**Global Citizen Story (GCS):**

**Description:** The purpose of this exercise is to allow students to really understand and empathize with a person in another country who is facing a serious challenge, as well as with the person’s circumstances. The exercise consists of a **5-minute monologue**, delivered in the first person singular, about the life and challenges of an imaginary person who lives overseas. The activity includes a write-up of the story in **no more than 1,000 words**. The person featured in the story has to be from a different culture from the student’s in order to develop the student’s intercultural skills.

**Preparation:** Before starting to work on the exercise, each student picks a country (which is the same country featured in the Country presentation assignment). The student researches the country and its cultures. Then the student will imagine the character and select a culture from the country. This will be the culture of the character. It is important to note that although the character is an imaginary person, the circumstances of that character are real. They are based on the student’s research. All stories must be built around a challenge (or conflict) that the character is facing.

**Presentation:** The story will be told to the class in the first person. By embodying their characters, students are expected to acquire a deep understanding of the characters’ circumstances. The higher the stakes are for the characters, the more interesting the presentation will be. During the presentation, it must be clear who the character is, what her/his circumstances are (including the challenge or conflict), what she/he wants, what her/his relationships are, what the big obstacles in achieving the character’s objectives are, and what the character does to achieve what she/he wants. If possible, stories should be learned and told to the class without reading.

**Assessment:** The activity will be assessed based on three criteria: (a) Level of cognitive empathy: thorough understanding of the character as well as the character’s goals and actions (50%), (b) Level of research: as evidenced by a thorough development of the character’s circumstances, relationships and obstacles (25%), and (c) clear written and oral presentation (25%).