In 2005, High Resolves was created because we believed that the increasingly complex challenges of our world require a generation of young people to have the intent, skills, vision, creativity and confidence to accomplish what previous generations have failed to do: act in the long-term collective interest of humanity. Over a decade later, our dream seems more relevant and important than ever.

The world today is evolving at an unprecedented rate. In the last 50 years, and even in just the last decade, science and technology have made extraordinary advances. This has led to many positive changes – fewer people hungry, fewer people in poverty, lower child and mother mortality.\(^1\) Contemporary teenagers inhabit a world that is interconnected in ways that their grandparents and great grandparents could only imagine. Perhaps resuitantly, research shows that millennials are more inclusive and place a higher value on diversity than previous generations.\(^2\)

The unprecedented advances have also led to a new set of complex, global challenges. For example, while we are more connected technologically than ever before, we are also increasingly isolated, segregated, and lonely. In the last 30 years, inequality in wealth and income has increased.\(^3\) Populism and intolerance is on the rise across the world,\(^4\) with white nationalists marching in the United States and Europe.\(^5\)

Many of the challenges we face today are large-scale, global problems that threaten to seriously disrupt the lives of millions of people. Issues like health pandemics, climate change and economic upheaval indiscriminately affect humanity; an H1N1 virus, tsunami or global financial crisis doesn’t stop at a country’s national border and offer to show its visa. These issues comprise the backdrop of young people’s lives today, yet until recently, young people were rarely given the opportunity to discuss and think through them in any deep way. When the young people in high school today come of age, they will inherit the full burden of these challenges. They will require the capacities to not only mitigate them, but also prevent similar problems from arising. While those future challenges are unknowable, it is only by grappling with the complex challenges of today that the younger generation will be able to address the challenges of tomorrow.

A capable and committed citizenry is foundational to democratic society. If we are to create a more just world – one based on fairness, equity, and freedom - new capacities and unprecedented creativity, born from years of disciplined practice, will be required. We believe every person has the potential to be a citizen and leader; and that powerful learning experiences are essential to developing the requisite competencies to realize this potential.

We can be as systematic about citizenship education as we are about the mathematics or science curriculum. And, given the state of the world, we have no choice but to do just that.

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1. Roser & Ritchie, 2018; Roser, 2018
2. Dishman, 2015
3. OECD, 2017a
4. HRW, 2017
5. Golinkin, 2017; Parrott, 2017
Purpose of This Document
Our founders, Mehrdad and Roya Baghai, originally founded High Resolves as a family personal passion project. Now, over a decade later, High Resolves is a recognized leader in the design and delivery of learning experiences for citizenship and leadership. We have engaged over 200,000 high school students in Australia and have begun work in the United States, Canada, Brazil, and China.

As we continue our rapid expansion and growth, we want to ensure that all parties we collaborate with have a shared understanding of our mission, vision and approach. This document serves three main purposes:

• Externally, we hope to communicate our vision, strengths, approach, and ideas to form the most aligned partnerships;

• More broadly, we hope to add to the growing literature that makes the case for citizenship education, within schooling and beyond; and

• Internally, the paper will support our on-boarding and mission alignment.

Overview of This Document
This document is structured around five questions:

1. **What is the transformation we seek?**
   In the first chapter, we give a brief overview of our Theory of Change, detail the vision we have for creating a just, equitable society, and sketch out the theory behind our approach.

2. **How do we define citizenship and leadership?**
   The second chapter details how we have come to define citizenship and leadership. We present our overarching framework, which includes eight core citizenship competencies and three spheres of life where citizenship is practiced.

3. **How do we create citizens and leaders?**
   In the third chapter, we explore our formula for achieving mastery of citizenship competencies through peak experiences, repeated practice, and real world application. We explain the theory that underlies each part of the formula and describe how our work aligns with the theory.

4. **What makes our approach distinctive?**
   The fourth chapter provides an overview of our institutional and strategic strengths that have allowed us to grow and scale our programs while maintaining high standards of excellence. We examine each of these strengths and how we consciously work to develop them.

5. **How can we achieve greater impact?**
   In the final chapter, we outline our current monitoring and evaluation processes and where we are looking to grow, including a new approach to measuring citizenship competencies which we call the Citizenship Quotient (CQ).
What is the transformation we seek?

High Resolves seeks to create a more just, equitable, and inclusive world through the transformation of a critical mass of individuals into citizens, who think, feel and act in the long-term collective interest of humanity, and leaders, who inspire others to do the same.

Our world is marked by growing division, inequality and fear. Corrosive ideologies, authoritarian regimes and hateful, harmful behaviors are increasing. Diversity and tolerance are under siege, threatening the social cohesion on which democracy and individual empowerment rely.6

This state of affairs is driven in part by the atomization of individuals - many of whom have become unmoored from the institutions that have traditionally bound them together and now exist at great psychological and physical distance from one another.7 Left isolated and disconnected, more and more individuals are pursuing their own short-term self-interest at the expense of the long-term wellbeing of humanity as a whole.

There are many reasons why individuals might act in their own short-term interest. Individuals are often blind to their own biases and misconceptions; they are nudged in subtle and not-so-subtle ways by their environment; and they often underestimate the long-term costs (or potential benefits) of their actions.

In today's frenzied media environment, it is easy to get overwhelmed or misled and it is difficult to discern whether information is true or false. Uncertainty mixed with propaganda reinforces people's underlying prejudices. When people perceive a rise in selfish or harmful behaviors in others, social trust is undermined and a negative feedback loop is created: individuals feel less safe and more fearful; they become more likely to act in their own or their tribe's short-term interests; as a result, social trust and cohesion break down further.

Though fear, tribalism and self-interest now dominate, with new skills and mindsets, we can reverse this vicious cycle to create a more just, cooperative world. One person acting alone may not be able to transform a society or combat global trends, but a critical mass of individuals could. We believe that when a critical mass of individuals align their everyday actions with the long-term collective interest of humanity, a tipping point will be reached where we will create a more inclusive, just and optimistic world.

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7 Ibid.
Our purpose is to make a meaningful contribution to this movement. Our Theory of Change, which incorporates our theory of action and theory of impact, articulates this chain of logic which we believe connects our distinctive contribution to the overall collective transformation we seek.

Our Theory of Change

High Resolves designs and delivers award-winning learning experiences...

which fuel a powerful **personal transformation** that inspires an individual to think, feel and act in the **long-term collective interest**, more and more often...

because they reframe their **long-term memory** through an immersive peak experience, which is reinforced through repeated practice and application in the real world over time...

which then drives the **collective transformation of a community**, as a tipping point of its members experience such personal transformations in their thoughts, feelings and actions...

which over time contributes to our collective transformation towards a more just, equitable and inclusive world thanks to a growing generation of **global citizens** who think, feel and act in the long-term collective interest of humanity, and **leaders** who inspire others to do the same.
In this chapter, we address three questions:

- What is our vision for society?
- Why should we care about having a just, cooperative society?
- How do we create a more just, cooperative society?

**What is our vision for society?**

Beginning with the end in mind, articulating our vision for society is critical for what we are trying to achieve, both as an organization and as members of a movement. It is only by deciding what we collectively want to be as a society that we can think clearly about how best to get there. At High Resolves, we started with a vision of the world we want to create and then developed learning and socialization experiences that would equip students with the capacities and mindsets they would need to co-create that world.

Our vision is to create an inclusive, just, egalitarian, and optimistic society where individuals work together as equals in the long-term collective interest of humanity. To quote pragmatist philosopher Richard Rorty, “what matters...is devising ways of diminishing human suffering and increasing human equality, increasing the ability of all human children to start life with an equal chance of happiness.”

Our vision of society is heavily influenced by the ideas of several philosophers and thinkers, and in particular, by John Rawls’ theory of justice. There are three main concepts from Rawls that we have drawn on.

First, as a social contract theorist, Rawls argued that society is a group of individuals bound by a social contract. We come together as individuals and jointly create the social institutions and rules of conduct that we all (more or less) agree to live by. In exchange, we get to participate and enjoy the safety, advantages, and freedoms provided by society.

Second, when defining what our social contract should look like, Rawls believed we must prioritize justice as “the first virtue of social institutions, as truth is of systems of thought.” As justice is fundamentally about how society distributes rights, duties and goods amongst people, having a shared conception of justice is the bedrock of civic friendship, trust, and cooperation.

Third, Rawls understood justice as fairness. He defined fairness through a thought exercise, which he called the “veil of ignorance.” Rawls argued that a fair society is one that a reasonable group of people would design when “no one knows his place in society, his class position or social status, nor does he know his fortune in the distribution of natural assets and abilities, his intelligence, strength, and the like.”

When we already know what our position in society is, we may be consciously or subconsciously biased to make decisions that benefit us (and people like us). Knowing our place in society, or already enjoying certain entitlements and not wanting to lose them, colors our decisions in the design of society. To put it simply, where we sit often determines where we stand. Rawls’ assumption is that if we did not know what our lot or luck in life will be, reasonable people are more likely to judge fairness in terms of the expectations of the least advantaged group. They will then design social arrangements and codes of conduct that the vast majority of free and equal people would agree to live by.

Behind the veil of ignorance, Rawls argued that most reasonable people would choose to create a society that abides by the following principles:

- Each person has an equal right to all freedoms that do not infringe on others’ rights
- Inequalities in social values (i.e., liberty, opportunity, income, wealth, and bases of self-respect) are arranged so that they are both reasonably expected to be to everyone’s advantage and attached to positions and offices open to all.

This would be a just society.

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8 Rorty, 1999, p. xxix
9 Rawls, 2005, p. 4
10 Rawls, 2005, p. 3
11 Rawls, 2005, p. 12
Social injustice, then, can be defined as inequalities that are not to the benefit of all. Injustice for some, even if it serves to benefit many, is still injustice. This idea is exemplified well in the fable, The Ones Who Walk Away from Omelas by Ursula Le Guin. The story is about a mythical utopian town called Omelas that has a dark secret - the happiness of the vast majority depends on the unhappiness and wretched treatment of one child. While many accept this as necessary for sustaining their own happiness, there are people who choose to walk away – these are the people who know that no society that depends on injustice for some is truly just. The story is an extreme pressure test of utilitarianism.

Of course, our current world is not fair and social injustices are committed every day – there are many children and adults around the world who are suffering. While there has never been a fully just society, we can think of our vision for a just and fair society as the ideal and form our opinions on the design of social institutions using this yardstick.

Why should we care about having a just, cooperative society?

We should care about having a just, cooperative society because it is core to our survival as a species. As research shows, it is our ability to cooperate with others to create a societal whole that is greater than the sum of its parts that has enabled our survival and evolution.

Humans are “ultrasocial” animals. They are one of a few animals that can share their intentions with others and live in very large groups with social organizing structures. This has allowed us to benefit from divisions of labor and also likely gave rise to traits like reciprocal altruism, which is rarely found in other species.

Research suggests that our ultrasocial nature proved advantageous for natural selection at the group level. A group of individuals that worked together was much more likely than any sole individual to survive and procreate over time. Similarly, groups with more cooperative individuals were more likely to survive than groups with more selfish individuals.

Despite the substantial gains from cooperation, not every individual cooperates, even within highly cooperative groups. This is called the “free rider” problem in economics – when an individual can benefit from a good, service, or situation without contributing to or paying for it. This tension between individual and group is succinctly expressed by moral psychologist Jonathan Haidt: “When groups compete, the cohesive, cooperative group usually wins. But within each group, selfish individuals (free riders) come out ahead.” The problem is that if there is too much free-riding, social cohesion is undermined and the group itself is in danger.

While historically, the biggest threats we faced came from other groups in the competition for scarce resources, today, many of the largest existential threats we face are of our own doing and affect humanity as a whole (e.g., climate change, nuclear war, pollution). Despite the atavistic return to nationalist sentiment in the last few years, we believe a global society that promotes social cohesion, trust, and collaboration is not just a nice-to-have - it is essential for our survival.

How do we create a just, cooperative society?

There are two main components to creating a just, cooperative society: social institutions that protect individual rights while promoting collective interest; and a critical mass of people who work together in the long-term collective interest, even if it sometimes conflicts with their own short-term interest.

1 Social institutions that protect individual rights while promoting collective interest

In a world where justice as fairness is pursued, one of the primary roles of government is to ensure the protection of equal individual freedoms and opportunities. This means protecting basic liberties, which Rawls defined as: political liberty, freedom of speech and assembly, liberty of conscience and freedom of thought, freedom of person, the right to hold property, and freedom from arbitrary arrest and seizure.

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12 Rawls, 2005, p. 62
13 Le Guin, 1992
14 Haidt, 2013
15 Haidt, 2013, p. 224
16 Axelrod, 2006; Rawls, 2005
Once individual rights are protected, a second role of government is to design social institutions and incentives that prevent citizens from acting in what philosopher Randall Curren called individually rational but collectively irrational behaviors. In other words, when divergences are anticipated between individuals’ immediate self-interest and the long-term collective interest, governments can think of this as a design problem and either work to create systems that align individual and collective interest or create incentives for individuals to overcome these divergences and act in the collective interest.

(2) A critical mass of people who work together in the long-term collective interest

Sustaining social institutions and a just society requires a critical mass of individuals who are willing and able to work together towards the long-term collective interest. While many efforts of the last few centuries have focused on creating strong nation state societies, it is increasingly recognized that a globalized world will require a strong global community where individuals work together within and beyond national boundaries to create a more just society throughout the world.

In order to create this critical mass of citizens, we must understand what critical mass is, how we can promote a climate of cooperation and social trust, and how we can best develop citizens.

What is critical mass and why is it important?
The original idea of critical mass comes from nuclear engineering and describes the point at which a chain reaction or explosion is sparked. It has since been adopted by behavioral economists to describe the point at which an activity can become self-sustaining. One example of a critical mass model is the innovation adoption lifecycle in business, which describes the pattern of adoption or acceptance of new innovations. In the model, only a small proportion of people, called Innovators, are likely to try a new innovation. Once enough Innovators have tried the product, Early Adopters begin using it. Once a sufficient number of Early Adopters are using the product, people in the Early Majority will begin to, followed by the Late Majority, and finally the Laggards.

The model shows that, as a general principle, some percentage of the population is likely to engage in a particular activity independent of how other people behave. These people greatly influence everyone else, however, and a chain reaction takes care of the rest. Applying this to our work, there are some people who have or will adopt the values and behaviors of citizens and leaders, regardless of what other people are doing. These people can greatly influence the majority to also act as citizens and leaders, thereby shifting the social norms within which people act.

Our challenge is that because so many people are affected by their perceptions of others’ behavior, a critical mass model can work either way – towards or away from justice. Indeed, today’s world sometimes feels as though it’s tipping towards divisiveness, intolerance, and social distrust. The question then becomes: how can we promote cooperation and social trust in an environment that feels like it’s tipping the other way?

How can we best promote a climate of cooperation and social trust?
Robert Axelrod’s work in *The Evolution of Cooperation* provides a few key lessons for how we can promote cooperation and social trust to create a critical mass of citizens and leaders.

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17. Curren, 2017
18. Schelling, 2006
Axelrod studied the iterated prisoner's dilemma problem in game theory, which shows why two completely rational individuals might not cooperate, even if it appears that it is in their best interests to do so. In the prisoner’s dilemma, two criminals are arrested and imprisoned with no means of communicating with each other. The prosecutors lack sufficient evidence to convict the pair and so offer each prisoner a bargain simultaneously. Each prisoner has the choice to either betray the other by testifying that the other committed the crime, or to cooperate with the other by remaining silent. If A and B betray each other, each of them serves two years in prison. If A betrays B but B remains silent, A will be set free and B will serve three years in prison. If A and B both remain silent, both of them will only serve one year in prison.

Axelrod’s research provides useful principles for effective individual strategies and promoting cooperation at a societal level over time. First, Axelrod showed that strategies that start nice tend to win. Over time, the vast majority of the strategies that won major prisoner’s dilemma tournaments were those where individuals cooperated or trusted at the beginning. Second, strategies that incorporate reciprocity and forgiveness tend to win. Strategies that only cooperated – those that were overly nice - were taken advantage of over time by strategies that tried to exploit them for their own advantage. Finally, the best strategies created mutual benefit and focused on consistently eliciting cooperation instead of defeating others. Interestingly, this meant these winning strategies did not do better than others in any particular round – when these strategies won, all others won too.

The most successful strategy across nearly all of the simulations was Anatol Rapoport’s “Tit for Tat”, which started by cooperating then mimicked what its partner player did in one round in the following round. If the partner player defected, Tit for Tat would defect in the next turn, but if the partner player then cooperated, Tit for Tat would forgive and cooperate in the next round. It turned out to be a particularly effective strategy for starting and encouraging cooperation at a societal level because others learned that it was effective and then adopted it.

