

الجائزة الدولية للمواطن العالمي | 国际全球公民奖  
**Premio Internacional de Ciudadano Global**  
*International* **GLOBAL CITIZEN'S AWARD**

# The International Global Citizen's Award in action



Understanding other  
cultures and outlooks



Personal Global Footprint



Influence and involvement  
with others



Recording and reflecting on  
change and development

The International Global Citizen's Award emerged as an idea in 2006, and a group of schools became the first centres to pilot the programme in 2007. Since then, the number of centres has increased, and there are now active centres in Africa, North and Central America, Europe and Asia.

The idea from the outset was that centres should make the Award programme their own, and it is individual centres – not some central authority – that actually decide which of their participants should receive the Award. (Distinctively, participants share in the decisions of which of their fellow participants should receive the Award – one of a number of ways in which participants play a real part in the operation of the Award in centres.)

The Award is being implemented in different schools and contexts in different ways, although all follow the same international outline and framework.

In May 2012, Award coordinators were invited to write short accounts of how the Award is implemented in their centre, and to share thoughts and perspectives.

These are those accounts. They have not been edited except in very minor ways.

This is how the Award is taking root on the ground, embracing some existing activities, while inspiring and giving shape to new actions and activities in schools. These are accounts of how educators in different continents and countries, and in different ways, are working with young people as they commit to take actions to become better global citizens.

Here are examples of how the IGC Award is implemented in....

Academia Británica Cuscatleca, El Salvador

Amman Baccalaureate School, Jordan

Bali International School, Indonesia

British International School, Budapest, Hungary

Christ the King Sixth Form College, United Kingdom

Collège Champittet, Switzerland

Discovery College, Hong Kong

Singapore International School Hong Kong, (Primary section)

Singapore International School, Mumbai, India

September 2012

With many thanks to the coordinators and participants in the centres for sharing their experiences.

**[www.globalcitizensaward.org](http://www.globalcitizensaward.org)**

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## **British International School, Budapest, Hungary**

### **Caroline Mawdesly IGC Award Leader and Year 2 teacher**

Very often in our school we take for granted that we are part of a global community. We are made up of so many different nationalities, traditions, cultures that it can almost become banal and we lose sight of its significance. Through this award, I feel we begin to look again at those aspects of globality – and are given an opportunity to look more carefully at it, to analyse exactly what that can mean for us and the opportunities it can bring.

Building a community is valued highly in our schools and sometimes this focus can become inward *and* exclude the reality beyond the (well-guarded) school gates – the dreaded ex-pat bubble. We have found the IGC a great route out into the community for our students; engaging in simple projects has introduced our teenagers, who think nothing of travelling across time zones to visit relatives, to experiences which are completely new and challenging for them even though they are round the corner.

For us this was a visit to a local church hall which hosts a breakfast club for children in the area who would otherwise go to school on an empty stomach. Although linked to the church the club is open to all irrespective of religious affiliation and as such was perfect for our students to get involved with. We went down before school once a week in small groups to help with practical work – making tea, setting the tables, clearing up. This was fantastic in terms of helping the children to see that in spite of language differences they can still play a part in the local community and feel involved. Some of the other volunteers spoke English as did some of the school children receiving breakfasts. One of the children involved, reflecting on the first experience commented, *“This was the best day of my life”*.

As is often the case with projects such as these there have been unexpected outcomes. The perception of the local people regarding our school and its students has positively changed. Even the staff of our school have been able to see new sides to our students. Some were most surprised to hear that these children had gone out of their way to get up early to put in a couple of hours work before 8.00 am. The project has also opened up other avenues to explore for the school to get involved with sports clubs linked to the association we are helping.

The students have gained confidence both in themselves and in their ability to make a difference and are starting to ask about other opportunities to help out in the community – watch this space!

## **Christ the King Sixth Form College, UK**

**Rebecca Crean**

### **How the award is implemented**

The students involved in the International Global Citizen's Award are a group of GCE A Level language students who are taking part in a specially devised programme called the International Graduate Programme across both our College sites in Lewisham, South East London and Sidcup, Kent. The students work on the Award during one lesson slot a week. Language staff act as mentors for the students taking part and the students who achieve the Bronze Award this year will mentor a new cohort of students in the coming academic year.

