consume an increasing amount of food, water, energy, and other resources. Through the 2024-25 Global Scholars curriculum, students investigate the relationship between consumption and sustainability in cities. They propose sustainable solutions to consumption challenges in their cities and cities worldwide.



Unit 1: Introduction to Global Scholars

Students are oriented to the Global Scholars e-classroom and begin to develop global and digital citizenship skills. They exchange perspectives as they write their first discussion posts and reply to international peers. They create a video to introduce their class, school, cultures, and city, and share what it means to be a Global Scholar.



Unit 2: Everyday Consumption

Students document their daily consumption and analyze how their environment and culture affect their choices. They identify whether products are needs or wants, the resources used to make them, and how they can consume them more sustainably. Students create a photojournal to share creative ways to refuse, reduce, reuse, repair, and recycle.



Unit 3: Cities and Systems

Students learn that city systems produce and deliver goods and services, such as food, transportation, and energy. They research a local city system, identify its sustainability features, and reflect on its impacts on the environment. Students design a community guide to share what they learned and recommend ways to make the system more accessible and sustainable.



Unit 4: Sustainable World

Students research the benefits and challenges of global trade and its impact on people and the environment locally and globally. They study the relationship between global trade and climate change to understand how to make the most sustainable consumption choices available to them. Students conduct a survey to identify consumption issues in their community and recommend solutions.



Unit 5: Community Action Project

As a class, students design, implement, and document projects to promote responsible consumption in and around their city. They may redesign products to limit or eliminate waste, build a school compost system, or create a makerspace to repair and repurpose commonly discarded items. They collaborate with peers in cities around the world as they create solutions with their classmates in their local communities.