While Axelrod’s work provides useful insights into trust and cooperation, there are limitations to the research when applied to the real world. First, in real life, trust and reputation issues play a much larger role than in the simulation. Second, Axelrod’s research focused on a two-party game while most real world problems are multi-party in nature. Finally, the simulation did not take into account that not all people playing hold equal power or influence in a situation. There are often power asymmetries in the real world.

These complications were explored by our co-founder, Mehrdad Baghai, in his graduate work in public policy at the Harvard Kennedy School. To try to better understand the factors that went into real life decision-making and collective behavior, Mehrdad and his colleague Edward Parson developed a multi-party asymmetric prisoner’s dilemma simulation around the context of international negotiations on global warming.

The premise of the original game was that 24 nations had signed the General Agreement on Climate Change (GACC) promising to reduce their annual carbon emissions by certain pledged amounts. Some nations like the United States had larger commitments, while the minnows had smaller commitments. Regardless of the size of the promised reduction, there was no enforcement mechanism under international law. Countries would only voluntarily decide whether or not to meet their obligations. The scoring system was set up such that every country would benefit from the emission reductions of others (i.e., a public good) but would bear costs to reduce its own emissions. Even back in 1988, this dynamic was the clear challenge that global warming posed.

Each individual played the role of a country ambassador and would submit their emission reduction decisions by secret ballot every five to ten minutes, where each round represented a year in the life of the GACC. Ambassadors were given no process guidelines for the time between votes; it was entirely up to them to decide what to do, whom to meet, and how to behave. A typical simulation took around three hours to play.
While the CO₂ simulation is now used as the signature activity of the High Resolves program within hundreds of schools across Australia and Canada, it was initially run dozens of times with Harvard undergraduate and graduate students. It then became part of the negotiation courses offered at the Business School, Law School and Kennedy School, and was even used to train the Canadian negotiating team for the Rio Summit and Chief Investment Officers of large asset management firms.

From these many trials of the simulation, three key learnings emerge for how we promote a climate of cooperation and social trust. First, crisis begets cooperation. In all but one run of the simulation, cooperation emerged only after a decline to a nadir. It seems crises can often trigger people to realize the need for collective action. Second, a minimum viable coalition almost always forms, typically made up of a few smaller blocs. The challenge for this group is how to stomach the free-riding nations who are not contributing their fair share to the public good. Finally, free-riding was most dangerous when it was not brazen. Those nations who chose to free-ride were much more damaging when they did so in a sneaky and opportunistic way. This caused much more damage to group trust and momentum. This suggests that trust is a key component of cooperation and may even require transparency and predictability over mutually beneficial intentions or actions.

Promoting a climate of cooperation and social trust is a key part of realizing the transformation we seek; however, it is not sufficient by itself. The next question we must address is how we can best develop individual citizens and leaders to form the critical mass we need.

How can we best develop citizens?

We believe that one of the best ways of developing citizens is through effective citizenship education in schools. Schools are society's primary socializing institution, which help shape individuals during their formative years into the people they will become. This is why we at High Resolves focus most of our efforts on providing programs to school-aged children, particularly students in middle and high school.

While, as Sir Ken Robinson has argued, school is often a place where individuals learn and develop in a linear way (e.g., outcomes are predefined, curricula prescribed, and the individuals are designed and made), we think about schooling in another way. At High Resolves, we see schools as a place where people develop mastery in citizenship, along with the knowledge, skills, character and ways of being together that we want to see in the wider world.¹⁹

This understanding of schools as the training grounds for good citizens has roots in the thinking of great philosophers such as Aristotle. Aristotle believed that our habits – of mind, character, and behavior – form who we are. If we do not practice a skill or virtue and create habits around it, it is unlikely that we will be able to draw on it when we need. As Aristotle argued, “it makes no small difference, then, whether we form habits of one kind or of another from our very youth; it makes a very great difference, or rather all the difference.”²⁰

This idea can also be thought of in terms of the “10,000 hour rule” that Malcolm Gladwell popularized from Anders Ericsson's research on deliberate practice.²¹ It takes 10,000 hours of deliberate practice – practice that involves reflecting on mistakes and using strategies to improve – to achieve expertise at complex tasks. Students spend over 13,000 hours in schools between K-12 – how they practice and reflect on their thinking, their character, and their ways of collaborating with others arguably sets up their habits for life.

Ultimately, we believe citizens are cultivated, not born. Learning content knowledge is only one small part of what makes for a good citizen. People also need opportunities to practice complex problem-solving, work constructively with other people, and build the resilience, mindsets and values of citizens. It is only then that we can expect individuals to consistently make choices that align with the long-term collective interest of society. As Richard Rorty observed, “a sense of moral obligation is a matter of conditioning rather than insight.”²²

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19 Raab, 2017  
20 Aristotle, 2012, p. 12  
21 Ericsson, 1998; Gladwell, 2008  
22 Rorty, 1999, p. 15
At High Resolves, we frame what we do in the context of our vision for a just society. We collaborate with schools to help them see their larger social purpose and create the right bundle of experiences for students to practice the capacities of citizenship and contribute to our vision for a more just and inclusive world. For more detail on how we create citizens and leaders, see our mastery formula in Chapter 3.

Summary

What is the transformation we seek?
High Resolves seeks to create a more just, equitable and inclusive world. We believe creating this world requires a critical mass of individuals to be citizens, who think, feel and act in the long-term collective interest of humanity, and leaders, who inspire others to do the same. Creating a critical mass of citizens and leaders is best done through schooling as it is in schools where people practice citizenship and the knowledge, skills, character and ways of being together that we want to see in the wider world.
How do we define citizenship and leadership?

Citizenship is acting in the long-term collective interest and leadership is inspiring others to do the same.

High Resolves was created over a decade ago with the purpose of helping young people develop the intention, vision, skills, creativity and confidence to become true citizens and leaders. We believe citizenship requires the development and activation of eight core competencies, each of which need to be practiced in multiple spheres of life with our fellow citizens. In this chapter, we lay out our definition of citizenship and leadership.

Our definition of citizenship

Our understanding of citizenship has evolved over the years. We originally began with a simple set of three competencies (collective identity, social justice, and leadership) but soon realized that our list was not exhaustive. In time, we decided to approach the problem more systematically and define the conceptual space that citizenship must cover. Our effort has gone through various iterations.

We see two elements to the definition of citizenship: the competencies required to act as a citizen, and the spheres of life where citizenship is practiced.

The competencies of citizenship

To develop a robust set of competencies of citizenship, people must learn to think, feel, speak, and act like citizens and they must experience and drive towards both personal and societal transformation. Taken together, these two axes define the space where core citizenship competencies occupy.

Personal transformation happens when an individual increasingly perceives and acts as a citizen. Societal transformation happens when a critical mass of individuals act as citizens.
While different educational experiences will effect different degrees of personal and societal transformation, the two are never mutually exclusive. In fact, foundational work in social psychology by Kurt Lewin and more recent scholars shows that, while the core micro-transformation occurs within the individual, people are also powerfully affected by group dynamics. What this means is that personal transformation is best achieved through larger group experiences in which group norms shift. In other words, individuals must experience the power of the collective. For this reason, the vertical axis should be seen as a progressive gradient. As you go down, it is more and more about personal transformation. As you go up, it is more and more about societal transformation. At the origin, it is equally balanced.

Cognitive/affective to behavioral axis
Lasting behavioral change requires more than just content knowledge. To be transformational, an experience must include cognitive, affective and behavioral components. We identified these three components by drawing on insights from psychology, neuroscience and behavior change.

When someone tries to encourage others to change their behaviors, they often focus on the cognitive; we hope to convince others that the change we seek is the rationally correct thing to do. But, as any of us know who have tried to adopt a new habit, even if we decide to do something out of rationality, our actual behaviors do not necessarily change immediately.

This is because the vast majority of our decision-making, attitudes, and behaviors actually comes from automatic and subconscious processes rather than from what we consciously think. In psychology, these two distinct processing systems of the mind are called System 1 and System 2. Behavioral economist Daniel Kahneman introduced these terms in his book, *Thinking Fast and Slow.*

System 1 operates with little to no voluntary control – it is automatic and requires little effort. System 2 requires conscious focus and is needed for complex computations or problem-solving. While System 2 is what we typically associate with our agentic selves, often System 1 makes the choice and System 2 rationalizes it. Moral psychologist Jonathan Haidt illustrated the distinction between these two processes through a metaphor of the elephant and the rider in his book, *The Happiness Hypothesis.* The elephant is System 1 – our emotions, sub-conscious beliefs, and passions - while the rider is System 2 – our rational decision-making self. While the rider can often guide the elephant, if the elephant is fixed on a certain direction, there’s nothing the rider can really do about it.

Behavior change experts Chip and Dan Heath argued that successfully applying these concepts to behavior change efforts requires three components. We must: give rationale and direction to our System 2; create an emotional response and connection with identity for our System 1; and make the new behavior easier to adopt by changing the physical or social environment and building habits. In other words, we must direct the rider, motivate the elephant, and shape the path.

As with the vertical axis, the horizontal axis should be seen as a progressive gradient. As you go to the left, it is more and more about what you think and feel. As you go to the right, it is more and more about what you do and say. At the origin, it is equally balanced between cognitive and affective and behavioral.

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23Kahneman, 2013. This is called confabulation – when people will readily fabricate reasons to explain their own behavior, even when there is no rational reason.
24Heath & Heath, 2010
Together, these two axes demarcate our four quadrants of citizenship: (1) Identity & Purpose, (2) Just Society, (3) Social Progress, and (4) Better Self. Each quadrant focuses on distinct competencies foundational to the citizenship journey.

**Just Society**
This quadrant addresses the core question, “What kind of world do I want to see?” and “Will my choices be on the right side of history in 50 years?” Participants imagine what kind of world we would want if we did not know in advance where or who we would be (i.e., behind Rawls’ veil of ignorance). Thinking through such issues should lead us to favor greater social justice. In order to share and engage in deliberative discourse with others on this vision, participants must develop a competence in social advocacy, including strong narrative building and storytelling skills.

**Identity & Purpose**
This quadrant addresses the core questions, “Who am I?” and “Who do I want to become?” Participants develop their sense of collective identity as members of a single human race - the “truth” of this quadrant. In order to defend and retain this truth in the face of divisive messaging, participants must develop a competence in independent thinking and associated values, including open-mindedness and critical thinking.

**Social Progress**
This quadrant addresses the core question, “How do I mobilize and work together with other people to realize our vision for society?” Participants develop the skills needed to create successful collective action campaigns and projects in their communities. This is reinforced by a competence in inclusive leadership - that is, the ability to inspire, show empathy for, and ultimately move large groups of people without creating an ‘us vs. them’ separation. The objective of leadership cannot be getting to 51% to impose your will on the 49%.

**Better Self**
This quadrant addresses the core question, “What do I have to do and say to become a better me?” It awakens our desire for greater personal impact and the importance of holding ourselves accountable to act in the long-term collective interest. Developing a competence in effective collaboration, to empathize with, deliberate with, and integrate others’ ideas, is critical to realizing personal impact on a daily basis.
The table below provides the current key learning outcomes for each of the eight competencies. See Appendix II and III for how these learnings are brought to life through our peak experiences and Teaching Resource Packs.

Table 1: Citizenship learning outcomes for each learning area

<table>
<thead>
<tr>
<th>Competency</th>
<th>Key Learning</th>
<th>Cognitive Outcome</th>
<th>Affective Outcome</th>
<th>Behavioral Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collective Identity</td>
<td>More and more people are recognizing the truth that we are one human race</td>
<td>View civilization with an evolutionary mindset and explain how we can influence its trajectory and pace</td>
<td>Feel confident that they can recognize divisive thinking and messaging as they encounter them</td>
<td>Act in more unifying and less divisive ways at school, at home and in the community</td>
</tr>
<tr>
<td>Independent Thinking</td>
<td>The independent investigation of the truth prevents us from blindly imitating the past</td>
<td>Explain some of the ways in which biases can be created or manipulated by others</td>
<td>Feel confident that they can recognize when others are trying to manipulate their views and actions</td>
<td>Validate their own personal beliefs, thoughts and assumptions through independent investigation</td>
</tr>
<tr>
<td>Social Justice</td>
<td>We each have a personal responsibility to make the world a more just place</td>
<td>Explain the current distribution of the world’s resources and entitlements and how it might be more just</td>
<td>Feel confident that they have opportunities to make the world a more just place without resorting to violence</td>
<td>Make personal choices that go beyond charity and more constructively make the world a more just place</td>
</tr>
<tr>
<td>Social Advocacy</td>
<td>Compelling narratives can amplify messages that unite humanity especially in response to hatred and divisiveness</td>
<td>Understand how storytelling and social media can be used to awaken and mobilize public opinion towards positive social change</td>
<td>Feel confident that they can resist any divisive or hateful message with a stronger, positive, collective response</td>
<td>Adopt an open-minded and humble posture of learning when trying to influence others to take action</td>
</tr>
<tr>
<td>Collective Action</td>
<td>Many of the world’s problems are collective action problems that can only be solved by people working in a concerted fashion</td>
<td>Know the importance of understanding what is motivating someone’s behavior to help them see the impact of their actions</td>
<td>Not allow the fact that other people are free-riding to stop them from making a positive contribution to the long-term collective interest</td>
<td>Draw upon a wide range of interpersonal techniques and approaches to influence a critical mass of others to do the right thing</td>
</tr>
<tr>
<td>Inclusive Leadership</td>
<td>Inclusive leadership requires a commitment to incorporating different perspectives and creating a sense of belonging for everyone</td>
<td>Understand that clashes of differing perspectives can be reconciled to foster an enlarged sense of unity</td>
<td>Feel that they can create an inclusive environment that encourages consultative dialogue and consensus building</td>
<td>Use a variety of influencing skills to create an inclusive environment where everybody feels valued and heard</td>
</tr>
<tr>
<td>Personal Impact</td>
<td>Citizens hold themselves accountable to act in the long-term collective interest</td>
<td>Explain how acting in their own short-term self-interest will often lead to poor collective outcomes</td>
<td>Feel confident that they can find creative ways to act in the long-term collective interest</td>
<td>Reflect on their own life choices and commit to paths that they feel will be on the right side of history</td>
</tr>
<tr>
<td>Effective Collaboration</td>
<td>Integrating wisdom from multiple perspectives leads to a better understanding of the truth</td>
<td>Know how to modify own behavior to achieve maximum impact in a collaborative setting</td>
<td>Feel that they will achieve better outcomes if they actively work with others and consider different perspectives</td>
<td>Use active listening and consultation skills to help them reconcile differing ideas</td>
</tr>
</tbody>
</table>
While we have grouped competencies in quadrants, there are also interesting relationships between competencies across quadrants. For example:

- To the west, Collective Identity and Social Justice involve developing a cognitive and affective appreciation that we are a single human race and that the more fortunate have a responsibility to advocate for those with less.
- To the south, Independent Thinking and Effective Collaboration involve social and emotional learning to think as an individual while acting effectively with others.
- To the north, Social Advocacy and Collective Action involve the power of self-organizing networks to enable not only connection and collaboration, but also long-term trusting and reciprocal relationships that serve as “human operating systems” for addressing complex, large-scale problems.²⁵
- To the east, Personal Impact and Inclusive Leadership involve the personal life skills, values and behaviors that underpin group success.

It is important to emphasize that practicing these competencies in isolation does not make a citizen. Core to our vision of citizenship is this idea of acting together with my fellow citizens in the long-term collective interest. We believe that the hatred and intolerance we see today is partly due to the psychological and physical distance that exists between people. As citizens, we need to break down that distance. We need to learn to live with and alongside other people, empathize with people who may have very different lives and experiences from our own, and ultimately deliberate together about what the common good is and how to best achieve it.

This is why in addition to the competencies required to act as a citizen, we must also consider the second dimension of citizenship: the spheres of life where citizenship must be practiced.

The spheres of life where citizenship is practiced

Each of the eight competencies we have described can be practiced in three main spheres of life: in personal relationships with friends & family, in my community (e.g., school or workplace), and in the bigger world (i.e., city, country, humanity).

We believe it is critical to distinguish between these different spheres for several reasons. First, it is possible (and quite likely) for people to develop mastery in one sphere but not in others. Second, we appreciate that in some environments and contexts, the focus on citizenship must be more localized, at least initially, to have any true meaning. Finally, we believe that in order to be a citizen in the bigger world, individuals first need to build up their competencies through practice in other arenas. Like a muscle, citizenship needs to be exercised regularly to grow strong.