### **Examples of activities undertaken**

Students have been looking at a variety of issues including: media representation of a range of countries; the environment and its impact on trade and living conditions; charities and their international work; fair trade and working conditions; and many other topical, internationally focused issues. They have been working in the community by going to a partner secondary school to mentor lower school students in languages. As part of their work they have been reflecting on what they have learnt by creating blogs, interviewing each other and giving feedback to their mentor. Through the Award they are being given opportunities to look at issues which will make them more internationally aware while developing many skills which will be essential in their future careers.

### **Personal thoughts and reactions**

The Award has provided our students with the opportunity to develop their international awareness and receive external recognition for their work. The Award is structured so that there is flexibility in what the students can do. This is particularly appealing to sixth formers as each student can focus on areas of personal interest. The Award has proven well-suited to A level students as they can tie their Award work in with their academic subjects. For example, international trade is very popular with students studying A level Business. Working with language students has been particularly productive in our College as students are now more aware of the importance of language in global affairs and have additional knowledge which will enable them to work internationally or with an international focus.

### **Comments from students**

"I have a much wider and more enriched view of the world because of the International Graduate Programme. We have been able to research in pairs and have played games to raise our awareness of issues including sweat shops in other countries and the media's

effect on how a country is viewed. Overall, this is a really fun and interesting course and if you're doing languages I highly recommend it." David Palin

## Singapore International School, Mumbai, India

### Jasmine Madhani

It is a pleasure to share information and reflections on the programme, International Global Citizen's Award, from students and faculty at Singapore International School, Mumbai. This has given the school fraternity yet another opportunity to work with the students and help them widen their horizon in terms of understanding and interacting with people from different cultures, experiencing simulation of Model United Nations and staging plays that underscore the need to develop a global perspective. Our students took part in the annual and rather prestigious, Harvard MUN and China MUN, where students from Grade 8 through 11 visited US and China. During the course of their stay, they got an opportunity to understand the functioning of the United Nations as well as examine issues from the perspective of other countries. Besides, honing their leadership and oratorical skills, the experience enhanced their understanding of world affairs and provided insight into another culture, cuisine and society of US and China. Their learning was further consolidated when our school hosted its SISMUN and we had an opportunity to interact with different schools from across India, thus enabling us to perceive our national affairs in an international and global context. As one of students, Aryamaan Jalota observed, the experience helped them "to ponder on issues and come up reasonable and acceptable solutions".



Besides this, the physically demanding IAYP\* trips, undertaken by the age group 15 – 18 year olds helped them understand nature and build physical endurance. It also taught them the value of team spirit and view nature as an integral part of human life. One of the students Devika Gupta's reflection on the trip was truly inspiring. She noted that, "I was amazed to see how little we need to survive and being close to nature is so refreshing, harmonising". As an offshoot of this thought process we have now started to develop our in house butterfly garden and regular attempts tree plantation is zealously undertaken.

\* International Award for Young People

Teaching children hailing from a less privileged background (from the local schools), has also helped our students reflect on teaching and learning process while sensitising them to the needs and aspirations of this section of the society. One of the highlights of this year has been the staging of two in house productions, a play in English examining the ever changing, fluid identity of urban Indians and a play in Hindi probing the impact of globalisation on Indian society. The two productions modelled on modern theatrical norms, using minimal props and dual dialogues, were engaging and enriching for the students at SIS. It helped them form their opinions and evaluate them in an ever changing world.



This apart, the World Literature texts the students are exposed along with learning foreign languages has truly sensitised them to other cultures and societies, In fact, we celebrated this international mindedness in April this year, where students under the guidance of teachers put up performances, dance and skits on International Day, to show their understanding and appreciation of French and Spanish cultures in particular.



The school has decided to award students from age groups 13 to 19 year olds, who exemplify this international mindedness while being aware of our culture and practices. In order to maintain transparency for these awards, we devised a reflection sheet where students evaluated themselves under categories like Understanding other culture, personal global footprint and working with others, with some interesting insights from students. I feel this exercise has helped them in developing tolerance and appreciation towards other cultures and this is especially desirable in today's world as the world is increasingly interdependent.

## **The Academia Británica Cuscatleca, El Salvador**

**Judith Shorrocks, Walter Arevalo, Carmen Villalta**

### **Beginnings**

We began the IGC Award in 2007 as one of the pilot schools. At that time one teacher was in charge of managing students and activities and several other staff members became involved in activities as appropriate through the year.

