

course overview

# GLOBAL PERSPECTIVES

A close-up, slightly angled view of a globe focusing on the Indian subcontinent and surrounding regions. The map is color-coded by country, with India in yellow, Pakistan in orange, and Bangladesh in red. Other visible countries include Afghanistan, Iran, and parts of China and Southeast Asia. Major cities like New Delhi, Mumbai, Karachi, and Dhaka are labeled. The ocean is a deep blue. The text 'GLOBAL PERSPECTIVES' is superimposed in large, bold, white capital letters across the center of the globe.

# GLOBAL CITIZENSHIP:

## course description

Global Perspectives seeks to create global citizens who take action toward creating a more just and sustainable future. Guided by the Universal Apostolic Preferences, the course will use contemporary world literature to examine issues of global significance such as education, poverty, peace and justice, migration, and climate change. In addition to reading novels, students will watch films, conduct research, and implement individual and group projects on global topics of choice. Through virtual exchanges and other activities, students will gain a deeper awareness of the international network of Jesuit schools and will consider their role in carrying out its global mission.

# GLOBAL CITIZENSHIP:

## an Ignatian definition

**“Global Citizens are those who continuously seek to deepen their awareness of their place and responsibility in an increasingly interconnected world, both locally and globally; those who stand in solidarity with others in the pursuit of a sustainable earth and a more humane world as true companions in the mission of reconciliation and justice.”**





# UNIVERSAL APOSTOLIC PREFERENCES

2019-2029



## Showing the way to God

Show the way to God  
through the Spiritual  
Exercises and  
discernment



## Walking with the Excluded

Walk with the poor, the  
outcasts of the world,  
those whose dignity has  
been violated, in a  
mission of reconciliation  
and justice



## Journeying with Youth

Accompany young  
people in the creation of  
a hope-filled future



## Caring for our Common Home

Collaborate, with Gospel  
depth, for the protection  
and renewal of  
God's Creation

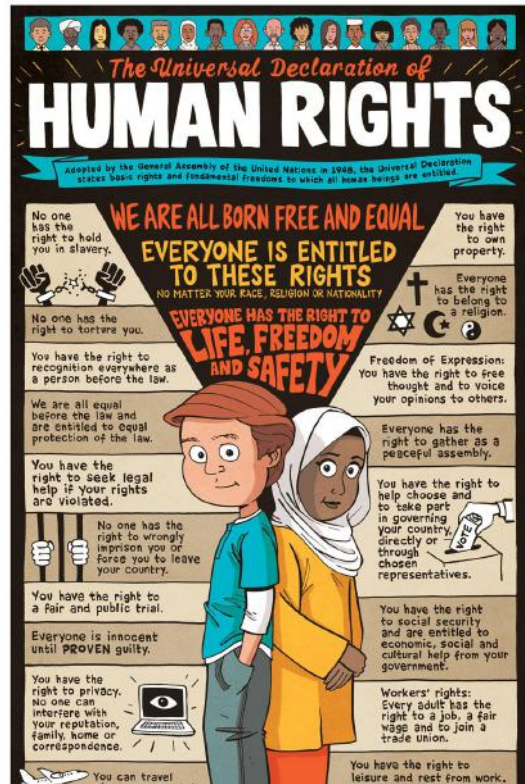
# SUSTAINABLE DEVELOPMENT GOALS

2015-2030



# HUMAN RIGHTS

## The Universal Declaration of Human Rights



“Human dignity is the same for all human beings: when I trample on the dignity of another, I am trampling on my own.”