Overlaying the three spheres and the eight competencies gives us 24 distinct expressions of citizenship competence. Such granularity is essential not only to provide a robust definition of citizenship, but also to design successful, targeted learning interventions that transform individuals. It also forms the basis for a more robust impact measurement approach to citizenship which we are developing and describe in Chapter 5.

²⁵Cleveland, J., Plastrik, P., Taylor, M., 2014
Clarifying our approach to citizenship and leadership

While the above provides a broad overview of our citizenship framework, there are several points worth clarifying on our approach to citizenship and leadership. First, at High Resolves, we think of citizens as those who act in the long-term collective interest, and specifically refer to leaders as those who inspire others to do the same. We have identified Inclusive Leadership as one of the eight competencies because we believe all citizens are capable of, and should be responsible for, becoming good leaders. The addition of inclusiveness reinforces that we do not think of leadership in a singular orthodox way; we include servant leadership and other forms of leadership as well.

Second, in our framework, citizenship is a broader concept than global citizenship. While citizenship covers all three spheres of life, global citizenship applies the eight citizenship competencies to the most outer sphere, the bigger world. Thus, for us, a global citizen is someone who thinks, feels and acts in the long-term collective interest of humanity.

Third, there are three evolutions implicit in our definition of citizenship - namely, the shift from personal interest to collective interest; from short-term to long-term; and from cost to benefit. Behavioral economics has proven our cognitive biases towards short-term personal cost. Addressing each bias to develop people who act in the long-term collective benefit requires different mechanisms of change (e.g., shifting from short-term to long-term requires developing emotional regulation, impulse control and decision-making skills, whereas shifting from personal to collective requires developing a sense of belonging, compassion and assertiveness). Our citizenship framework is designed to address all three shifts in an integrated way. When an individual develops mastery along all eight competencies, he or she will think, feel and act in favor of the long-term collective benefit more often than before. While it is possible to address each shift individually, synergies are created when addressing them all together. For example, our signature CO₂ simulation described above involves choices that involve all three dimensions simultaneously.

Finally, we acknowledge that individuals are sometimes exploited in the service of a collective interest. People with individual power who freely choose to direct themselves towards the collective good may have a different perspective from those who feel they have little power and are asked to give to the collective good. While cognizant of the existing distribution of wealth, power and entitlement, we neither accept this distribution as just nor demand those who are currently disadvantaged make greater sacrifices for the collective good. This is a critical issue that touches on themes such as race, structural injustice, poverty, and political activism.

Summary

How do we define citizens and leaders?

We define citizenship as acting in the long-term collective interest and leadership as inspiring others to do the same. There are two main dimensions to citizenship: the competencies required to act as a citizen and the spheres of life where citizenship is practiced.

We have grouped the spectrum of citizenship competencies into four quadrants: (1) Identity & Purpose, which develops Independent Thinking and Collective Identity; (2) Just Society, which develops Social Justice and Social Advocacy; (3) Social Progress, which develops Collective Action and Inclusive Leadership; and (4) Better Self, which develops Effective Collaboration and Personal Impact.

The eight core competencies can be practiced in three spheres of life - friends & family, my community, and the bigger world. Together, this creates a total of 24 distinct expressions of citizenship that can be used to design experiences and consider impact.
How do we create citizens and leaders?

Sustained personal transformations involve peak “ah-ha” experiences which are then hardwired through repeated practice and application in the real world.

High Resolves learning experiences have a deep transformational effect because they draw on proven design principles from a wide set of disciplines, including learning science, behavioral economics, social psychology, and neuroscience. We have woven these insights into our formula for impact, which is made up of peak experiences, repeated practice, and real world application.

For each element of our mastery formula, we offer both complimentary resources for all schools as well as add-on services on a fee-per-use basis for those seeking a more premium experience or who require more direct training and support.

Add-on services on a fee-per-use basis

<table>
<thead>
<tr>
<th>Advisory services for curriculum design and impact measurement</th>
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<tr>
<td>Professionally delivered immersive experiences</td>
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<tr>
<td>Teacher training and professional development</td>
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<tr>
<td>Professional facilitation and use of digital platform</td>
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</tbody>
</table>

Digital resources free to all

| Base Camp Series provocative film & discussion stimuli        |
| Teaching Resource Packs with full lesson plans                |
| Videos for Change & Social Action Projects teaching guides    |
Peak experiences
When we speak with people who have successfully incorporated a path of service into their lives, they frequently refer to some peak experience during their youth that transformed the way they think about the world.

We define peak experience as an experience that challenges a person’s schema, pushes them to reflect on taken-for-granted assumptions, and brings them to consider new schema. Peak experiences simultaneously trigger cognitive, affective, and behavioral elements and enable people to see the world in new ways.

The concept was perhaps best described by Abraham Maslow in his work by the same name. We believe a great citizenship curriculum must begin with immersive experiences of awareness and self-discovery that can alter existing mental schema and emotions. Instead of trying to teach skills through direct instruction, we design experiences that are challenging and allow learning to take place naturally through the process and practice. Quality learning requires what brain scientists call “desirable difficulty” - the more active the learning process, the better students’ comprehension and recall.26

To create truly memorable experiences that trigger lasting insights, we consider the full journey of a student’s learning experience through the 5 Es of experience design in design thinking:

• **Entice:** How are participants intrigued or invited to join the experience? How do they know from even before it starts that this will be a different kind of experience than what they usually have at school?
• **Enter:** How can we make sure the starting experience has emotional impact?
• **Engage:** How can we map the emotional and attentional flow of the experience to keep participants engaged and interested throughout? How can we create signature, significant moments in each lesson?
• **Extend:** How can we create ways for participants to continue to learn and engage with the ideas and behaviors after the experience itself is over? How might we “smooth the path” so that behavior changes are easier?

Research on memory and transformative experience in psychology suggests that within these 5 Es of a participant’s experience, we should also consider:

• **“Hot” starts and ends:** The beginning and end of any experience are particularly important for forming memories. This is called the “peak-end” heuristic and is based on research by Daniel Kahneman and Barbara Fredrickson.27 One study tested participants’ memory of different experiences by having them submerge their hand in painfully cold water two different times. One episode lasted for 60 seconds, while the other lasted 90 seconds, with slightly warmer water for the last 30 seconds. When asked which experience they would prefer to repeat, participants chose the longer one. This preference is irrational because the other experience was shorter in duration and less painful overall. However, because what participants remembered of the longer episode was the less painful end, they chose to repeat that experience. In our peak experiences, the beginning and end receive special design attention because of their critical role in the formation of memories.

• **Participatory activities:** Engagement and learning are increased when participants are able to participate meaningfully throughout an experience.28 The use of role plays, games, metaphors, simulations, and design tasks allows students to immerse themselves fully, then learn from what actually happens.

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26 Slaughter & Rock, 2018
27 Kahneman, 2013; Kahneman, Fredrickson, Schreiber, & Redelmeier, 1993
28 Pratt & Hales, 1986; Prince, 2004
• **Significant and surprising moments**: While reading about an issue or knowing the statistical probability of something can be compelling, these forms of learning rarely cause us to change our behavior significantly. A personal experience that directly makes someone confront discrepancies in their own understanding of the world or themselves is much more powerful. Moments when people’s predictions or attempts fail to bring about the expected result are particularly ripe learning moments. They create intellectual humility and shift our existing cognitive and affective schema. Creating such moments and pushing students to draw their own conclusions are much more effective for developing new mindsets and skills than merely telling students what to think and do.²⁹

• **Authentic personal stories**: Research in psychology and persuasion suggests that stories are an incredibly powerful way to change someone’s mind.³⁰ While facts and figures have some swaying power, they cause listeners to go into a cognitive critical or evaluative mode, which means they are more likely to actively try to find holes in the argument, particularly if it challenges their current understanding of the world. However, when people hear a story, they are more primed to listen for the message and underlying meaning, rather than critique.

Research in neuroscience has shown that information-based presentation ignites the language processing areas of our brains, while listening to a story lights up areas of the brain associated with the experience itself.³¹ For instance, if the character of a story enjoys a delicious meal, our sensory cortex is turned on. We literally experience a mini version of the experience. This makes stories a powerful transformative teaching tool.

At High Resolves, we work with our facilitators to develop a story bank of authentic personal stories related to the eight learning areas so that facilitators can tell their own true, powerful stories thereby maximizing the impact of the core content in each experience.

• **Commitments to behavior change**: Social psychologists have found that commitments are a powerful force behind human action. If you can get someone to make a commitment to something on the record, that person is more likely to act consistently with that commitment.³² This is partly because people want to avoid cognitive dissonance. When our beliefs are inconsistent with our actions it creates a sense of discomfort we want to avoid. If we commit to something, particularly if it is related to our sense of identity, this can be a strong motivator of future actions.

This is why we incorporate the concept of daily practice into our curriculum. At the end of each peak experience, we suggest two to three simple actions students can incorporate into their daily life based on what they have learned. For example, following the Identity & Purpose peak experience, students could choose to use Aspiration’s checking account app, which pulls data on the environmental and ethical practices of over 5,000 companies and enables students to spend their dollars more ethically. At the end of each experience, students then complete “I Resolve To...” cards, codifying their commitment to action.

• **Cooperative learning environment**: In addition to these elements, we work to create what Gordon Allport referred to as cooperative learning environments – i.e., supportive and inspirational spaces where individuals can come together as equals around a common objective and begin to see each other as individuals and break through stereotypes.³³ This includes establishing relationships with students, creating guidelines for behavior that make it a safe space for students to take risks, and asking students to both use their strengths and stretch themselves to new understandings.

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²⁹Kolbert, 2017; Kahneman, 2013
³⁰Aldama, 2015; Simmons, 2006; Smith, 2012
³¹Duarte, 2010; González et al., 2006
³²Cialdini, 2006
³³Allport, 1954
We have a deep commitment to delivering high-impact peak experiences in all four quadrants of the citizenship framework. This includes through a variety of immersive experiences and games. For example, in our early years, we used the Oxfam Hunger Banquet to develop a visceral feeling around social justice. In this simulation, students experience firsthand the unfair allocation of resources and opportunities in the world. Each student is given a randomly allocated card with a new identity and socio-economic status. Students are divided into three groups: 15% belong to the high-income group, who sit at a table with cutlery, table linen, and fancy glasses and enjoy a luxurious meal; 35% belong to the middle-income group, who each have a chair and are fed a much more basic meal; and 50% belong to the low-income group, who must sit on the floor and eat a meal of plain rice and water. Students typically respond viscerally to the experience with many in the low-income group growing angry about the injustice, and many in the high-income group feeling either guilt or the need to provide some of their food as charity to the other groups. See Appendix II for more detail on our peak experiences.

Beyond our professionally delivered immersive experiences, we have also been working on ways to enable teachers to deliver peak and near-peak experiences on their own. Our new Base Camp Series offers curriculum which uses provocative films and videos as discussion stimulus for small and large groups. Our selection of films and videos are accompanied by extensive teaching materials and notes to bring out the most important points. For example, for Just Society, we use Raoul Peck's documentary film, *I Am Not Your Negro*, to ignite a personal sense of responsibility in high school students to make the world a fairer and more just place for everyone. The accompanying teaching materials consist of a film summary and pre- and post-film discussion guides to draw out the film's key themes, which include racial representation in the media, the experience of being black in America, and the perpetuation of structural injustice.

There are many different ways students can have a peak experience - not just through the High Resolves program. For example, students can have peak experiences through powerful school field trips or by participating in external programs such as Habitats for Humanity.

**Repeated Practice**

It takes repeated practice to shift any newly formed schema from working memory into long-term memory. Without this shift, we are not likely to see ongoing behavioral change. Consider how in mathematics, students can experience a flash of insight around how to solve a class of problems (e.g., long division), but it is only by repeated practice through worksheets or digital apps that this insight can be embedded into long-term memory.

Learning science suggests that repeated practice must have three features:

- **Separation in time**: We are more likely to remember things if we have encountered them in different ways over time. This applies to individual lessons as well as learning that takes place over longer periods of time, such as weeks, months, or years. Our program incorporates this idea by following a scaffolded, logical learning order that takes into account adolescent development theory and Bloom's taxonomy of learning.

- **Specific skills practice**: Automaticity in learning refers to the ability to perform or complete a task without conscious attention. When you isolate and practice a specific skill – for instance, dribbling in basketball, or stance and hand gestures in public speaking – doing a task that requires that skill takes up less mental processing time, which then allows the brain to focus on learning other skills or improving performance. Our program builds in opportunities to practice particular skills. For instance, students learn to identify different classic thinking heuristics and biases (e.g., the authority bias), and then are given opportunities to practice encountering and identifying it in different situations.

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34 Erikson, 1993; McLeod, 2017
35 Anderson et al., 2000; Bloom, 1956
36 Bloom, 1986; Dougherty & Johnston, 1996
• **Increasing challenge:** To build mastery of a competency, students need to experience increasing challenge and responsibility. There are a number of strategies that have been developed to do this over the years; perhaps the most famous is through graduated release of responsibility, or the “I do, we do, you do” model.\(^{37}\) In the High Resolves program, students are given increasing responsibility and challenge through the content and activities they engage in.

We have drawn on these insights in our design of Teaching Resource Packs (TRPs), which help teachers deliver classroom experiences that reinforce and enrich the learnings from the peak experiences. Each TRP provides teachers with a detailed lesson plan plus supplementary materials needed to deliver a high quality version of the lesson.

For example, in one TRP called Identity Maps, each student creates a visual representation of the different elements that make up their identity. Students then share their identity maps on a gallery walk where they compare and contrast the different maps. The teacher leads the students in a structured debrief that both celebrates the diversity in the room and also reflects some of the similarities that apply to all members of the human race. See Appendix III for more detail on our Teaching Resource Packs.

To ensure teachers are confident in effectively implementing citizenship education in their classrooms, High Resolves also provides targeted Teacher Professional Development for a fee. Professional development opportunities are available online or through professionally facilitated workshops, which are interactive and offer the chance to engage in practical learning activities and collegiate knowledge-sharing with like-minded peers. The feedback we have received from teachers on our professional development experiences has been very positive: 98 percent of respondents agreed that the sessions were useful and would recommend them to colleagues, and 100 percent of respondents rated the experience as a highly engaging overall.

While High Resolves offers an extensive library of TRPs, repeated practice can also be achieved through other avenues such as school fairs or curriculum developed by other organizations like the Anti-Defamation League.

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37 Fisher & Frey, 2007; Harden, 1999
38 Omidyar Network, 2018

### Real World Application

We believe that action-based integrated practice is critical for students to achieve not only mastery of the competencies required of a citizen but also resilience. As resilience is a process not a trait, providing students with the opportunity to work together towards a common objective and face and overcome challenges in a supportive system is critical to building individual resilience.\(^{38}\)

At High Resolves, we have three real world application exercises: Videos for Change, Social Action Projects, and Reverse Teaching. We offer participation in these exercises and the support materials to coach students for free to all high schools. For schools seeking further support to run these exercises, we also offer professional facilitation and use of our digital microsite on a fee-for-service basis.

- **Videos for Change** is an opportunity for groups of students to create social advocacy videos around social themes. In Australia, High Resolves runs Videos for Change as a national competition in partnership with Network Ten, a major free-to-air TV network, and Platypus, a major national retail chain.

Videos for Change was launched by High Resolves in 2015 as an exciting opportunity for high school students to channel their passion and creativity and develop their skills as leaders of social change. Young people care deeply about many social issues but often don’t know where to begin. Through Videos for Change, students are challenged to make a one minute video on a social issue they care about. The best videos are shown on Network Ten’s *The Project*, giving the winning videos a national platform. In previous years, the winning videos have been viewed almost a million times.
A film festival event at the end of the year provides a public forum to present the prizes for best videos, showcase the finalists, and encourage the wider community to witness the powerful voice of young people. The event also gives students and audience members the opportunity to learn more about the social issues through panel discussions between students and relevant NGOs. We are now in the process of working with partners to provide cash prizes for the best videos, as well as widespread social media promotion.

The competition has taken on a life of its own and is growing rapidly. The popularity of this format, as well as the evidence around the deep learning that takes place, have motivated us to create a school-based version of the competition which culminates in a film screening event at the school-level for students and their parents. This way even videos that aren’t selected for the national competition still have the power to engage and make a difference. We are in the process of developing a platform that will enable schools to run a full Videos for Change competition within their school or across a district.

- **Social Action Projects** are a tremendous opportunity for young people to gain confidence that they can change the world around them. We initially introduced Social Action Projects as a large cohort exercise with formal mentorship by private sector volunteers. The format proved to be enormously popular with school leaders and produced memorable learning experiences for students.