Initial student interest was from the KS3 age group and the group met (and still does meet) every week after school to plan activities. There is no direct specific coverage of IGCA strands within the main school curriculum, although the school promotes many traits and values that are also part of IGCA's philosophy.

After 2 years with one teacher in charge, we settled for a model that seems to have worked well since. Two teachers share the full responsibility. One teacher looks after strands 1 and 4 and the other strands 2 and 3. Both are very involved in all aspects in reality, but the teacher for strands 2 and 3 takes a major role in the schools' recycling campaign "Reduce, Reuse and Recycle".

As Director of Studies, in the first couple of years, I was very involved in the award, and regularly engaged in conversations with participants and their reflections. In the last few years, the full responsibility has shifted to the IGCA Coordinators, as you would expect.

From the very beginning, teachers have received a small annual stipend for all the work involved throughout the year.

In the last 5 years we have awarded over 70 students with the bronze award, with numbers of awards each year growing as the programme becomes more established.

At the beginning of each year we invite interested secondary students to join us from all grades. IGCA International Baccalaureate (IB) students prepare a presentation for year group assemblies, explaining the main features and what is expected of participants.

### **Silver and Gold**

In principle, we always encourage any student who has the Bronze Award to go ahead for the Silver, but we do not offer a structure to do so as we expect this level to be self-motivating and self-directed. Having said that, we would offer full support to any student wanting to go further. However, we have found that students really want us to provide the structure and so never develop the strands far enough for us even to consider the Silver Award.

As a consequence, no student at the ABC has achieved the Award beyond the Bronze level. Having said that, we are very happy with things as they are, and feel that this is the right level of involvement for our students.

## **How the Award is implemented now**

This year we have 36 IGCA members, with 8 IB students acting as mentors for each strand (2 per strand). Most of the mentors have received the Bronze Award but are now involved because they want to be. Of course this does count towards their CAS commitment, which is an encouragement for the students.

They all meet, along with IGCA staff coordinators, after school each week for an hour to plan activities, write reflections etc. The IB mentors work with a strand each according to interest and they ensure that students are getting involved in activities, contributing to assemblies, reflecting as required etc. This is the planning and review slot each week.

Examples of activities undertaken by participants as part of the Awards programme

These are the large campaigns that we have worked on this year

1. Recycling Campaign in November: Assembly raising awareness and raising funds from materials collected
2. Earth Day Week in April: Assembly raising awareness and raising funds for turtle release project
3. Cultural Diversity Day in May: Assembly raising awareness, interviews with staff members who have had a cultural impact in their life and students experiences either with their own and other cultures.

This is a list of shorter activities that took place this year

- a collection of school supplies to support a local school
- a donation of food to HOPAC, a paralysis centre for children
- various tree-planting campaigns inside and outside the school
- a composting project
- planting and nurturing vegetable seeds
- a lunch time school cleaning campaign
- \$450 was raised in the recycling campaign and donated to an organization that administers a national park. This money was to sponsor the adoption of 15 hectares of the park for the maintenance of facilities and hire more park rangers.
- we watched a documentary on life in the Polynesian Islands
- we read the book "Underground Railroad to Canada" which talks about African slavery in the United States.
- we visited the Kimberly Clark recycling plant

- Students reflected on all the activities writing their evidence first in a Google document to be checked by mentors and then pasted into our blog. Also mentors make their own personal reflection in ManageBac, a commercial system for recording all relevant IB work.

Our Blog: <http://igcaabc.blogspot.com/>

### **IGCA Coordinators personal thoughts and reactions to the Award**

From our three year experience, we have seen how each year the commitment from the students and the overall school community has grown in their support towards each strand of the programme. Each activity has been planned by the students and has been supervised by us trying to give the best guidelines towards their leadership.

The advantage of having a day set for meeting after school is that we always have something different to set them and to make every session interesting.

The main challenge each year is to have committed IB student mentors who lead responsibly and consistently in order to motivate the other students involved in a committed and creative manner.

#### **In summary**

We are absolutely delighted with the way the IGCA has taken off in our school. For some time now, our larger school community knows what IGCA stands for and many students of all ages in Secondary are keen to get involved each year. Students know how much we value the programme and they want to participate.

To be honest, here at the ABC now, it is not the Award itself that is the prize. The students are proud to be involved and really enjoy the opportunities to lead and make a difference. They are not looking just for the Award, but instead they focus on a desire to change students and parents in their awareness of the world around them and the impact that they can have by thinking globally and acting locally. Our current model now really does allow for authentic leadership opportunities amongst IB students and the younger KS3 students.