-Pope Francis



Prayer &  
Discernment

**SHOWING THE WAY TO GOD**



# SHOWING THE WAY TO GOD

## Prayer & Discernment



A global project Inspired by Ignatius  
*Co-creating with Christ*

**Essential Question:**  
What is God calling me to  
do for the world?

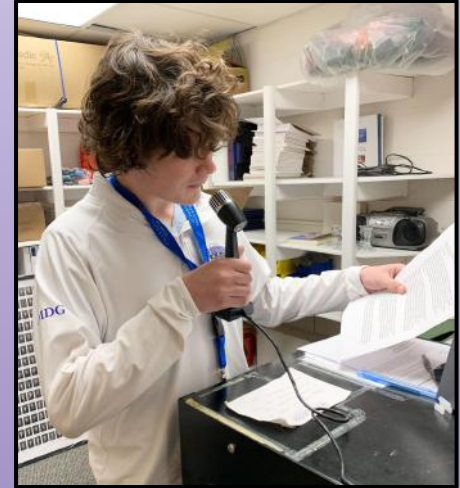


educate magis

Ignatius

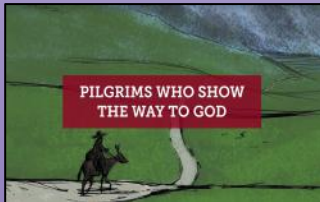


**Student-  
created  
examen on a  
UAP/SDG  
shared with  
school  
community**

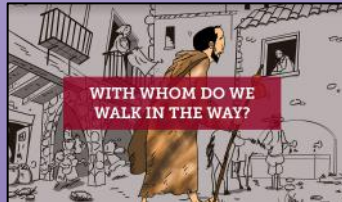


**UAP-themed  
prayers**

**PILGRIMS WHO SHOW  
THE WAY TO GOD**



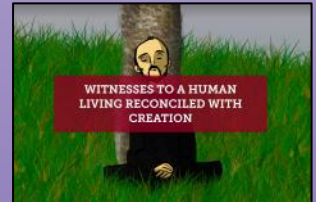
**WITH WHOM DO WE  
WALK IN THE WAY?**



**PROCLAIMERS OF HOPE,  
LOOKING AT THE  
FUTURE**



**WITNESSES TO A HUMAN  
LIVING RECONCILED WITH  
CREATION**





Quality Education  
Peace & Justice

# WALKING WITH THE EXCLUDED



# WALKING WITH THE EXCLUDED

SDG 4 - Quality Education ❖ SDG 16 - Peace & Justice

#1 NATIONAL BESTSELLER

a long  
way gone

Memoirs of a  
Boy Soldier

ishmael  
beah



"Everyone in the world should read this book . . . We should read it to learn about the world and about what it means to be human." —Carelyn See, *The Washington Post*

A twelve-year-old boy is forced to become a child soldier when civil war erupts in Sierra Leone.

EQ: What are the conditions which prevent and disrupt the education of children around the world?

A PROMISE TO  
EDUCATION



La Silla Roja 2021

St. Xavier High School



A lush green forest scene with a stream and reflections. The water in the stream is calm, reflecting the surrounding greenery. The foliage is dense and vibrant, with various shades of green. The overall atmosphere is serene and natural.

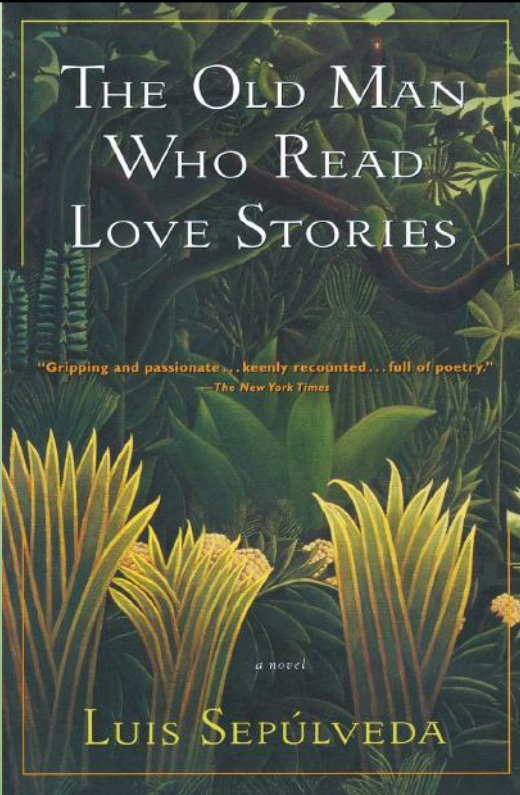
Climate Action  
Life on Land

**CARING FOR OUR COMMON HOME**



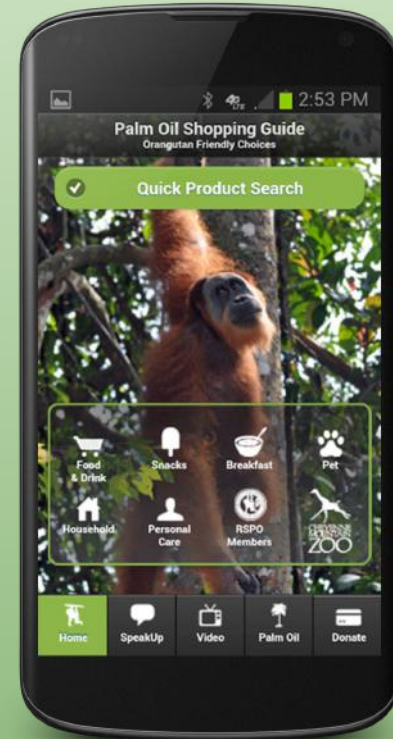
# CARING FOR OUR COMMON HOME

## SDG 13 - Climate Action ❖ SDG 15 - Life on Land



Deep in the Ecuadoran jungle, a man sits at the crossroads of culture and conflict. Tourists and opportunists threaten the health and survival of the Amazon rainforest and its indigenous people, and the man's principles are challenged.