For example, at North Sydney Boys High School in Australia, students took up the issue of teenage depression. Their objective was “to raise awareness of teenage depression - to ‘start sharing, start listening’ and break the silence surrounding this issue.” Beginning with a modest target of informing 9,000 people in North Sydney of the issue, the project ultimately reached an estimated 120,000 people across Australia. They achieved this through an impressive social media campaign called Lift Me Up, website and a short video filmed at the Opera House. The video was posted on YouTube and shown on big screens in public spaces around Australia, such as Federation Square in Melbourne, Perth and North Sydney.

The complexity of the Social Action Projects, and the challenging economics in delivering them well, have motivated us to also invest in a small group version of the exercise. This effort is currently in progress.

- **Reverse Teaching** is an opportunity for students to practice citizenship competencies in a more personal day-to-day way. Through Reverse Teaching projects, students are tasked with taking something they have learned in the High Resolves program (e.g., the importance of independent thinking) and teaching it to an adult or friend in their inner circle.

In addition to our real world application exercises, students can also engage in action-based, integrated practice through school service projects or by participating in external programs such as Generation Citizen's Action Civics or Peace First’s youth-led peacemaking projects.
The Complete Journey
The High Resolves curriculum provides a fully integrated system for building mastery of the eight citizenship competencies. This is achieved through: immersive peak experiences in each of the four quadrants; several dozen complementary Teaching Resource Packs for repeated practice; and three real world application exercises.

In addition to the resources offered for each element of our mastery formula, we also offer advisory services for curriculum design and impact measurement. We work closely with schools to develop a custom sequence of learning interventions that best meets their needs.

We refer to this sequence of interventions as “strings”. For each grade level, we map out which peak experiences, repeated practice, and real world application exercises should happen when over the course of a semester - this includes not only High Resolves programming, but also internal school initiatives and external party programs. Depending on the needs of the school, we can develop “simple strings”, which may only involve a single type of learning intervention, or we can develop “complex strings”, which involve the full spectrum of interventions. Throughout the year, we measure and evaluate the impact of chosen interventions and refine the learning journey for students accordingly.

This ecosystem approach to citizenship education enables schools to maintain a big picture view of all the interventions happening across grades and school terms and to be nimble in adapting learning experiences to maximize impact.

Case studies from our partners, East Bay Innovation Academy, Metairie Park Country Day School, Smithfield Middle School, and Live Oak Wilderness Camp, demonstrate how the three elements of mastery come together in practice.
**East Bay Innovation Academy**

At East Bay Innovation Academy (EBIA) in Oakland, California, we have developed a bespoke 12-week curriculum focused on developing the Collective Identity competence. The curriculum weaves together the three components of mastery - peak experience, repeated practice, and real world application - in a way that tailors to the needs of EBIA. Because of the success of the curriculum, we are now expanding the High Resolves program to all grades at EBIA - the diagram below is an illustrative example of the strings we are developing with EBIA for term 3.

In the first two weeks of the curriculum, 6th grade students participate in school-led immersive peak experiences, which are designed to teach them how more and more people are recognizing that we are one human race.

In the following seven weeks, this learning is reinforced in the classroom by school teachers who are supported by our Teaching Resources Packs. The sequence of TRPs progressively builds on different dimensions of Collective Identity. For example, in week 4, students learn about the similarities and differences that apply to all humans through the Identity Maps TRP. In week 8, students learn how these differences can be used to form in-groups and out-groups through the Us vs. Them TRP.

In the final three weeks of the curriculum, students have the opportunity to apply what they have learned in a real world context through school Social Action Projects. This includes: selecting a social issue to address; working in small groups to develop a solution; getting feedback from others and refining their solution; and finally pitching their final solution to their peers.

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**Term 3 week-to-week schedule**

<table>
<thead>
<tr>
<th>Grade 6</th>
<th>1</th>
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</tbody>
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**Legend**

- Peak Experience
- Repeated Practice
- Real world application

**Inner Color = Curriculum**

- High Resolves
- Internal School
- External Supplier

**Border Color = Delivery**

- High Resolves
- Internal School
- External Supplier
Metairie Park Country Day School
We have partnered with Metairie Park Country Day in Metairie, New Orleans to develop a year-long curriculum for 9th and 10th grade students. Each competency is covered over the course of a term.

For example, for grade 9, at the start of each term, students participate in a two-hour peak experience with their entire grade level. In the first three terms, the learnings from these peak experiences are reinforced through 9th grade advisors who implement the relevant Teaching Resource Packs. In the last term, which is focused on developing the Social Advocacy competency, students spend six weeks putting their knowledge, skills, and experiences into action by taking part in Videos for Change. This culminates in a year-end film festival where students have the opportunity to share and reflect on their work and learnings.
Smithfield Middle School
We have partnered with Smithfield Middle School in Ontario, Canada to develop a year-long curriculum for 7th grade students focused on developing the Collective Identity, Independent Thinking, Social Justice and Social Advocacy competencies.

The term begins with preparing teachers for the year ahead. Students then participate in two peak experiences over the course of the school year. The first peak experience is on Identity & Purpose and is designed to push students to think through how society influences how we understand and categorize ourselves and others and how this impacts our interactions, particularly with those who are different from us. The second peak experience is on Just Society and challenges students to think critically about what kind of world they would want if they did not know in advance where or who they would be.

The repeated practice component of the program is integrated into Smithfield’s language arts curriculum to provide ample opportunities for students and teachers to apply their learning and practice their citizenship competencies.

After completing the Identity & Purpose quadrant, students engage in Videos for Change, using it as a platform to create awareness on issues related to identity, diversity, bias and stereotypes. After completing the Just Society quadrant, students participate in a social justice themed school project.

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**Semester 1 week-to-week schedule**

Grade 7

<table>
<thead>
<tr>
<th>Week</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<tbody>
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<td>CI1</td>
<td>CI2</td>
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</table>

**Semester 2 week-to-week schedule**

Grade 7

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<th>3</th>
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<th>5</th>
<th>6</th>
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<tbody>
<tr>
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<td>JS1</td>
<td>JS2</td>
<td>JS3</td>
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<tr>
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<td>SJ2</td>
<td>SJ3</td>
<td>SJ4</td>
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<tr>
<td>VfC</td>
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<tr>
<td>School Project</td>
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<td>School Project</td>
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</tr>
</tbody>
</table>

Legend

- **Peak Experience**
- **Repeated Practice**
- **Real world application**

Inner Color = Curriculum

- High Resolves
- Internal School
- External Supplier

Border Color = Delivery

- High Resolves
- Internal School
- External Supplier
Live Oak Wilderness Camp
We have partnered with Live Oak Wilderness Camp in New Orleans, Louisiana to develop a bespoke curriculum for the Live Oak Leadership Seminar.
The Live Oak Leadership Seminar is a 15 month experience that challenges campers to develop their leadership skills while embodying the core values of Live Oak, which include awareness, kindness and bravery. We have worked closely with Live Oak to jointly develop a tailored program scope and sequence, which dovetails with this intention.

For example, the Leadership Seminar begins with an immersive workshop designed to enhance campers’ sense of collective identity and social inclusion. During the experience, campers explore the diversity and similarities within their cohort through the Identity Maps TRP. This is also used as a device to set up teams that campers will be in for the year. Throughout the year, campers continue to engage in immersive workshops, including camp, centered around independent thinking, effective collaboration, and inclusive leadership. The learnings from these experiences are reinforced through camp-delivered TRPs.

Month-to-month schedule

Furthering our impact
In addition to our core curriculum for high school students, we are investing in other ways to further our impact, including corporate training and university programs.

Corporate Training
In the first decade of our work, High Resolves focused solely on providing programs to students in schools. However, students eventually leave school and become citizens, leaders, and employees as adults. While our primary focus is still on schools, if we are to create a just world, we cannot ignore the institutions and organizations we operate in as adults.
To succeed in increasingly competitive markets, organizations need to build the capacity of their people to operate effectively in cohesive, collaborative, and dedicated teams. However, there is a common set of barriers that prevent most organizations from reaching their optimal frontier. Beyond simple awareness-raising exercises, corporate training programs rarely address these barriers directly or provide direction for how organizations can undertake an ongoing process of cultural transformation.
Organizational transformation can be thought of as a microcosm of the larger societal shift we seek to catalyze. Like social change, organizational transformations succeed if a critical mass of individuals engages in the hard work of developing and maintaining inclusive, collaborative and committed teams. Just as with students, adults need opportunities for repeated practice of the skills, knowledge, and mindsets to achieve this kind of workplace environment.
Our corporate training program is organized into three themes: Belong, Believe, and Behave.

- **Belong**: Enhances the sense of shared identity and social inclusion of individuals within the organization.

  This module provides an immersive experience that helps build a shared identity within the workplace by challenging participants to realize their own biases and understand the role they play in creating cultures of belonging. Through a simulation, participants become aware of how bias influences in- and out-groups and the impact this can have on the success of a workplace. Participants will discover how their socialization has influenced their ideas of themselves and others and will also be introduced to a framework that enables them to proactively create a workplace of belonging.

- **Believe**: Increases the directional intensity of the group by raising individuals’ sense of commitment to do what is needed.

  This module provides a unique and engaging experience where participants are ambassadors negotiating emission reductions as part of a global climate accord. This scenario enables them to experiment with different strategies and develop their understanding of how to work most effectively with others. The learning experience is built around the renowned multi-party prisoner’s dilemma, which is at the heart of many business challenges. Participants will discover the value of leadership in generating collective action and how they can better inspire their colleagues in the workplace to achieve great things together.

- **Behave**: Improves the ability of individuals to work effectively in groups and to engage in collaborative work.

  This module provides an interactive set of activities that challenges participants to become aware of barriers to effective behavior and how they can improve their performance both as individuals and as a team. Participants develop their skills in identifying fact versus fiction, implementing efficient processes, and using integrative thinking for improved communication and collaboration. Overall, participants become more effective in the workplace as they seek to integrate multiple perspectives to achieve a more creative collective outcome.

These three experiences stand on their own and can be taken up independently. However, given the synergies between each, experiencing all three modules will deliver more lasting personal change and thus a more significant collective transformation.

For example, we delivered a four-hour corporate training for Gro Intelligence, a global agricultural data and analytics software company in New York, which was a resounding success. The purpose of the training was to help engineering and sales staff from all levels of the organization work more cohesively together. The training covered all three themes - Belong, Believe, Behave - and led participants through a series of immersive experiences and interactive activities, including the CO₂ simulation, Identity Maps, and Lego Race, which were designed to build empathy and a sense of shared identity and improve communication and collaboration skills. The session concluded with an appreciative inquiry exercise where participants reflected on what their strengths and areas of improvement were as an organization and what specific actions could be taken to improve how they worked together as one.

In addition to furthering the broader collective transformation we seek, the corporate training program also helps us expand our student program as proceeds from corporate training are used to invest in scholarships for schools that struggle to afford the full cost of the High Resolves program.
University Programs
The increasingly complex challenges of our world require a generation of young people to have the knowledge, skills, and mindsets to act in the long-term collective interest of humanity. University students must play a critical role in this movement, as they have in many social transformations throughout history.

High Resolves offers transformational development experiences for university students, organized into three modules:

- **Identity**: Enhances participants’ sense of collective identity and social inclusion as members of a cohesive campus community.
- **Justice**: Develops participants’ understanding of what a just society looks like and what we must do to realize our vision for society.
- **Leadership**: Cultivates the ability to inspire, create a sense of belonging for, and ultimately mobilize large groups of people.

We are in the early stages of developing our university program through a pilot with the University of Technology Sydney.

Summary

**How do we create citizens and leaders?**

The High Resolves curriculum provides a fully integrated system for building mastery of the core competencies of citizenship. This involves: peak experiences, repeated practice, and real world application.

- **Peak experiences**: Our interactive, simulation-based workshops provide peak learning experiences for participants that challenge and shift their existing beliefs about the world.
- **Repeated practice**: These experiences are reinforced and deepened by our library of complementary Teaching Resource Packs and Teacher Professional Development.
- **Real world application**: We have also developed three real world application exercises that provide students with opportunities for action-based, integrated practice, including Videos for Change, Social Action Projects, and Reverse Teaching.

For each element of our mastery formula, we offer both complimentary resources for all schools as well as add-on services on a fee-per-use basis for those seeking a more premium experience or who require more direct training and support.

The combined impact of these highly participatory learning experiences is a tangible enhancement of participants’ sense of collective identity and an increased likelihood that they will act in the long-term collective interest of society instead of their own short-term personal interest.

We also deliver citizenship and leadership programs for corporate and university environments, believing that a just world will require both youth and adults working together.
4 What makes our approach distinctive?

High Resolves has four distinctive strengths that enable us to design and deliver extraordinary learning experiences.

**Academic foundation in collective action and justice**

High Resolves has a robust academic pedigree growing out of graduate work conducted by our co-founder, Mehrdad Baghai, under the supervision of Nobel laureate Tom Schelling, at the Harvard Kennedy School in the late 1980s. Schelling's masterpiece *Micromotives and Macrobehavior* explored socio-economic models of critical mass situations - that is, situations in which, when enough individuals act in a certain way, the default behavior of the whole group is changed. The idea of developing a critical mass of individuals acting in the long-term collective interest of humanity heavily influenced the development of our initial curriculum three decades ago and remains a critical part of our Theory of Change today.

Schelling’s work is elegantly complemented by other pieces of seminal thinking on what makes for a just society and good education from scholars in philosophy, behavioral economics, social psychology, and beyond. These scholars include Plato, John Rawls, Martin Luther King Jr., Daniel Kahnemann, Ursula Le Guin, and Amartya Sen, among others.

From these thinkers, we have developed a vision of a just society as being one in which: unity, fairness and justice are top values; education is about more than cognitive development: it is also about how to turn our capabilities towards efforts that benefit all; and a critical mass of individuals actively counteract their own biases to work towards freedom, justice, and equality for all.

Our academic underpinnings are discussed in more depth in Chapter 1.

**Design excellence in participatory learning**

Having created this initial foundation, our method for facilitating immersive experiences has evolved and improved over time due to our commitment to a process we call learning engineering.

Learning experiences have to be improved and evolved over time. Our goal is to have world-class curriculum and training that is consistently improved through experience and testing. To achieve this, we have adopted an innovation model from the software industry for the development, testing, and implementation of our programs.

In the software world, an upgrade or major release is a completely new version of software that offers a significant improvement over your current version. Meanwhile, a software update or dot release is a patch to fix smaller or relatively minor glitches. For any given software, there will likely be many updates over time, sometimes even every few weeks, while upgrades happen much less frequently, perhaps every year or two.

To ensure continual improvement while also offering consistent experiences for students, we differentiate between our curriculum upgrades and updates. We have invested in a number of major upgrades to our curriculum over the last decade, including moving from four to eight major competencies, changing lesson length, and revamping signature activities. Each of these upgrades undergo an intensive design process over the course of one to two years. During this process, we draw on relevant literature and also pilot the upgrade with eight to ten student groups before rolling out more widely.
Updates to our program happen more frequently. These are smaller changes – perhaps changing out a slide in a teaching resource or adding a new example for an activity. The need for updates generally emerges from our facilitators’ experiences and student feedback. For example, if we find a picture or example in the slide deck is less effective than we would like it to be, we can find a new one and try it without major retraining. In these cases, updates can be tested quickly and implemented throughout the year.

As part of this process, we have also fully embraced a human-centered design approach to curriculum design. This includes prioritizing empathy for participants, fostering creativity within High Resolves and creative confidence in our participants, being willing to disrupt our own model when new ideas emerge, rapidly prototyping and iterating on ideas, and radically collaborating within and across organizations.

This approach has resulted in rapid improvement cycles. In fact, the resulting curriculum has received public acclaim in Australia, where High Resolves received the Patron’s Award for exemplary user experience from Good Design Australia, which included all companies and industries in Australia. We are confident that our curriculum, though still a work in progress, is innovative and distinctive.

**Curriculum customization by segment**

To achieve maximum impact across different national, cultural, and organizational contexts, we adapt our curriculum in several ways to meet the specific needs of those we work with.

First, we adapt our curriculum to the specific cultural contexts we work in. As part of our expansion into the United States, Canada, China and Brazil, we are tailoring the language, examples and even facilitation style to fit with the cultural context. This is particularly important as cultural contexts can vary dramatically even within a nation (e.g., New Orleans is very different to San Francisco).