The introduction of the Award by Boyd Roberts coincided in a very timely manner with educational awareness around the world as schools increasingly recognised that they have a huge responsibility to do so much more for their own community and for others. In one way the introduction of the IGCA may have helped precipitate that realisation for some of us.

#### **The importance of IGCA in my life - Mariela Gutierrez Grade 11**

IGCA is more than an extra-curricular for me. It has turned one of the building blocks of my life and who I am. I can't express the delight that I have by being part of a group that is making a change in the student community.

IGCA has taught me many valuable things that now, I understand, are essential in life. IGCA is one of the reasons now I am aware of global issues that are of great importance for being an informed, curious and a communicator citizen. I feel that it is my responsibility as an IGCA member to promote and motivate other people to be team players and to have an open mind.

I have also learned to persevere, especially when trying to influence other people. I learnt this with the cleaning campaign we had in lunchtimes in school for earth week. It is difficult to make students maintain our campus clean. This happens because of the lifestyle we have in our country, we are not used to recycle and keep our environment healthy. But I am glad that the IGCA is making its little contribution to change this. Like Jeremy Gilley said "If all of us do our bit then collectively we will make a major contribution". This is one of the things that the IGCA has taught me and that I am willing to promote to others and in every aspect of my life.

I feel fully committed to the IGCA right now. I am not only the leader of the Culture Strand but also I am setting an example for the students in the lower grades and that motivates me to work hard for the team. I am willing to continue to make the IGCA a group in school which is motivating the development of students and future generations.

I am almost saying goodbye to the IGCA in school because it is almost time for university. But all the values that the IGCA has taught me will help me to stand to my future life. I wouldn't be who I am if I wasn't an IGCA member. It won't be a bad idea to start an IGCA team at the university I attend to! I believe it is worth to promote this program because it makes us young people be more mature and have a holistic point of view of life which is essential for being a strong individual.

In the end, I would like to say that I can't be more thankful with the IGCA because now I am capable of turning around and watch out for my community's needs.

## **Discovery College, Hong Kong and Bali International School, Indonesia**

### **Peter Muir**

Peter introduced the IGC Award at the Bali International School, Indonesia, and after moving to Hong Kong has now started the Award at Discovery College, Hong Kong.

#### **How the Award is implemented**

First time I implemented the IGC Award it was an extra-curricular activity with regular weekly meetings. Students were able to 'use' what they did in timetabled 'Global Citizens Programme' sessions for the working with others aspect of the award.

At BIS in the 2nd year I tried to have a whole class do the programme as a part of the Global citizenship curriculum. Alas it did not really work for all. There were some who took it on thoroughly; there were a few who didn't see the point. I would not recommend running the award as compulsory for all students in a class – cover some aspects in the curriculum, then allow students to volunteer to do additional activities in their own time to complete the requirements of the award (see below).

This year at Discovery College I have a small group who meet every few weeks in addition to being involved in online discussions and creating their own website with reflections etc. There is no doubt there is room for improvements, but at the core the kids are getting involved in positive activities. The online method means less face to face meeting time - something we all need as there were many clashes with students participating in other activities at lunch and after school. I am in discussions with the Head of Humanities at the moment to align some parts IGC Award with curriculum units, so in essence all Year 9 students will cover parts of the award, then those who choose to can join a club to complete the additional components. I'm inclined to think that this is the best way as it will reduce time commitments for all concerned.

#### **Examples of activities undertaken as part of the Award programme**

Due to its flexible nature in which students can show achievement in the various requirements of the Award, students can be involved in a number of valuable learning experiences. I've had students vowing to avoid brands connected to sweatshops or products, students who have started a home vegetable garden, organize beach clean ups, monitor and reduce the water used by their family, create videos to develop awareness about certain global issues, create a food miles map and monitoring the distance of food they consume, organize a beach concert to spread awareness of environmental problems in the local population.

#### **Personal thoughts and reactions to the Award**

Teachers often aim to develop an understanding in their students of various local and global problems in the hope that students will then to act to address them. What I like about the IGC Award is that it challenges students by actually requiring them to take

action. They have to do something tangible and meaningful - the learning that students get out of this is very powerful. Students find themselves convincing their parents to buy environmentally friendly products, and find themselves in line at the cafeteria trying to persuade their peers not to buy bottle water or goods packaged unnecessarily in plastic. They actually develop a real sense of caring about these issues.