**EQ: Why are the earth's rainforests so critical to the health and future of the planet?**



Gender Equality

# WALKING WITH THE EXCLUDED





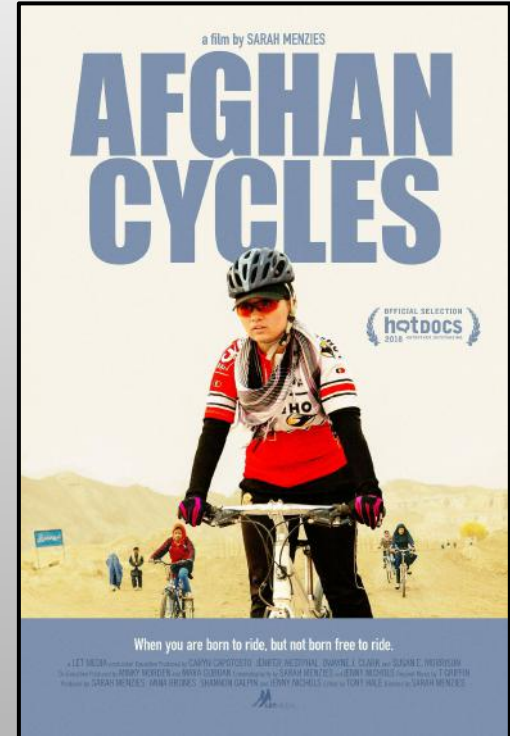
# WALKING WITH THE EXCLUDED

## SDG 5 - Gender Equality



A young woman in South Korea struggles against society's expectations of her as she navigates schooling, the workplace, and motherhood.

**EQ: What kinds of discrimination do women around the world face?**





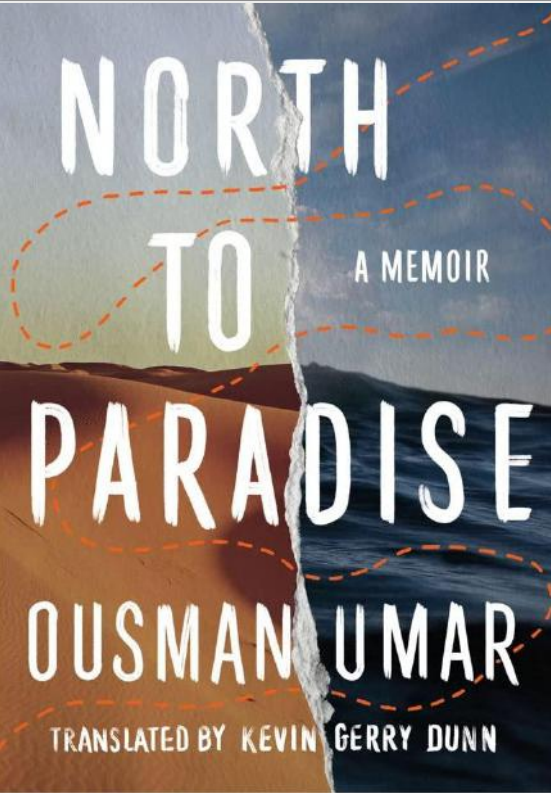
A photograph showing a line of people, mostly women and children, walking from left to right across a flat, dark landscape. They are silhouetted against a bright, hazy sky at sunset or sunrise, with large, colorful clouds. Many of the people are carrying items on their heads or backs, suggesting they are migrants or refugees. The scene is reflected in a body of water in the foreground.

No Poverty  
Reduced Inequalities

# JOURNEYING WITH YOUTH

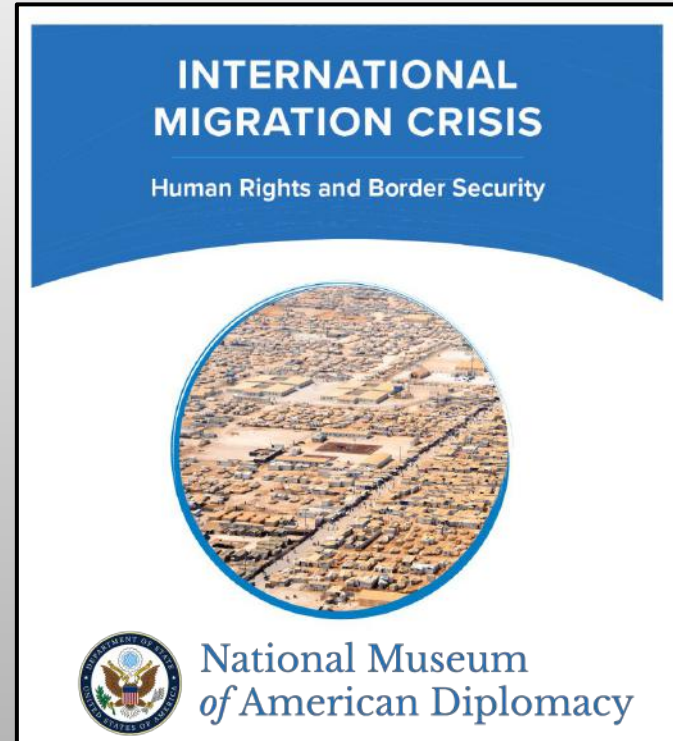
# JOURNEYING WITH YOUT

SDG 1 - No Poverty ❖ SDG 10 - Reduced Inequalities



A young man takes a harrowing journey from his rural village in Ghana, through northern Africa, to a new life in Spain.

EQ: What factors contribute to migration and what is the experience of refugees and immigrants?





# JOURNEYING WITH YOUTH



Impact Project



# JOURNEYING WITH YOUTH

## Impact Project

Develop an impact project to raise awareness about an issue of the student's choice.



Make an impact in our local community: school, neighborhood, city or region.

GL  CAL