Second, we customize our curriculum package, including the three elements of the mastery formula, based on the needs of those we serve. For example, one school may wish to delve into Collective Identity to enhance social inclusion in its culture. Another school may wish to cover all eight competencies to drive a broader, more rounded transformation of culture. Alternatively, schools may have specific time-related needs where a program for a particular grade might need to be implemented across the entire school year or as a two-week intensive program. We work closely with school partners to identify their specific needs and develop an experience that makes sense for them. The Citizenship Quotient project, described in the following section, will allow us to take this customization to a whole new level.

**Professional delivery expertise**

Our excellence in curriculum design would not have its deep impact unless it were also complemented by professional delivery expertise. For this reason, we go to great lengths to recruit and train expert facilitators who can facilitate peak experiences, model the values and capacities we seek to build, and have experience teaching and working with young people.

In any educational program, ensuring every student interacts with top quality, engaging, effective educators is the most important investment an organization can make. Teachers are the largest in-school factor for students’ learning and experience.³⁹

At High Resolves, we invest significant time and energy developing an effective talent recruitment and development approach to ensure we have the best team possible to work with our students.

**Attracting and selecting effective High Resolves facilitators**

Our goal is to attract and select exceptional, energetic educators who have a demonstrated passion for social justice and empowering young people.

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³⁹Hanushek, Kain, Markman, & Rivkin, 2000; McCaffrey, Lockwood, Koretz, & Hamilton, 2003
Our facilitators work in an environment that is different from most classrooms—we have more students in each group at a time and the experience itself is highly student-driven. While typical school classrooms often focus on the cognitive aspects of lessons, High Resolves experiences incorporate affective and behavioral components as well. This means High Resolves facilitators must combine the best of facilitation skills with the best of traditional teaching skills. The key attributes of our facilitators include: demonstrated global citizenship capacities and values in their own life; a passion for social justice and citizenship; love for, and dedication to, working with and empowering young people; high energy, enthusiasm, and belief in students; and student-driven teaching expertise.

We have three main approaches for attracting this kind of talented facilitator. First, we target recruitment where people passionate about social justice search for jobs (e.g., ethicaljobs.com.au in Australia; idealist.org in the United States). Second, we have a clear and explicit value proposition in our job descriptions that relates to our mission so we can attract like-minded, passionate people. Finally, we build broader awareness of who we are through community outreach, branding, and programs that draw substantial public attention like Videos for Change.

Once we attract top talent, we then put candidates through an intensive, three-stage selection process that builds on the best research and practice in organizational development. Interested candidates first submit a short written statement about who they are and why they are interested in the position. In this stage we are looking for passion and experience in social justice. Based on this, a smaller group of candidates (usually 50-60) is invited to submit a video of themselves delivering a global citizenship message to a teenage audience. In this stage we are looking for screen presence and charisma, communication skills, and the ability to bring a concept to life.

Finally, approximately six candidates are then chosen to come in for a face-to-face interview with a panel of interviewers that is comprised of both business and education representatives from our organization. We have developed a standardized interview protocol based on the targeted selection interviewing method, which is a systematic way of evaluating candidates' competencies based on their past behavior. We have developed a precise scoring system for both positive and negative attributes of ideal candidates and use questions that focus on actual experiences and behaviors. As part of the interview, candidates choose one High Resolves lesson to deliver to the panel live.

Our recruitment process is resource-intensive but effective. The real test of a recruitment process is whether it is robust enough to be clear when there are no candidates who meet the qualifications; when you know you're not just selecting the best of this group of candidates, but actually identifying the best people for the role. Finding the right people is so important to us that we are willing to go through the whole process and not hire anyone rather than hire people who are not well-suited for the job.

On-boarding, training, and development
Once candidates have been hired, the on-boarding, training, and development process begins. There are three inter-related stages of preparing facilitators to lead their own sessions, which broadly follows the gradual release of responsibility model for teaching.

- Theoretical knowledge and observation
In the first stage, new facilitators explore the theory and practice of global citizenship. Readings include internal documents, curricula, and academic articles. The broader ideas and the curriculum are explored in conversation with facilitators' cohort and managers. In addition, new facilitators observe experienced facilitators in the field and then debrief on their observations to identify insights and principles they can utilize in their own delivery.

- In-house rehearsal and joint lesson delivery
After the initial theoretical learning period, new facilitators practice delivering the sessions to their peers in-house to become more familiar with the flow and content, and to receive feedback and tips from their peers.
Next, they jointly deliver sessions with experienced facilitators to a real group of students. This allows them to become more familiar with the materials, hone their facilitation and teaching skills, while also enjoying the support and guidance of a more experienced colleague. It also allows their managers to identify strengths and areas for further development and training.

• Individual lesson delivery

Finally, facilitators are ready to deliver sessions on their own in schools. By this time, facilitators have prepared on their own and with others and are ready to create high-caliber experiences for students. Even after they are in the field on their own, their managers continue to observe and give feedback at regular intervals over time. Facilitators have regular check-in sessions with their peers to identify both common and unique challenges and collaborate to find creative solutions.

While we have developed a standardized High Resolves curriculum, one of the most exciting and successful aspects of the work for our facilitators is that they are empowered to adapt parts of it to their own style and to students’ needs. Rather than forcing all of our facilitators to be the same, we focus on hiring highly competent, passionate people, provide them with comprehensive training and a curriculum framework to work within, then empower them to make it as powerful and authentic as it can be. Even after our facilitators are delivering regularly in the field on their own, we have created structures and processes (e.g., a weekly check-in and reflection meeting) to ensure facilitators are able to continue systematic reflection on their practice with guidance from their peers and more seasoned practitioners.

Beyond High Resolves

Because our ultimate goal is to create a more just world, we try to live that in our own work. First, we are committed to diversity and equity in our recruitment process. We believe a diversity of perspectives, experiences, and skills makes us a stronger and more effective team. Second, we see part of our impact in the world as graduating an inspired cadre of highly capable change agents who will make distinctive contributions in their chosen fields. To this end, we are committed to developing our team so that they are prepared to continue to help create a better world even after they leave High Resolves.

Summary

Our distinctive strengths

We have four main strengths that allow us to consistently design and deliver extraordinary learning experiences. First, we have strong academic foundations that provide a rich and detailed understanding of the theory for each level of our Theory of Change, from our vision for a just society to the design of peak experiences. Second, we have developed an expertise in the design of participatory learning experiences by constantly learning and iterating on our work with students and teachers. Third, our work and curriculum is customizable - both across schools and across segments - which allows us to work in a variety of environments. Finally, we have developed an ability to consistently deliver extraordinary experiences by recruiting top talent and providing extensive training and support.
How can we achieve greater impact?

The focus of our ongoing learning and development agenda is on creating a comprehensive and actionable measurement approach for citizenship competencies.

Throughout our history, we have been dedicated to assessing our performance and incorporating feedback into new iterations of our program. We are committed to measurement in the service of improvement and impact and have developed solid internal monitoring and evaluation processes to ensure we are tracking the most important metrics.

Beyond our own internal evaluation processes, we have also commissioned formal reviews of our work by independent third parties. For example, in September 2013, The Australian Council for Educational Research (ACER) undertook an independent evaluation of the efficacy of the internal and programmatic elements of our organization.

In this chapter, we outline our current monitoring and evaluation processes and where we are looking to grow, including a new approach to measuring citizenship competencies which we call the Citizenship Quotient (CQ).

Current monitoring and evaluation

Monitoring

The purpose of monitoring is to determine: did we do what we planned to do? Monitoring processes check program progress against set plans for compliance and internal review checks, using key indicators of progress (e.g., 90% of planned sessions were implemented; 95% ran on time; the number of schools served grew by X%). Monitoring processes are conducted by our front-line staff who implement the program. They focus on what is actually happening on the ground and how it is being done.

At High Resolves, we monitor a number of elements of our program, including reach (i.e., how many total students, program deliveries, etc.) and depth (i.e., how much of the High Resolves program are schools adopting).

Reach

To assess our reach goals, we carefully track planned and achieved metrics related to how many schools enroll in the program, how many sessions are delivered (“deliveries”), how many students attend those programs, how many students are evaluated, and how many achieve good outcomes. We compare actual with planned figures and compare geographically across regions.
Examples of the kinds of statistics we gather for monitoring of our reach are shown in the tables below.

Table 2: Total number of schools engaged in professionally delivered peak experiences in Australia in 2017

<table>
<thead>
<tr>
<th>Year level</th>
<th>NSW schools*</th>
<th>VIC schools</th>
<th>QLD schools</th>
<th>Total schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>17</td>
<td>16</td>
<td>7</td>
<td>40</td>
</tr>
<tr>
<td>Year 8</td>
<td>53</td>
<td>29</td>
<td>10</td>
<td>92</td>
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<tr>
<td>Year 9</td>
<td>24</td>
<td>16</td>
<td>6</td>
<td>46</td>
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<td>Year 10</td>
<td>19</td>
<td>8</td>
<td>6</td>
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</tr>
<tr>
<td>Total unique schools</td>
<td>64</td>
<td>43</td>
<td>16</td>
<td>123</td>
</tr>
</tbody>
</table>

*Includes ACT schools

Table 3: Number of students engaged in professionally delivered peak experiences in Australia in 2017

<table>
<thead>
<tr>
<th>Year level</th>
<th>NSW students*</th>
<th>VIC students</th>
<th>QLD students</th>
<th>Total students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>6,155</td>
<td>1,846</td>
<td>2,080</td>
<td>10,081</td>
</tr>
<tr>
<td>Year 8</td>
<td>8,248</td>
<td>4,446</td>
<td>2,258</td>
<td>14,952</td>
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<tr>
<td>Year 9</td>
<td>3,163</td>
<td>1,503</td>
<td>918</td>
<td>5,584</td>
</tr>
<tr>
<td>Year 10</td>
<td>2,491</td>
<td>336</td>
<td>464</td>
<td>3,291</td>
</tr>
<tr>
<td>Total students</td>
<td>20,057</td>
<td>8,131</td>
<td>5,720</td>
<td>33,908</td>
</tr>
</tbody>
</table>

*Includes ACT students

Table 4: Program reach monitoring for Collective Identity

<table>
<thead>
<tr>
<th>Collective Identity</th>
<th>NSW</th>
<th>QLD</th>
<th>VIC</th>
<th>ACT</th>
<th>National</th>
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</thead>
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<tr>
<td>No. of deliveries</td>
<td>86</td>
<td>28</td>
<td>39</td>
<td>3</td>
<td>156</td>
</tr>
<tr>
<td>No. of evaluated deliveries</td>
<td>52</td>
<td>6</td>
<td>20</td>
<td>1</td>
<td>79</td>
</tr>
<tr>
<td>Percentage of deliveries that are evaluated</td>
<td>60%</td>
<td>21%</td>
<td>51%</td>
<td>33%</td>
<td>51%</td>
</tr>
<tr>
<td>Number of students who participated</td>
<td>3163</td>
<td>466</td>
<td>1243</td>
<td>53</td>
<td>4925</td>
</tr>
<tr>
<td>Percentage of students who completed participant survey</td>
<td>98%</td>
<td>89%</td>
<td>94%</td>
<td>N/A</td>
<td>96%</td>
</tr>
<tr>
<td>Percentage of students who met cognitive outcomes</td>
<td>85%</td>
<td>76%</td>
<td>78%</td>
<td>N/A</td>
<td>82%</td>
</tr>
<tr>
<td>Percentage of students who met affective/behavioral outcomes</td>
<td>91%</td>
<td>82%</td>
<td>82%</td>
<td>N/A</td>
<td>90%</td>
</tr>
<tr>
<td>Percentage of students who found the experience engaging</td>
<td>97%</td>
<td>86%</td>
<td>93%</td>
<td>N/A</td>
<td>95%</td>
</tr>
</tbody>
</table>

We track the above metrics for each topic area and then tabulate scores together to calculate national and global totals.
Depth
While each topic area and grade is designed to be able to stand on its own as a powerful, single learning experience, the High Resolves program is most impactful when students experience all topic areas in order (starting around grades 5-7 to grades 10-12) and are supported by the TRPs and real world application exercises. Thus, another way of assessing our impact is through the depth of the program in each school. In other words, we ask the question: to what extent are schools adopting the entire High Resolves curriculum versus one or two peak experiences or TRPs?
We assess our depth goals both in terms of overall number of schools adopting the whole program, and also the extent to which schools are increasing their depth year-to-year. For instance, if a school expands from one peak experience with its associated TRPs to two peak experiences and real world application projects, we consider this to be increasing depth.

Evaluation
Evaluation processes look at the effectiveness of the programs against their intended outcomes. For each experience we deliver, students are given a survey that asks how they felt about the experience and what they think they learned. In other words, we gather evaluation evidence on both the experience (participant engagement) and the learning outcomes (cognitive, affective, and behavioral).

Participant engagement
To assess engagement, we ask participants to score three different aspects of the learning experience on a four-point scale from Very Bad to Great. This includes: activities, topics covered, and the facilitator. Each survey includes the same following questions shown below.

Tick the box that shows how you would rate the different elements of the module.

<table>
<thead>
<tr>
<th>Very Bad</th>
<th>Bad</th>
<th>Good</th>
<th>Great</th>
</tr>
</thead>
<tbody>
<tr>
<td>The activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The topics covered</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The presenter</td>
<td></td>
<td></td>
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</tbody>
</table>

The results of the participant surveys are monitored throughout the year and transparently shared to drive accountability for both curriculum improvement and staff performance improvement. For instance, if students rate a particular activity poorly regardless of facilitator, region, or school, then the curriculum team revisits the activity and improves or potentially replaces it with a new activity. If, however, an activity is generally rated well, but is rated less well when a particular facilitator delivers it, then rather than replace the activity, that person receives additional support to improve their own personal delivery of the activity. Our goal is to reach an average of 95% “good” or “very good” on each of these scales across all topic areas and deliveries.
Learning outcomes: cognitive, affective and behavioral

To assess learning outcomes from our professionally delivered peak experiences, participants are asked to answer questions to determine whether they have understood the core concepts of the topic area and whether they have developed the skills and beliefs that the program is designed to help them practice. These questions assess the cognitive, affective, and behavioral outcomes intended.

To use the Collective Identity competence as an example, the key learning for this topic area is that “more and more people are recognizing the truth that we are one human race.” The cognitive, affective, and behavioral outcomes desired are shown below.

<table>
<thead>
<tr>
<th>Cognitive Outcome</th>
<th>Affective Outcome</th>
<th>Behavioral Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>View civilization with an evolutionary mindset and explain how we can influence its trajectory and pace</td>
<td>Feel confident that they can recognize divisive thinking and messaging as they encounter them</td>
<td>Act in more unifying and less divisive ways at school, at home and in the community</td>
</tr>
</tbody>
</table>

The questions asked of students to assess cognitive components relate to whether students understand certain ideas through multiple choice questions. Meanwhile, the questions asked of students to assess the affective and behavioral outcomes are a Likert scale of agreement like the one below:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>As an individual I can have an impact on how different groups and cultures are treated</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our different backgrounds and beliefs mean that we can never really be one human race</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making some people feel like they are 'outsiders' will make the world a better place</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After this module, I will act in ways that promote a shared sense of collective identity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Through the participant surveys, we are able to assess the extent to which participants are able to accurately answer content-related questions, and the extent to which they share the intended affective and behavioral beliefs. While participant engagement questions are constant across topic areas, the cognitive, affective, and behavioral questions change depending on the topic area’s specific learning outcomes.
In addition to the formal surveys, we actively gather informal feedback. For example, the “I Resolve To...” cards that students write for themselves at the end of each High Resolves experience offer a demonstration of the personal transformation in action. We also seek feedback from teachers and administrators on lasting and cumulative effects of our program as a way to gauge broader classroom and school community impact.

The programs offered by High Resolves give immediacy to our role in developing ethical and aware future citizens. Over many years, I have seen students make a connection between our stated values and the world in which they live. The quality of the programs, the high calibre of the presenters and the responsiveness to student interest has ensured the place of High Resolves in our broader school curriculum. Through participation in the different modules, students have grown in their awareness and confidence to advocate for causes for which they feel impassioned. These may be local, national or global with the common thread being student empowerment. The development of self-efficacy, collective student voice and practical application of social justice principles are reflected in the popularity of the program with students, staff and parents. High Resolves is an excellent example of how we fulfil our responsibilities as educators and adults helping future generations improve the world step by step. I commend the program to all schools.

