

AN INVITATION

Grades: 3-5; 6-8; Variations for 9-12

Suitable for Subjects: Language Arts, Social Sciences, World Languages, Arts, Social-Emotional Learning, DEI (Diversity, Equity & Inclusion)

Global Competence Objective^{1,2}: Cultivate a disposition toward respectful dialog; communicating ideas effectively with diverse audiences and appropriately across differences – listening generously and sharing courageously.

OVERVIEW

This activity asks students to create an invitation – for a person that appears in a MOMENT photograph – to visit where the student lives and goes to school. The invitation is supposed to be both compelling and appropriate for the person receiving it.

OTHER LEARNING OBJECTIVES

Students will:

- Practice "reading" images for a variety of contextual cues and meanings
- Practice creative writing and persuasive communication

ACTIVITIES³

1. Introduce students to the importance of communicating appropriately to different audiences (e.g., presenting in English when everyone in a room speaks only Portuguese might not work very well).
2. Instruct students to select a person from an image in MOMENT that they would like to invite to visit their city, school, neighborhood and even their home.
3. Have students reflect on why they selected the person that they did.
 - *Why might this person be interested in seeing/experiencing where you live?*
 - *What might they be excited to see?*
 - *What might you be excited to share about your life and surroundings?*
 - *What do you think could be gained from that experience?*
4. Using the preliminary reflections, have students (individually or in groups) create an invitation for the chosen person to travel and come visit them. Allow room for creativity (e.g. video invitation, letter in a different world language, slideshow, infographic, etc.) and consider the following prompts in preparation:
 - *What might they be interested in learning? Why?*
 - *What would be most important for you to share? Why?*
 - *What might they be concerned about and how might you and your team, family, class, or school mitigate those concerns?*

- *What might you be concerned about? And how might you find a way to mitigate your/your community's concerns?*
 - *What might be the best language and tone to use so that person best understands what you intend to communicate?*
5. Share some examples with other students and discuss:
- *What additional information would you like to have in order to know whether this is a good idea or not? How might you source that information?*
 - *How might you be able to make such an invitation possible?*

VARIATIONS¹

For older students grades 7-12:

1. In collaboration with other peers (i.e. a larger group) have students create a local guide for foreign students in general or for the invited visitor from MOMENT. It should include local customs, cultures, and norms. It should also include an age-appropriate guide to “having fun” locally.
 - In addition, create an explanatory guide for local students on how to better communicate with foreign students in general, or, the guest selected for the invitation exercise.
2. Create the invitation in a world language being studied as a foreign/second language.

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1. Boix Mansilla, V. & Jackson A. (2011). *Educating for Global Competence: Preparing our Youth to Engage the World*. CCSSO-Asia Society. Available at: <http://asiasociety.org/files/book-globalcompetence.pdf>
2. Boix Mansilla, V *An IdGlobal Bundle to Foster Global Thinking Dispositions Through Global Thinking Routines*. Project Zero, Harvard Graduate School of Education. Available at: <http://www.pz.harvard.edu/resources/global-thinking>
3. This activity incorporates an adaptation of “Compass Points” A Thinking Routine from Project Zero, Harvard Graduate School of Education