The IGC Award fosters an understanding of sustainability. I find it a moral obligation that schools develop a sense of environmental responsibility in its students in a way that leads to them taking action to minimize their impact on our natural environment. Implementing the IGC Award truly supports the aims of education for sustainability.

Like any programme that is additional to the curriculum, a major challenge is finding the time to implement it effectively. Not only for staff – but also students, as those who sign-up are generally those who are already very active in school activities. Ideally the school will see the value of offering the IGC Award to its students, and support staff, either financially or with time, to run the programme. This is idealistic, but many schools have mission statements/core values that are reflected by those of the IGC Award. If such schools are true to their aims, teachers should be supported to implement the award.

Additionally the IGC Award supports the development of international mindedness and a sense of caring – for others and the Earth. Its framework is also set up to allow for students to learn through inquiry and through experiential education.

For IB schools, one of the great things about the IGC Award is that it truly complements the core values and mission statement of the International Baccalaureate.

### **Examples of reflections by participants on their participation**

*Lachlan Manser*, Bali International School (on an activity aimed at fund raising to pay for schooling for local children living in poverty): "It has really opened my eyes to how bad the conditions in which these children live in. We are attempting to break poverty so that they can get a decent job so that their kids can go to school. It was a very fulfilling experience and made us all feel good to know that we were making someone's life better."

*Sierra Zimmerman*, Bali International School: "I believe that this project (exploring another's culture) has helped me grow into a different person. I think that learning about the different cultures is very beneficial. Once you learn and understand a new culture that has different customs and ideas. I think that you learn to be more accepting and open-minded."

*Margaux Gjurasic*, Discovery College: "Understanding other people from other cultures is very important because it is important to be open minded. By understanding other cultures and people, we are more sensitive to their belief and philosophy ... . and it is important to live all together on our planet. Furthermore, it makes you more knowledgeable and again will help me not to judge by the first look."

*Cameron Smith* – Discovery College. Of understanding others – ‘Doing this has opened my eyes about other people’

## **Singapore International School (Hong Kong) (Primary Section), Hong Kong**

**Joanna Phan**

### **How the Award is implemented**

We started IGCA in the school in Academic Year 2010 – 2011. We wanted the students to have a feel of how things will be like when they work on CAS during their IB Diploma programme. We have about 100 to 110 Primary 6 (age 12 years) students each year. As part of the school's curriculum, they have lessons on Social Studies. Social Studies exposes the students to the different cultures in South East Asia. For IGCA, we value-added to the programme. The students also have a Chinese Immersion trip to Taiwan each year so, in addition to learning the standard things in Social Studies, we have also included an emailing project with the students of the schools they will visit in Taiwan during the trip. This helps them learn about the people and culture of Taiwan. For Science, they also have a go at organic planting and selling the plants at the school fair to raise money. All reflection is done online in Think Quest and these reflections will follow them through in secondary school. The whole P6 cohort was strongly encouraged to participate in IGCA and the take up has been very good. Approximately 85% to 90% participated since we started. Those that chose not to were mainly the ones who knew they would leave the school some time during the academic year.

### **Examples of activities undertaken by participants**

Linking up with the students from Taiwan via email.

Planting and selling organic plants.

Reflections done by students were shared with the class during curriculum time.

### **Personal thoughts and reactions to the Award**

Challenges – Linking up with the students in Taiwan to set up emailing opportunities for students.

Benefits – Gives students a greater sense of responsibility when embarking on their projects.

### **Comments from students about the IGC Award**

1) The award is meaningful.

2) I understand the term 'Carbon Footprint' now.

3) Everyone can get this award as long as they show effort in the completion of the projects. In this way, I am not stressed over the projects.

### **Examples of reflections by participants on their participation**

*Wallace Wong:* I have learnt a lot from this Epal Project. We learnt about different cultures and how differently people do things. Although some practices that other people from other cultures do is 'disturbing' to us, to them, it is part of their culture and it is very normal to do that. We should respect other cultures and not just say it is 'strange'. We must respect their cultures first, then other people will respect us.

*Jessica Tang:* I think having an epal is an exciting experience for me. It allows me to understand culture and improve my skills to relate with other people. This project let us understand more of other cultures and let us make new friends from foreign places.