David Tomlin
Principal, North Sydney Girls High

Our overall impact for all experiences delivered in 2018 is shown below:

- **Student engagement**: 95%
- **Cognitive outcomes**: 91%
- **Affective & behavioral outcomes**: 87%

**Developing how we monitor and evaluate**

At High Resolves, we are committed to continuous improvement. As part of this, we are developing our monitoring and evaluation approach through an implementation study with one of our partner schools, East Bay Innovation Academy (EBIA) in California. EBIA is running an intensive version of Collective Identity, which includes Teacher Professional Development, a peak experience facilitated by High Resolves, and weekly TRP lessons facilitated in advisory by teachers. High Resolves is conducting an in-depth implementation study to identify important implementation factors that should be taken into account in future schools as we expand and potential indicators of success for the Collective Identity learning experience. The data collected will inform our new delivery design and monitoring and evaluation efforts. We are using a mixed-methods implementation study approach where over the course of a learning experience: teachers take pre- and post-surveys to assess Teacher Professional Development; students complete pre- and post-surveys to assess the peak experience; students complete surveys each week to assess TRP lessons; teachers are interviewed individually twice and student focus groups are conducted twice to assess overall student learning and engagement.

Preliminary results from this study have been promising and we will likely move towards this approach as our new gold standard for monitoring and evaluation.
An innovative new measurement approach

At High Resolves, we have steadily grown the number of students we reach each year for over a decade and have now engaged over 200,000 young Australians. We have achieved financial self-sufficiency in our original market in Australia and expanded offshore to the United States thanks to the generous support of Omidyar Network. We have also begun further expansion into China, Canada, Brazil and Africa, which should increase our reach to millions of young people over the next decade.

The Need for a New Approach to Measurement

Over the past two years, the complexity of our operations has increased dramatically: we have grown the scale of our operations and broadened the scope of our offer; we are serving multiple segments who have different needs and expectations; we have increased program customization and thus variation.

We are finding that our current approach to measurement is no longer sufficient. We now require a much more disciplined and robust approach to outcome measurement that moves beyond current challenged approaches like student self-reporting\(^\text{40}\) and which can tell us if our work is truly creating a tipping point of individuals who have the capabilities and desire to drive collective transformation.

The more we explore the idea, the more we believe this is a need that exists not just for High Resolves but for education systems across the world.

At present, there is no approach or tool that can comprehensively assess to what extent education systems, or the schools that comprise them, are fostering citizenship.\(^\text{41}\) We believe this is a fundamental gap that if addressed could have profound impacts for how we educate and create caring and responsible citizens committed to the long-term interests of humanity.

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\(^{40}\)Anderson et al., 2016.
\(^{41}\)Center for Universal Education at the Brookings Institution et al., 2017

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Citizenship Quotient

We are developing a concept which we call Citizenship Quotient (CQ). Similar to the original IQ for intelligence, and EQ for emotional intelligence, CQ is a way of measuring the set of knowledge, skills, attitudes, values, and behaviors that enable people to make informed choices in their lives and work towards the long-term collective interest.

The High Resolves citizenship framework will be used as the basis for measuring CQ. We plan to assess students on each of the eight competencies and how they are practiced across the three spheres of citizenship:

- **Friends & family:** Acting as a citizen requires a complex constellation of knowledge, skills, and values that are often thought about at the societal level. However, we believe that acting as a citizen at the societal level necessitates practicing the competencies of citizenship in our personal relationships as well. These are characteristics that may often be missed in typical curricula or training programs.
• **My community:** Extending the practice of citizenship to one’s school, university or workplace is another important sphere where citizenship should be practiced. Each of these communities is like a microcosm of society, with its own culture and group dynamics. Measurement of CQ at this level should lead to measurable positive shifts in organizational culture, including decreases in antagonistic behavior and bullying, and increases in levels of trust, social cohesion, and belonging. This is evidenced by measuring both perceptions of these elements and through actual incidences of positive or negative behavior.

• **The bigger world:** Our ultimate aim is to reach a critical tipping point of individuals who share global citizenship values, attitudes, skills, and knowledge, and act in the long-term collective interest of humanity as a whole. We plan to measure this in a few ways. For example, we plan to include measures of individuals’ perceptions of the society in which they live. We would want to see evidence of increasing trust and social cohesion, adherence to global citizenship attitudes and values, and increasing behaviors that exemplify tolerance, respect, and openness.

There are two main benefits of this approach. First, at the micro level, CQ provides students and schools with a visual map of their citizenship strengths and areas for growth. This enables principals to identify where gaps in citizenship competency lie in the school, design a string of learning interventions to address those gaps, and then measure the impact of chosen interventions. Second, at the macro level, CQ serves as a standard language across systems to determine the effectiveness of different types and sequences of interventions. By capturing and aggregating granular data from schools across the country, we can identify patterns between different strings of learning interventions and gain deeper insight into what works and what doesn’t. Multiple parties stand to benefit from this. For example, schools will have better data to inform what interventions and sequences would work best for them; education organizations will refine their offerings to be more effective; and school systems will redirect precious investment dollars to the highest-impact interventions.

As more and more schools adopt CQ as a measure, we envision that CQ can become a strategic platform that helps frame, measure and improve school outcomes at the system level – as important as PISA or other standard measures. Because fostering well-rounded and compassionate citizens is one of the core purposes of schooling, we expect that many departments of education will be interested in a measure that can tell them if their schooling system is, in fact, fostering citizenship.
We believe that High Resolves is uniquely placed to play a leadership role for this system evolution given our proven track record in the education ecosystem. With CQ, High Resolves could work with school leaders to determine their Citizenship Quotient and thus what their school priorities might be. We could then develop a tailored, evidenced-based delivery plan to achieve those priorities, which would incorporate custom strings of the most relevant, impactful experiences, whether or not they were from High Resolves. Following delivery, CQ could then be used again to measure impact and further refine the learning journey.

Summary

How can we achieve greater impact?
While we have always been committed to the rigorous monitoring and evaluation of our programs, we are in the process of developing a more robust approach to measuring citizenship competencies that will likely revolutionize how we work with schools. The Citizenship Quotient will be a way of assessing the set of knowledge, skills, attitudes, values, and behaviors that enable people to make informed choices in their lives and work towards the long-term collective interest.
Conclusion

While at times it can seem as though there is only growing division and hatred in the world, at High Resolves we remain hopeful and intelligently optimistic about the future of humanity.

We have spent over a decade building a citizenship program that empowers young people with the knowledge, skills and mindsets needed to act in the long-term collective interest of humanity. We have drawn from a robust academic and theoretical foundation to design customizable curriculum and have developed deep delivery expertise to run that curriculum at scale. We are committed to monitoring and evaluating our impact and seek to continuously improve our program to deliver on our vision.

Despite this, there is much more to do than any single organization could achieve alone, and we are committed to collaborating with like-minded organizations to advance citizenship education around the world.

We look forward to working with others who share our vision and want to make it a reality.

The road ahead is filled with both challenge and opportunity. Through our programs and partnerships we aspire to make meaningful contributions to this defining movement of our time. With hard work, dedication, and focus, we believe a brighter, kinder, more cohesive, and just society is possible.
Appendix I: A Quick Start Guide for Creating Citizens and Leaders

Interested in improving how you create citizens and leaders at your school? We have developed a quick start guide to facilitate structured reflection on how citizenship learning happens in your school and how you might enhance it.

1. Assess your baseline/starting position
   • Do you have a clear learning journey defined around citizenship competencies that builds progressively over multiple years? If so, which parts have worked well and which should be reinvented?
   • How tightly does the learning journey align with your school values? How well are you living those school values? Where are the biggest gaps between your aspired values and the reality of your culture on the ground?
   • What is your current mix of peak experiences, repeated practice and real world application? What are your strengths? What are your areas of growth? Do you have the right ratio and mix of these three components?
   • Have you established clear leadership responsibility for citizenship learning as a distinct program? Do you have specific leaders for each grade/year cohort? Do they work well together? Do they strike the right balance between bold imagination and pragmatic execution? Are you tapping into your next generation of teaching talent?

2. Select a theme for each grade and string together the best sequence of your own and external learning experiences
   • Can you articulate a clear theme for each grade using only 1-4 words? Do the themes integrate personal and community transformation? Do the themes start with a bigger emphasis on cognitive and affective learning then shift to more behavioral aspects over time?
   • Have you integrated the repeated practice element into the classroom curriculum? Have you incorporated enough of it? Do you have enough time and effort allocated to Teacher Professional Development to ensure teachers deliver this element excellently?
   • Do you have any signature activities or events that bring the whole school or multiple grades together? How can you use them to engage parents and caregivers through these events? How would you fare with a school-wide video competition or commitment to Social Action Projects?

3. Adopt a fact-based approach for evaluating your program and tweaking it for greater impact
   • Do you tap into the voice of students in evaluating individual learning experiences? Can you extend your measurement and evaluation approach to encompass whole strings of learning experiences and how the overall sequence can be improved from year to year?
   • Do you have a fact-based way of working with your external suppliers to ensure that less impactful experiences are reviewed and either enhanced or replaced? Do you evaluate how well they work with you and build the capacity of your staff?
   • Do you have a network of peers in other schools? Do you share the successes and failures of your experiments with each other? Do you learn systematically as a peer group by engaging in specific experiments together?
Appendix II: High Resolves Peak Experiences

High Resolves’ curriculum is organized around the four quadrants of citizenship: (1) Identity & Purpose, (2) Just Society, (3) Social Progress, and (4) Better Self. Each quadrant includes one peak experience that addresses two distinct competencies of citizenship. In this appendix, we provide an overview of each peak experience.

Identity & Purpose

The Identity & Purpose quadrant addresses the core questions, “How do I think and feel about who I am?” and “Who do I want to become?” Through a series of immersive activities, students are pushed to think through how society influences how we understand and categorize ourselves and others and how this impacts our interactions, particularly with those who are different from us.

The key takeaway for students is to see everyone as part of the human race and develop the awareness and critical thinking necessary to identify inclusive or divisive behavior.

Signature Activity: Find My Tribe
At the beginning of the experience, students are given a new identity with approximately 15 characteristics (e.g., ethnicity, gender, age, interests). Three of these characteristics are common and shared across all identities. Students are then asked to “find their tribe”, which they do by interacting with others through a series of structured speed-dating rounds. At the end of each round, the facilitator offers observations on how participants have chosen to group themselves. Participants have the option of changing tribes twice, however the tribe they are with in the last round is their final tribe.

At the end of the experience, the facilitator leads a whole group discussion on the choices made, prompting students to reflect on how they grouped themselves and why, what elements of identity they chose to value and form groups around and why, and why they chose to either stick to the identity given to them or use their real identity. If participants did not form one large tribe, the facilitator will lead a debrief on why this did not occur, pointing out that they were never told to form multiple tribes and that they all share three of the same characteristics. If participants do form one large tribe, the facilitator will congratulate them and lead a debrief about why they made the choice and why most groups don’t. The debrief will transition into exploring how our brain naturally categorizes things and how we form in and out groups based on valuing certain similarities over others.
Perception and Reality
Students are introduced to brain priming as a technique that can be used to persuade people to a cause. This concept is brought to life through a group challenge on cognitive illusions and tricks. Through the process, students realize how their individual perceptions may vary based on individual experiences in life. The concept is then extended to cover some of the ways that brain priming is used to further divisive agendas and how important it is to be an independent thinker. Students explore real world examples where people have taken advantage of how brains work to influence and manipulate public thinking.

Inclusive or Divisive
In this activity, students explore the different ways we can choose to respond to difference – i.e., inclusively or divisively. They are pushed to reflect on how they think and feel about themselves and others, where these thoughts and feelings come from, and how they can respond to difference with inclusion.

One Planet. One People?
Using a multimedia experience, students explore a number of events that illustrate an increasing sense of collective identity for the people of the world and develop an understanding of the need for them to personally contribute to building unity with diversity.

I Resolve To
Participants are introduced to a few simple ways to incorporate collective identity and independent thinking in their daily lives and consider the key questions, “How do I think and feel about who I am?” and “Who do I want to become?”

Appreciative inquiry is used to engage students in self-determined change. For example, students are prompted to reflect on examples of collective identity and independent thinking in real life, examples of problems in the world that show more needs to be done on this front, and what students themselves can do to bring about change.

Each student is given an “I Resolve To...” card, where they are encouraged to record their commitment to taking an action over the coming weeks that demonstrates independent thinking and collective identity. For example, students might resolve to challenge a stereotype or question their own ‘us vs. them’ thinking. Students are encouraged to take the cards away with them and put them somewhere they can see on a daily basis so that it acts as a further incentive for them to take action.
Just Society addresses the core questions, “How do I think and feel about the state of the world?” and “What would a more just world look like?” Through a series of engaging activities, students are challenged to think critically about what kind of world they would want if they did not know in advance where or who they would be and whether their personal actions will be on the right side of history in 50 years. The key takeaway for students is to understand that if they believe we are all one human race, then they must believe the world needs to be more just. Students learn that they have a responsibility to advocate for social justice and go beyond charitable acts.

**Cut and Choose**

Students pair up to participate in a short activity designed to help them understand how the veil of ignorance can be a useful tool for determining if decisions and outcomes are just. For half the group, one person cuts the prize (e.g., a cupcake) while the other chooses which piece to take. For the other half, the same person cuts and chooses. This is used to help them explore what fair is on a personal level and when resources are limited and to understand the complexities in reaching a fair collective outcome.

**Signature Activity: Draw the line**

Students participate in a simulation whereby they are alien explorers who have landed on Earth to examine the way humans have distributed resources. In small groups, students explore different themes (e.g., dental hygiene, modes of transport) and how they are distributed across the world to gain a better understanding of what life on Earth is like. Using photographic data points from the Dollar Street resource, each small group examines a visual representation of the global distribution for their specific resource. In the small group, students reflect on the distribution of their resource and decide where they would draw the line if it was their planet.

The facilitator records where each group has drawn their line and shares the different lines across the various resources with the wider group. This is used to help students visually recognize that many human beings are living below what they are comfortable with and consider to be the minimum standard. Students explore the role of the SDGs in helping ensure people have access to the resources they need and discover that whilst the cost to fix the inequities is feasible, disparities still remain.

Through a team challenge, students develop an understanding of some of the societal and systemic roots and causes of inequity and how they contribute to the perpetuation of privilege and disadvantage that results in social injustice. Students explore why moving from equality to equity and liberation are needed if the ‘rules’ of the lottery of life are to become fairer. The experience helps students develop a shared recognition of and interest in addressing humanity’s collective dilemmas and grapple with questions including: “How do I think and feel about the state of the world?” “What would a more just world look like?” and “What can we do about it?”

**Charity vs. Justice**

Students learn the difference between charity and justice and why both are needed to create a fair society. Students examine a range of actions to better understand understand how their own actions can contribute to charity and justice across the three spheres of action. The experience helps students understand that charity, although needed at certain times (e.g., during natural disasters), focuses on short-term relief rather than long-term change and has contributed to the growing disparity between rich and poor. Justice tends to be a better way of creating long-term lasting change so that there is less need for charity in the future.
Social Advocacy and Me

Students are introduced to the seesaw as a metaphor, where their actions are represented as pebbles that can help tip the seesaw, with the goal of getting the system to tip towards the right side of history. Through the seesaw, students are able to move from possible feelings of discontent with how to address injustices to an understanding that their actions have an impact and that they can help create positive changes at various levels of society. Students explore the impact of everyday actions and whether they are contributing to a fair society, including the importance of self-regulation so as to not add to an injustice. Students explore the role of a social advocate and explore the value of storytelling and how to use it when advocating for change in positive and constructive ways. In small groups, they identify some social justice issues in their community that they would like to see addressed and discuss the challenges of being an advocate by exploring the following questions: "We know what we should do but why don’t we actually do it?", "What are the challenges?" and "How do we support each other to overcome them?"

I Resolve To

Participants are introduced to a few simple ways to incorporate social advocacy for social justice into their daily lives and then reflect on key questions, “What kind of a world do I want to see?” and “Will my choices be on the right side of history in 50 years?”

Appreciative inquiry is used to engage students in self-determined change. For example, students are prompted to reflect on examples of social justice and social advocacy in real life, examples of problems in the world that show more needs to be done on this front, and what students themselves can do to bring about change.

Each student is given an “I Resolve To...” card, where they record their own individual commitment to take an action over the coming weeks based on what they have learned. For example, students might resolve to support a petition, volunteer or switch to buying fair trade goods. They are encouraged to take the cards away with them and put it somewhere they can see it on a daily basis so that it acts as a further incentive for them to take action.
Social Progress addresses the core question, “How do I mobilize and work together with other people to realize our vision for society?” Students consider the costs of free-riding, how the welfare of the part rests in the welfare of the whole, and what it means to work cohesively as one.

The key takeaway for students is that leadership isn’t about looking after one’s own interests; it is a mechanism of creating justice by inspiring others to act in the long-term collective interest.

Signature Activity: The Global Warming Negotiation
In our signature CO2 game, students viscerally experience these challenges. The premise of the game is that 24 nations have signed the General Agreement on Climate Change (GACC) promising to reduce their annual carbon emissions by certain pledged amounts. Each student plays the role of a country ambassador and needs to negotiate with other ambassadors to decide how many units of reduction their country will pledge. The presumed goal for most ambassadors is to convince counterpart countries to reduce their carbon emissions while reducing their own as little as possible. Typically, students need to confront collapses in cooperation by forming alliances and coalitions.

Following the simulation, the facilitator uses analytics provided by a digital voting app to explain the nature of the multi-party prisoners dilemma, including alternative strategies used by participants. The perceived tensions between short-term self-interest and long-term collective interest in the game, and by extension other collective action problems, are explored to demonstrate the contagious nature of defection and the need to identify and work with others in coalitions to solve collective action problems.

Collective Action Problems
The facilitator helps participants apply the learnings from the CO2 experience to a broad range of collective action problems across the three spheres of citizenship (i.e., friends & family, my community, and the bigger world). Students reflect on how winning in the CO2 game meant mobilizing everyone to contribute to the common good and are pushed to think through what winning in the real world means.
Inclusive Leadership: 51% is Not Enough
The seesaw metaphor and idea of a tipping point from the Just Society peak experience is revisited. Through an examination of selected social advocacy movements (e.g., marriage equality), students explore how viewing ‘winning’ as getting 51% of people mobilized behind a cause is not reflective of inclusive leadership. They discover in each of the examined social advocacy movements what it took to go beyond 51% and towards 100%. The facilitator leads a discussion on the challenges involved in creating solidarity and a creative exercise that inspires students to imagine what it means to be an inclusive leader and why it is important.

I Resolve To
Participants are introduced to a few simple ways to incorporate inclusive leadership in the face of collective action situations into their daily lives and then reflect on the core question, “How do I mobilize and work together with other people to realize our vision of society?” Appreciative inquiry is used to engage students in self-determined change. For example, students are prompted to reflect on examples of collective action and inclusive leadership in real life, examples of problems in the world that show more needs to be done on this front, and what students themselves can do to bring about change.

Each student is given an “I Resolve To...” card, where they record their own individual commitment to take an action over the coming weeks that demonstrates what they have learned. For example, students might resolve to deliberately prioritize the long-term collective interest when next faced with a collective action problem. Students are encouraged to take the cards away with them and put it somewhere they can see it on a daily basis so that it acts as a further incentive for them to take action.
Better Self addresses the core question, “What do I have to do and say to become a better version of myself?” Students develop a reflective capacity, become much more aware and present to the impact of their choices and learn to work effectively with others to deepen their personal impact.

The key takeaway for students is to realize that they will be their best if they can collaborate with others and actively contribute towards the common good.

**Signature Activity: Guess What**

Students play the role of adventurers and are tasked with determining what one object the whole group has come into contact with. Each student has access to one piece of evidence for a minute before returning to their group to discuss their findings and piece together a conclusion. The activity progresses over three rounds of increasing difficulty and students are coached throughout on how to complete the activity successfully by applying active listening, effective collaboration, and active telling. The students discover how integrative thinking is a key element of holding themselves accountable to being their better self.

**The Tournament**

Students realize the impact of their personal choices and actions through a simple, iterated prisoner’s dilemma called The Tournament. In a collective game against a formidable force, the objective is to achieve the highest total points possible over eight rounds, with the scoring system reflecting the basic prisoner’s dilemma. Between rounds the group deliberates on what action they should take next, with the options appearing on a screen before them. There are bonuses in different rounds to increase the stakes.

Following the game, students reflect on the strategies they used, the outcomes they achieved, and how they might have done better next time, including examining Tit-for-Tat, the most successful strategy in the two-party prisoner’s dilemma. Students come to understand how acting in their own short-term self-interest can lead to poor collective outcomes and how their individual actions matter - how they play does not just determine their own score, it also determines the score of the collective and how others are likely to treat them over time.

**What’s Your Score?**

Participants consider how their small choices and actions have an impact on others. Through the concrete example of littering, participants are introduced to a simple scoring framework for personal accountability which rewards the positive choices they make as a citizen. The concept is then extended by considering how the metaphor of litter, and the related scoring system, apply to a wide range of day-to-day situations and choices.
**Personal Path**
The facilitator draws out the nature of society as a collective exercise and participants reflect on what it means to be a citizen and what their better self might look like. The importance of collaboration with others is especially identified and explored. The students explore the idea of accountability involving the move from intent to action. They complete a creative piece responding to the key question, “What do I have to do and say to become a better version of myself?”

Using multimedia, the facilitator shares powerful examples of everyday individuals who resolved to take on Social Action Projects and what they achieved over time. The discussion is designed to empower participants to overcome any reservations they may have in taking action.

**I Resolve To**
Participants are introduced to a few simple ways to incorporate personal reflection and accountability into their daily lives and reflect on the key question, “What do I have to do and say to become a better version of myself?”

Appreciative inquiry is used to engage students in self-determined change. For example, students are prompted to reflect on areas which they are doing well in as citizens and leaders, areas for growth, and concrete actions to help them move from intent to action.

Each student is given an “I Resolve To...” card, where they are encouraged to record their own individual commitment to take an action over the coming weeks based on what they have learned. For example, students may resolve to stand up for other people even when it is not in their short-term self-interest or to communicate more effectively while actively listening to how others see the world. Students are encouraged to take the cards away with them and put it somewhere they can see it on a daily basis so that it acts as a further incentive for them to take action.
High Resolves’ curriculum is organized around the four quadrants of citizenship: (1) Identity & Purpose, (2) Just Society, (3) Social Progress, and (4) Better Self. Each quadrant includes one peak experience that addresses two distinct competencies of citizenship. Learnings from peak experiences are reinforced through repeated practice from our Teaching Resource Packs (TRPs), which are delivered by teachers in their classrooms. In this appendix, we provide an overview of our Teaching Resource Packs for each competency.

**Collective Identity**

The first competency covered in our program as part of the Identity & Purpose quadrant is Collective Identity. The focus of this topic area is personal transformation - from students having a simplistic understanding of race and diversity to a more deeply felt appreciation of our shared humanity and identity as citizens. The key learning of this topic area is that more and more people are recognizing that we are one human race. The intended outcomes include: students feel confident that they can recognize divisive thinking and messaging as they encounter them; students understand that our civilization is evolving and can explain how we can influence its trajectory and pace; and students act in less divisive ways at school, home and in the community.

To embed the central concepts from the peak learning experience, schools are provided with 10 teaching resources for Collective Identity, a sample of which is detailed below:

- **Identity Maps**: helps students recognize and appreciate the diversity and similarities we all have as members of the human race. In this TRP, students create their own ‘identity map’, a visual representation of the different elements that make up their identity (e.g., their age, background, preferences). Students then share their identity maps on a ‘gallery walk’ where they compare and contrast the different maps with their peers.

- **Us vs. Them**: develops students’ understanding of our natural tendency to create in-groups and out-groups and the potentially damaging implications of this. In this TRP, students are each given a card with various shapes and asked to use these cards to form themselves into different groups. Students are prompted to reflect on their behavior and how we naturally create different groupings, which can sometimes lead to damaging ‘us vs. them’ thinking.

- **Inclusive or Divisive**: helps students identify and differentiate between inclusive and divisive messages in the media and their daily lives. In this TRP, students are introduced to a framework to classify some of the messages they are exposed to everyday. In small groups, students have to debate whether different images are either inclusive (i.e., celebrate the diversity of the human race) or divisive (i.e., promote ‘us vs. them’ thinking). The images cover a range of topics, including gender, cultural beliefs and practices, and ethnicity. Students learn that we have the power to act inclusively rather than divisively when we observe and experience difference in our world.
Independent Thinking is the second competency in the Identity & Purpose quadrant. The primary focus of this topic area is to bring about a personal transformation in students and equip them with the critical thinking skills required to identify and resist divisive thinking.

The key learning of this topic area is that independent investigation of the truth prevents us from blindly imitating the past. The intended outcomes include: students can explain some of the ways that unconscious biases can be created and/or manipulated by others; students feel confident that they can recognize when others are trying to manipulate their views and actions; and students validate their own personal beliefs, thoughts and assumptions through independent investigation.

To embed the central concepts from the peak learning experience, schools are provided with 10 teaching resources for Independent Thinking, a sample of which is detailed below:

- **Unconscious Bias**: focuses on helping students become aware of some of their own unconscious biases and the influence they can have. The TRP is broken down into three sections: ‘Unconscious Bias’ where students explore some of their own unconscious biases through an engaging activity; ‘Why are we all biased?’ where students examine the impact of on-screen portrayals of different groups of people on unconscious biases; and ‘Impact’ where students explore the impact of being oblivious of one’s own unconscious biases.

- **Pet Town Polarization**: helps students understand that surrounding ourselves with similar thoughts and beliefs can drive group polarization while opening ourselves up to different points of view can lessen its effects. Taking on the role of residents in a fictional community named Pet Town, students experience the process of polarization firsthand as they work in groups to write new laws for the town. Debriefing the activity, students explore the mechanics and implications of group polarization and identify strategies to create dialogue and prevent polarization in their own lives.

- **Partial Truths**: helps students explore the human tendency to create partial truths and develop an appreciation of why it is important to have complete understanding, especially when making decisions. Through the creation of a sales pitch, students experience firsthand their tendency to withhold or offer only part of the information they have available to them. Debriefing the activity, students reflect on the different situations in life where they might encounter partial truths and brainstorm solutions to help them get a more complete picture.
Social Justice

Social Justice is the third competency in our program and sits in the Just Society quadrant. This topic area pushes students to consider how they think and feel about the state of the world and what a fairer, more just world might look like, given our shared humanity.

The key learning of this topic area is that we each have a personal responsibility to make the world a more just place. The intended outcomes include: students can explain the current distribution of the world's resources and entitlements and how it might be more just; students feel confident that they have opportunities to make the world a more just place without resorting to violence; and students make personal choices that go beyond charity and more constructively make the world a more just place.

To embed the central concepts from the peak learning experience, schools are provided with 10 teaching resources for Social Justice, a sample of which is detailed below:

- **Micro-aggressions**: develops an understanding of where micro-aggressions come from and the negative impact they can have. Students watch a video where an Asian-American is asked, “where are you really from?”. This is introduced as an example of micro-aggression as it assumes that someone who does not fit the mold of a ‘typical’ American is not a ‘real’ American. Students then examine the difference between intent and impact. By examining a case study with a different micro-aggression in play, students explore different ways to respond and understand the importance of being an ally to reduce the use of micro-aggressions within society.

- **What is Privilege?**: helps students understand the concept of privilege and how it relates to creating a just society. In this TRP, students participate in the Waste Paper Challenge, where teams are allocated uneven starting points and compete to see who can score the most points. The different advantages that some students are given serve as examples of privilege. Students explore different areas of privilege and watch a video of other young people reflecting on their privilege. They then examine how a privilege can benefit someone. As an extension, they are introduced to the idea of a ‘privilege checklist’, based on the model developed by Patty McIntosh, and examine their own level of privilege and the implications this has for making their community a fairer place.

- **Human Rights**: In this TRP, students are asked to brainstorm what every human deserves to have. Their answers are used as a way of introducing the topic of human rights. The group then brainstorms and debates what human rights they should have and considers whether people should have a veto over certain rights. Students compare their final list to the Universal Declaration of Human Rights, consider why such a list is needed and whether every human being has these rights. This resource is adapted from Empowering Students to Improve the World in 60 Lessons (Reimers, 2017) under the Creative Commons License.
Social Advocacy is the fourth competency in our program and sits in the Just Society quadrant. This topic area focuses on equipping students with strong narrative building and storytelling skills so that they may share and engage in deliberative discourse with others on their vision for society.

The key learning of this topic area is that compelling narratives can amplify messages that unite humanity especially in response to hatred and divisiveness. Intended outcomes include: students understand how storytelling and social media can be used to awaken and mobilize public opinion towards positive social change; students feel confident that they can resist any divisive or hateful message with a stronger, positive, collective response; and students adopt an open-minded and humble posture of learning when trying to influence others to take action.

To embed the central concepts from the peak learning experience, schools are provided with two teaching resources for Social Advocacy, some of which are detailed below:

- **Digital Footprint:** focuses on developing students’ understanding of how digital channels can be used to unite humanity. The TRP is broken down into three sections: ‘Challenge Context’ where students are introduced to the need for social advocates to campaign to reduce food waste; ‘Create’ where students create content designed to inspire people to reduce food waste; and ‘Share’ where students share their content with it being marked against specific criteria related to acting as a positive social advocate. Students are also encouraged to share this content with High Resolves for distribution on our social media platforms.

- **Positive Campaigns:** develops students’ understanding of what makes an effective campaign and the importance of appealing to positive emotions. Students examine different campaigns to determine how likely they are to lead to a shift in the thoughts and feelings of the audience. Through this process, students recognize the benefits and limitations in appealing to positive and negative emotions. Students learn that effective campaigns aim to create awareness about an issue without perpetuating a mindset that those in need are victims who need saving.
Collective Action is the fifth competency in our program and sits in the Social Progress quadrant. This topic area focuses on building students’ skills to create successful collective action campaigns and projects to realize the change that they seek.

The key learning of this topic area is that many of the world’s problems are collective action problems that can only be solved by people working in a concerted fashion. The intended outcomes include: students know the importance of understanding what is motivating someone’s behavior to help them see the impact of their actions; students don’t allow the fact that other people are free-riding to stop them from making a positive contribution to the long-term collective interest; and students draw upon a wide range of interpersonal techniques and approaches to influence a critical mass of others to do the right thing.

To embed the central concepts from the peak learning experience, schools are provided with two teaching resources for Collective Action, some of which are detailed below:

- **Global Scan**: helps students to understand the critical need to work together to address the many complex problems in the world. Students identify examples of collective action problems in their school to understand the connection between individual actions and collective outcomes. They then identify a problem within their school community that they would like to improve and generate potential solutions. The lesson concludes with students sharing their campaign solutions with the class and receiving feedback to ensure they are effectively engaging their peers in understanding why their individual behavior has an impact on collective outcomes.

- **Let’s Go Fishing**: develops a deep understanding of the tension between short-term self-interest and long-term collective interest and the importance of balancing this tension. In this TRP, students play a game inspired by the economic theory, the tragedy of the commons, where they explore the problem of collective action in managing the earth’s resources. After debriefing the activity, students discuss the implications of the tragedy of the commons and identity strategies that will help them to act in the collective interest of humanity.
Collective Action is the sixth competency in our program and sits in the Social Progress quadrant. This topic area helps students develop the ability to inspire, show empathy for, and ultimately move large groups of people without creating an ‘us vs. them’ separation.

The key learning of this topic area is that inclusive leadership requires a commitment to incorporating different perspectives and creating a sense of belonging for everyone. The intended outcomes include: students understand that clashes of differing perspectives can be reconciled to foster an enlarged sense of unity; students feel that they can create an inclusive environment that encourages consultative dialogue and consensus building; and students use a variety of influencing skills to create an inclusive environment where everybody feels valued and heard.

To embed the central concepts from the peak learning experience, schools are provided with two teaching resources for Inclusive Leadership, some of which are detailed below:

- **Stop.Think.Respect**: helps students develop the skills to reconcile differing ideas and peacefully settle conflicts. In this TRP, students begin with a drawing exercise where they try to draw an object based on a limited description given by another student. Students then participate in an activity called ‘Conflict at the Footy Club’ where students investigate how a captain sees a conflict that has arisen within a local football team. Students consider the most appropriate response the team captain should take to resolve the conflict peacefully. They are introduced to the Stop.Think.Respect framework and reflect on how it can be a useful tool when they encounter differing perspectives and conflict.

- **Power of Dialogue**: develops students’ understanding of, and appreciation for, effective dialogue rather than debate. Students follow a series of tasks, which provide specific instructions for how they should communicate. They experience the difference between dialogue and debate and recognize how dialogue can more effectively help them complete a task. Students also explore how dialogue can help them develop empathy for others, particularly those who have opposing views. They practice active listening as a skill to help them be effective communicators and leaders who are able to create a sense of belonging because they understand the motivations behind others’ views.
Personal Impact

Personal Impact is the seventh competency in our program and sits in the Better Self quadrant. This topic area focuses on the importance of holding ourselves accountable to act in the long-term collective interest.

The key learning of this topic area is that citizens hold themselves accountable to act in the long-term collective interest. The intended outcomes include: students can explain how acting in their own short-term self-interest will often lead to poor collective outcomes; students feel confident that they can find creative ways to act in the long-term collective interest; and students reflect on their own life choices and commit to paths that they feel will be on the right side of history.