*Melody Chan:* I hope to see my epal in the future when I go to Taiwan or when she visits me here. Hopefully we have more in common and get to meet each other and get to know her and her culture better although I already know a lot...compared to me. I hope that there will be a second Taiwan trip so that I can see more of Taiwan and all of my friends there. This epal communication has also helped me with my communication skills with foreign people!

*Rachel Ng:* From this project, I learnt more about Taiwanese students' school life and more about their city. The fact that we get to email each other is very difficult because sometimes, they might not email back, but we should not criticize them at all. I wish that I can stay in Taiwan and see my E pal face to face.

*Ryan Lee:* I feel that this project has enabled us to communicate with people from a different culture, to help us to learn their culture, and to let them learn our culture. At first, I sent my email quite a lot of times, and he did not reply. I was quite worried, as I was going to Taiwan, and my buddy still did not reply.

I later tried to trade emails with my Kang Qiao buddy, but he did not reply too! So, in the end, I just called him over the phone and asked him for more information.

## **Amman Baccalaureate School**

### **Abdel Razzaq Al Hajjar**

formerly IGC Award coordinator at ABS, and now consultant at Wings of Hope Society, Jordan

We at ABS have taken the initiative of integrating CAS (Creativity, Action, Service – part of the International Baccalaureate Diploma Programme) with the El-Hassan Youth Award “HYA”\* with the International Global Citizen’s Award “IGC Award” since they have similar objectives. The three programmes aspire to the development of the student’s character so that he/she becomes beneficial to society and globe. In addition they promote a sense of belonging - nationalism as well as opening the horizons of internationalism - and the ability of communicating and reflecting. They are considered self-challenging programs as you’re only main competition is one’s ability to surpass his or her own prejudices and expectations.

It is my personal view that the CAS & HYA & IGC Award Programme together are a representation of the ultimate marriage between traditional education and extra-curricular activities. Through various forms of volunteer work, students become capable of appreciating their environment and taking that very appreciation to a whole new level whereby students become more aware of their cultural identity and International understanding. To fully comprehend the CAS & HYA & IGC Award Programme one must first grasp the fact that one of the integral elements of the programme is its non-compulsory nature as the students have had shown enthusiasm towards the programme thus creating an environment through which programme is regarded as a completely magnanimous enterprise. The volunteer aspect of the programme helps evolve a sense of responsibility, which in turn develops good International Global Citizen.

The chance to do humanitarian work provides the students with a platform upon which they are able to demonstrate pragmatic skills learnt in school in order to benefit the community in a very hands-on approach. The CAS & HYA & IGC Award Programme also provides the students with a conduit through which they are able to relate to various levels of Jordanian society henceforth re-enforcing their sense of belonging. In addition students are exposed to the various inequities, which are deposed upon certain individuals and by doing so they are in a position to help these people. In addition the programme also helps to develop the international understanding and enable the students to function in an international globalized society.

The programme is an excellent embodiment of the ideals held by the school and is a stage upon which the students develop good character as well as a general appreciation of what life really has to offer.

\* Jordan’s Award for young people, inspired by the Duke of Edinburgh’s Award

## **Reflections from students**

*Tamara Khouri:* "The award has reinforced my awareness towards my community through the projects and activities which I have taken part in, and participating in the award's programme has reflected on me positively; as in the Habitat for Humanity we have built houses for the poor or repaired them, this has opened my eyes to my surroundings and the importance of aiding other people by using the ability that I have been given to help those that are less fortunate. Being introduced to other cultures and communities changed my views and my priorities, and has reflected on me positively; after organizing and initiating events and acting as an initiative member of all school charity initiatives, I feel I have been able to inspire many to do the same and choose the path of discomfort and knowledge over the path of ease. The award experience has tremendously added to my character and development in communicating with people, and debating in international conferences."

*Hala Siraj:* There are several aspects of this award that I feel need to be emphasized so that the extent of its influence on our lives can be appreciated. First and foremost, the "Service" was probably one of the most profound experiences I've ever been through. From building classes from dust (literally) in Tanzania, to painting and decorating schools in East Amman, to making teaching aids for children in government schools, I cannot begin to explain the effect that these activities have had on me. I am now a person able to relate to people from all walks of life, sharing knowledge and experience with anyone and everyone. Language no longer forms any barrier to my communication. From this aspect of the award, I was able to learn what it feels like to give back to society. I was able to appreciate the immense feeling of pleasure one gets when making a difference in someone else's life. I was able to understand how one small gesture, however deemed insignificant, can put a smile on the face of a child who has long forgotten what it feels like to have something to smile about.

*Laila Halabi:* I am now able to work as part of a team, which has helped me become more understanding, mature, and capable of making decisions that do not conflict with the interests of other people. The team spirit I have come to acquire has enabled me to find an extended family in my teammates, and love them as much as I would love my real family. It has also taught me to see the general interest of my team and place it before my own personal interest.

*Hikmat Mihyar :* The activities that we took part in did a lot to strengthen our endurance, family spirit, and character. We are now able to stand in the face of any challenge we are put against. We know what it feels like to save our water throughout the entire journey, cherishing every drop, and then open our bags in the middle of the trip to find that the contents of the bottle have long since evaporated. We now know what it feels like to be parched, starving, and keep on going knowing that the only source of food water we have will only be available when we arrive. And finally, we know what it feels like to share the last remaining drop of water, or morsel of food, just so that my friends would not remain hungry while I calm my own hunger.

**Examples of activities undertaken as part of the combined programmes for CAS, El Hassan Youth Award and IGC Award**

<ul style="list-style-type: none"> <li>◆ Al Ashrafia</li> <li>◆ Wadi Al Sir</li> <li>◆ Child Care</li> <li>◆ SOS</li> </ul>	<p>Helping orphans at ----- by helping the less fortunate to cope with their life by organizing various activities for them, teaching them, and providing them with some basic necessities. The students also got a chance to help repair things in the center that needed fixing. Of course, along with these activities, the students also assist the social workers in teaching them.</p>
<ul style="list-style-type: none"> <li>◆ Al Raja’ Center for Mentally Challenged</li> <li>◆ National Center for Mentally Challenged</li> </ul>	<p>Participated in ----- by helping the less fortunate to cope with their life by organizing various activities for them, and providing them with some basic necessities. The aim was to provide students with first hand experience, and expose them to the problems faced by both disabled people and those who care for them. The activity was arranged with the National Center for the Mentally Challenged and with the help of board members of the National Association for the Rehabilitation of the Mentally Challenged. The students also got a chance to help repair things in the center that needed fixing. Of course, along with these activities, the students also assist the social workers in teaching the children at the center.</p>
<p><b>MUN Activity</b></p>	<p>Model United Nations and Human Rights Activity. In this activity the students study the structure, organization and working of the United Nations. They examine the issues being currently debated in the various forums of the UN and pursue these issues by role-playing as representatives of countries involved. Skills developed include research, diplomacy and debate. The goal of the activity is that the students not only gain knowledge of the UN and the issues involved but also become more aware of the realities of international relations. This will help them prepare for life in the modern world as they learn to compromise and prioritize their options. The MUN is not a competitive event: there are, hopefully, no winners or losers. The aim is to arrive at solutions to the world’s problems that are acceptable to the large majority of the world’s nations.</p>
<p><b>Play Stage Management Crew</b></p>	<p>A member of the Stage Management Crew in the remarkable Play “-----” which was entirely directed and produced by Senior School Students. Cast members responsibly came to three months of hard work. The results of their efforts came from the community in the form of outstanding praise and support.</p>
<p><b>Training Expedition</b></p>	<p>Participated in the annual El Hassan Youth Award Silver Level Award Preliminary Training Expedition for Grade Nine in Wadi Rum. During the four-day expedition, the pupils were involved in a 45-kilometers march, along with abseiling, a night exercise, and learning basic survival skills.</p>
<p><b>Qualifying Expedition</b></p>	<p>Participated in the annual HYA Silver Level Award Qualifying Expedition in Grade Eleven. During the five-day expedition, students were involved in a 78- kilometers march, along with abseiling, a night exercise, and learning basic survival skills.</p>
<p><b>Manufacturing Materials for the Disabled</b></p>	<p>Manufacturing Materials for the Disabled Program. Students use catalogues from overseas which contain instructions on how to build materials for disabled children. These include games and special equipment that are not available in Jordan and which help the handicapped in their physiotherapy program. All of the work is done at school, where the students learn various carpentry skills.</p>

<b>King Hussein Memorial Annual Charity Tournament</b>	Participated in the King Hussein ----- Annual Charity Basketball & Volleyball Tournament to raise funds for Al Hussein Society for Habilitation and Rehabilitation the Physically Challenged.
<b>Iftar and entertainment during the Holy Month of Ramadan</b>	A member of the entertainment committee, which supervised an Iftar and entertainment during the Holy Month of Ramadan for 216 orphans from seven different centers held at ABS, under the Patronage of HRH Princess Sumaya Bint El Hassan, which was organized by the PTA (Parents Teacher Association), incorporation with the Student Council and the CAS Committee.
<b>Global Young Leaders Conference</b>	<p>Attended the Global Young Leaders Conference in New York and Washington D.C. The conference involves the elite students from schools all over the World. The conference prepares those students for becoming leaders of the World. This includes speeches from very influential people (Ex. Ted Turner). It also teaches them on how to deal with dilemmas faced by such unique people assuming important and influential positions.</p> <p>In the conference, students learn about leadership qualities and the way to be diplomatic. Debates take place on formal basis, where discussions of various topics may be the main concern. The students also learned about the structure, organization and working of the United Nations. They pursued several UN simulations, where role-playing as representatives of different countries take place. The issues discussed are currently debated in the different forms of the UN. The conference started in Washington D.C and ended in New York. Educational and historical trips around these regions took place. The students were lucky to attend different lectures from Diplomats and other officials, including: the Vice President of MTV talking about the effect of globalization on the business, the Secretary of the State of Department explaining how they function, as well as other significant officials from embassies and UN. In New York, the students were fortunate enough to hold a Global Summit, where issues of the environment, politics, economics and human rights were debated.</p>
<b>First Aid</b>	Attending workshops on learning all the basic techniques of First Aid. Rudimentary First Aid skills are taught and practiced so at the end of these courses graduate students are fully able to treat many unfortunate accidents which may occur.
<b>Reading For The Blind</b>	Reading For The Blind. In this project, students recorded their voices on tapes as they read books and stories. These tapes are sent to The Regional Center for Rehabilitation of the Blind Girls in Jordan and Al Dia' Center for Visually Impaired Children.
<b>CAS Committee</b>	A member of the CAS Committee, which consists of a group of students who are responsible for organizing various CAS activities. The students also do some secretarial work such as filing and categorizing. CAS Committee members are responsible for activities like lotteries and charity walks; have to ensure that the information is distributed to all students, and that a record is kept of all students who were involved in the activities. These students get so involved in the 'ins-and-outs' of CAS, and get such a good overview of the whole program, that it would be possible for anyone of them to run the system quite smoothly.
<b>Tanzania International Students CAS Camp</b>	Participated in Tanzania International Students CAS Camp and Climbing Kilimanjaro "EYA Gold Expedition". The first week of the CAS camp was spent working at the Mkombozi Centre for Street Children, where students carried out

	<p>hard labor. Working side by side with the children from the center, they constructed three huts that are to be used as classrooms. Each nicely painted, colorful, with its own design. The place looked a lot more cheerful, friendly and welcoming. The students also gave lessons to the kids where they were able to communicate with them and introduce them to new and exciting ideas. They taught them about computers, an Arabic song, and presented a show with the children during the farewell party. The students formed a long lasting bond with the children who were thankful for all their efforts, and were deeply touched at their departure. Finally the students had a new challenge awaiting them. The Kilimanjaro, which is the highest mountain in Africa. It started out very smooth and enjoyable the first 2 days. As they continued on the challenge they faced was greater. Strenuous walking, hunger and sleep deprivation was something they grew accustomed to, and learned to live with, and dealt with extremely well. The students' qualities surfaced when some students needed help, as they offered to carry each other's sacks, and physically support each other. Despite all their tiredness, their team spirit shone brightly. When they reached the top, all hardships were forgotten for a breath taking moment, when all students were deeply content by their accomplishments. The walk down was marginally more pleasant than the walk up. By the end the student felt a great sense of pride and accomplishment. The whole trip was ended with a sense of accomplishment and triumph. The students have grown and matured greatly, and learned so much from this unforgettable experience.</p>
<p><b>Global Children's Organization camp</b></p>	<p>Participation in Global Children's Organization camp in Galway Ireland. The student worked as a volunteer/counselor, helping war traumatized children regain a sense of normalcy. They learned to put aside their differences and be kids. Children from the age of 5-10 years were brought from Northern Ireland, coming from different religious and political backgrounds. Many activities were arranged for the children, including sports, art, and music. Through these activities, the children were given the right to express their opinion about the current situation in their region. At the end, they realized that no matter how they differ in their backgrounds, they are just kids that have the right to play.</p>