To embed the central concepts from the peak learning experience, schools are provided with five teaching resources for Personal Impact, some of which are detailed below:

- **My Footprint**: helps students understand the impact of their choices and motivates them to take more positive actions. The TRP is broken down into three sections: ‘Kai’s Footprint’ where students score the actions of an individual against a citizenship and leadership impact framework; ‘My Footprint’ where students reflect on their own actions against a citizenship and leadership framework; and ‘My Future Footprint’ where students plan how they can reinforce positive behaviors and rectify negative behaviors.

- **Personal Narrative**: develops students’ appreciation of the power of personal narrative in galvanizing others. In this TRP, students are given some factual information about Amyotrophic Lateral Sclerosis (ALS), and then asked how much money they would donate out of a fictional $100. They are then shown a video about someone living with ALS and asked the same question. This is used to introduce the power of a personal narrative as a way to galvanize people to change their behavior. Students are challenged to come up with a way that they can use personal narrative to have an impact on an issue that is important to them.

- **Volunteering**: helps students recognize the importance of responsible volunteering and the steps they can take to ensure their help is both having a positive impact and respects the needs and dignity of the people they help. Students explore the topic of responsible volunteering and develop strategies to help them reflect on whether their contribution is positive for all involved. During the lesson, students are provided with two key questions they can ask themselves when contemplating the potential impact of their help. Using case studies, students are then given the opportunity to apply their new knowledge and brainstorm strategies that will help them become more effective volunteers.
Effective Collaboration is the final competency in our program and sits in the Better Self quadrant. This topic area helps students develop the ability to empathize with, deliberate with, and integrate others’ ideas as they work towards the common good.

The key learning of this topic area is that integrating wisdom from multiple perspectives leads to a better understanding of the truth. Intended outcomes include: students know how to modify their own behavior to achieve maximum impact in a collaborative setting; students feel that they will achieve better outcomes if they actively work with others and consider different perspectives; and students use active listening and consultation skills to help them reconcile differing ideas.

To embed the central concepts from the peak learning experience, schools are provided with four teaching resources for Effective Collaboration, some of which are detailed below:

- **Survivor:** helps students to develop skills for integrating multiple perspectives to achieve better outcomes. The TRP is broken down into three sections: ‘What am I?’ where students work together to help a peer work out what object is being displayed on a screen behind them; ‘Your Ranking’ where students decide which items they would prioritize to help them survive a zombie infestation; and ‘Expert Ranking’ where students compare their individual and group rankings to those of an expert to see how well they scored.

- **Stranded:** helps students recognize the importance of incorporating multiple perspectives and sources of knowledge when making a decision that affects themselves or others. Students take part in a simulation designed to replicate the challenge and demonstrate the importance of effective collaboration. Taking on the role of astronauts exploring a distant planet, students gather different pieces of evidence to make a decision about the course of action they will take. Debriefing the activity, students reflect on the importance of integrating multiple perspectives and identify strategies to ensure those perspectives are included in decision-making.
Appendix IV: Alignment with OECD-PISA Global Competence Framework

Global citizenship education is becoming a mainstream teaching priority in schools around the world. Nations as diverse as Sweden, Japan, Canada, Sri Lanka, South Korea and Australia all have an educational framework in place designed to engender global citizenship capacities.\(^{42}\)

The High Resolves program is well-aligned with these frameworks. In this appendix, we lay out how High Resolves' program aligns with OECD-PISA's Global Competence Framework.

Internationally, OECD-PISA has developed a Global Competence framework, which lays out the capacities that students need to thrive together in a complex, interconnected world. This includes the capacities to:

- Examine local, global, and intercultural issues;
- Understand and appreciate the perspectives and world views of others;
- Engage in open, appropriate and effective interactions across cultures;
- Take action for collective well-being and sustainable development.

The four dimensions of global competence are supported by four inseparable building blocks: knowledge, skills, attitudes, and values.

After an initial assessment of the framework, we believe the High Resolves program has a high impact on three of the four dimensions, and a high impact on three of the four building blocks. The program has a medium impact on one dimension and one building block.

![Diagram of Global Competence Framework]

It is important to note that we have completed this initial analysis assuming adoption of the comprehensive High Resolves program. This includes the immersive, in-school student peak experiences, the teaching resource packs (TRPs) that are used to reinforce learning, and the real world application exercises which put the skills and mindsets acquired into practice.

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\(^{42}\)UNESCO and MGIEP, 2017
High Resolves impact on the four dimensions of global competence

Dimension 1: Examine issues of local, global and cultural significance = High

We believe that being able to examine issues of local, global and cultural significance is foundational to being a good global citizen. In order to work towards the long-term collective interest, people must understand what the common good is and what barriers stand in the way of realizing it. The High Resolves program provides multiple opportunities for students to strengthen their curiosity about how the world works, why it works the way it does, and what they can do to change it for the better. For example:

• In our Social Justice and Collective Action topic areas, students engage in immersive experiences where they learn about global issues, such as wealth inequality and global warming. Students not only develop awareness of these issues but also begin to understand why they have come about and what they can personally do to create positive change. For example, through the CO2 simulation, students experience firsthand the tension between personal and collective interests and discover how pursuing short-term self-interest can be harmful not only to the common good but also to one’s own long-term interests.

• In our Identity & Purpose quadrant, students learn about the different ways people can become divided by difference in local and global communities. They are pushed to think through how society influences how we understand and categorize ourselves and others and how this impacts our interactions, particularly with those who are different from us. Students grow aware of their own biases, learn to resist divisive thinking, and recognize our shared humanity.

• Through our Social Action Projects, students are given the opportunity to examine a social issue that is important to them, either in their local community or the bigger world. They are then empowered to work together and design a Social Action Project that addresses the issue.

Dimension 2: Understand and appreciate the perspectives and world views of others = High

The long-term collective interest of humanity cannot be achieved by any one individual. In order to understand what the common good is, we must be able to understand and empathize with other people’s views and experiences. The High Resolves program equips students with the skills and mindsets needed to understand, appreciate and integrate the perspectives and world views of others. For example:

• In the Collective Identity and Independent Thinking topic areas, students learn about the influences on their own world views and identify what they value and why. The experience helps them to understand their own perspective whilst also becoming aware of why others may have contrasting perspectives.

• In Inclusive Leadership, students develop awareness of different ways of seeing an event or issue and commit to respecting and including these differing perspectives. They realize that in order to mobilize a critical mass of individuals towards the long-term collective interest, we must be able to respond to and include different views in a way that creates a sense of belonging for all.

• In Effective Collaboration, students engage in an immersive experience where they must practice integrating multiple perspectives in order to solve a problem. The topic area provides ample opportunities for students to practice working collaboratively with different people and thus develop an appreciation for different ways of thinking and acting.
Dimension 3: Engage in open, appropriate and effective interactions across cultures = Medium
In order to deliberate with our fellow citizens about what the common good is, global citizens must be able to communicate effectively and respectfully, particularly with those who have different views or come from different cultural backgrounds. The High Resolves program provides unique opportunities for students to engage in open, appropriate and effective interactions with up to 80 of their peers at one time. For example:

- The Collective Identity teaching resources help students develop a deeper understanding of the role that culture has played in their own identity and how this influences how they engage with those who have different ways of living. Similarly, the teaching resources for Independent Thinking help students become aware of cultural stereotypes and appreciate the importance in learning from each person as a unique individual. The resources help students to develop an appreciation for difference and an awareness and understanding of how to interact with different people.

- In Effective Collaboration, students engage in multiple activities where they have to practice effective communication and active listening in order to complete group challenges. The Guess What activity requires students understand how to appropriately and effectively engage with others, particularly those who have contrasting perspectives. The activity helps students identify what is required to be able to engage in open discussions in a safe and constructive manner.

- Students also have the opportunity to practice effectively engaging with others in a real-world context through our Social Action Projects and Videos for Change competition. Throughout the projects, students must encounter and resolve the challenges of working with people who have different views and ways of working. The students practice asking questions to better understand others’ perspectives as well as self-regulation in how they express their own views and needs. To be successful, they commit to working through the disagreements that naturally stem from group tasks by communicating clearly, respectfully and openly.

Dimension 4: Take action for collective well-being and sustainable development = High
Once we understand what our long-term collective interests are as a global community, we must be able to take action to realize them. The High Resolves program equips students with the motivation, confidence and capacity to take action and address the complex challenges facing their communities and the world. For example:

- At the end of each High Resolves experience, students reflect on what they have learned and decide what they will do to apply that learning. Each student completes an "I Resolve To..." card, which serves as a record of their commitment to taking an action over the coming weeks that demonstrates global citizenship.

- Creating positive change and being a global citizen can be challenging, particularly when students encounter behaviors and people that are at odds with the collective well-being. Our personal impact framework helps students to develop the perseverance needed to remain focused on acting in the long-term collective interest of humanity. The framework helps students recognize that they will encounter setbacks but the important thing is to keep focused and keep improving so their actions have the impact they desire.

- Social Action Projects and Videos for Change provide two platforms for students to take action and address an issue within their community, local or global. These components of the program also help students develop collective agency as they mobilize others to take action on a social issue. Alumni often share that participation in the High Resolves program gave them the confidence and direction to take action and create change in their own lives and inspire others to do the same.
**High Resolves' impact on the four building blocks of global competence**

**Building Block 1: Knowledge about the world and other cultures - Medium**

**Culture and Intercultural Relations - Medium**

Developing knowledge of culture and intercultural relations is critical for students to become more aware of their own cultural identity, understand differences and similarities among and within cultures, and value the importance of protecting cultural differences and diversity. The High Resolves program helps students develop this knowledge in several ways. For example:

- One of the key learnings from our Identity & Purpose quadrant is that the way we each behave and view the world is reflective of our cultural identities. In the My Cultural Lens and Unconscious Bias teaching resources, students examine the influence of their socialization on how they view themselves and the world, and develop an understanding of the similarities and differences between and within individuals and groups. Students also develop an understanding of how cultural clashes can result from differing perspectives between people and a lack of awareness of one's perceptions.

- In Collective Identity and Independent Thinking, students examine stereotypes and the impact of 'us vs. them' thinking on a local and global level. Through the experience, students start to recognize multiple, complex identities and avoid categorizing people through single markers of identity.

**Socio-economic development and interdependence - Medium**

Building knowledge about development patterns in different regions of the world is critical to understanding what we must do to create a more just society. The High Resolves program provides a couple of opportunities for students to learn about socio-economic development and interdependence. For example:

- In Social Justice, students examine the inequitable distribution of the world’s resources and learn about why such inequality and other socio-economic issues have arisen. Students also examine how globalization has enhanced connections between people and places but also led to increasing gaps between rich and poor.

**Environmental Issues - Medium**

Environmental issues are, and will continue to be, one of the largest and most complex challenges we must face as a society. Developing knowledge and understanding of environmental issues is critical for young people to promote and support sustainability. The High Resolves programs develop students' knowledge of environmental issues through a variety of ways. For example:

- In our Earth Time activity, students explore the impact of consumption on the planet to better understand how economic development has contributed to excessive use of the earth's resources. Through the Digital Footprint resource, students also develop an understanding of the issue of food waste and use their knowledge to advocate for and create awareness of the issue.

- In Personal Impact and Collective Action, students learn about how our individual actions impact the environment. The CO₂ simulation provides an immersive experience for students to enhance their understanding of climate change and the importance of balancing self and collective interest.

**Institutions - Low**

The High Resolves program introduces students to some formal and informal institutions which are committed to creating a more equitable world. For example, in Social Justice, students understand the importance of institutions dedicated to animal rights taking peaceful action when creating change.
Building Block 2: Skills to understand the world and take action = High

Reason with information - High
A core skill of citizenship is being able to logically examine information and evaluate its validity to make informed decisions. The High Resolves program places great emphasis on developing this skill in our students. For example:

- In our teaching resources, Us vs. Them and Inclusive or Divisive, students question and reflect on the motive and purpose of a number of messages. They also examine the various influences that may have contributed to someone's point of view. Through large group discussion, students also identify different interpretations to messages.
- In Independent Thinking, students review information from a range of sources and use their reasoning skills to reach an informed conclusion. In the Pet Town and Filter Bubbles teaching resources, students explore how group polarization can occur and develop a radar for recognizing when a particular opinion or message is not reflective of the whole truth.

Communicate effectively and respectfully - High
We believe it is imperative that global citizens are able to communicate effectively and respectfully, particularly with those who have different views or ways of behaving. Our program cultivates this skill in several ways. For example:

- In Social Advocacy and Inclusive Leadership, students develop the ability to express themselves and their concerns without anger and in a way that encourages people to join together. They explore how exclusion can occur when people respond to those with opposing views in destructive ways and recognize the importance of responding constructively and having open dialogue.
- In Guess What, a group problem-solving activity, students practice active listening and active telling in order to help their team understand each other's opinions and reach consensus.
- The Effective Collaboration teaching resources provide additional opportunities for students to practice communicating effectively as they complete a number of tasks in small and large groups.

Perspective taking - High
In order to mobilize large groups of people towards a common good, global citizens must be able to take on different perspectives and genuinely understand how others think and feel. The High Resolves program provides a number of opportunities for students to develop this skill. For example:

- In Collective Identity and Independent Thinking, students reflect on and examine what has shaped their own and others' world views. The accompanying Unconscious Bias teaching resource requires students examine how different groups are portrayed in the media and how this influences our views of what is normal. Through the activity, students use empathy to identify with marginalized groups and recognize the impact bias has on how these groups are treated.
- Effective Collaboration gives students the opportunity to further develop this skill as they need to actively listen to different perspectives and integrate them in order to complete group challenges.
- Through the YES framework, students are given the opportunity to explore and engage with the challenges encountered online when people with opposing perspectives interact. The experience enables them to better understand other people's motivations and the importance in responding constructively so that they can use online forums for positive change.
- Inclusive Leadership instills in students the importance of leadership that creates an inclusive environment and encourages consultative dialogue and consensus building.
Conflict management and resolution - High
Given the diversity of the human race, it is inevitable that there will be differences in opinions which can sometimes result in conflict. What is important is that students know how to effectively manage and resolve conflicts when they occur. The High Resolves program provides several opportunities for students to develop their conflict management and resolution skills. For example:

• In the CO₂ simulation, students take on the role of country ambassadors who must reduce the world’s carbon emissions while protecting their country’s economy. The experience provides students with firsthand insight into how their emotions influence their behavior. For instance, many students recognized that when they were frustrated with another ambassador they were unable to negotiate effectively and this led to negative outcomes for all parties. As the simulation continues, students’ self-awareness and self-regulation improves and in turn, so does their ability to work together effectively.

• In Inclusive Leadership, students learn how to separate the person from the problem so that attention can be focused on addressing the issue rather than creating further divides and negative emotions. The students also practice focusing on finding mutually beneficial solutions to problems.

• The teaching resource, Why is There Social Conflict?, provides a framework to assist students in strengthening their self-regulation skills when encountering conflicts. The Stop.Think.Respect framework is applied to a fictional conflict so students can examine the value in responding rather than reacting when experiencing challenges. The students use the framework as a tool to help regulate their emotions so they can maintain focus on the task at hand.

Adaptability - Medium
The world today is evolving at an unprecedented rate. Young people today will need the ability to adapt their thinking and behaviors to novel situations and contexts that might present new demands or challenges. Students have the opportunity to adapt their thinking throughout the entire High Resolves program. For example, through facilitated discussions, students discover that often there is no one right answer to the problems facing humanity and the planet. They learn to hear different perspectives and to adapt their own thoughts and behaviors accordingly.

Building Block 3: Attitudes of openness, respect for people from different cultural backgrounds and global mindedness = High

Openness toward people from other cultural backgrounds - High
Having the curiosity about, and willingness to engage with, difference in a sensitive way is a core attitude of a global citizen. The High Resolves program cultivates openness towards people from other cultural backgrounds in several ways. For example:

• In the teaching resource, My Collective Identities, students explore the similarities and differences within their cohort, which nurtures their curiosity about the diversity within their school.

• In Independent Thinking, students are given the space to reflect on and examine how their perspectives of the world and others have been shaped by their own experiences and the biases within society. With this awareness, students are able to suspend their own views in order to be open to others and engage with them in respectful ways.

• The Social Justice teaching resources help students to better understand how some actions, such as micro-aggressions, can have negative impacts on others and limit our ability to develop a true understanding of those who are different to us. The students examine the ramifications of these actions and recognize the need for people to have an attitude of openness towards others.
Respect for people from other cultural backgrounds - High

Respect for all human beings is at the heart of High Resolves. In every element of the program, students learn about the importance of respecting each other and how doing so can benefit society both locally and globally. For example:

- In Collective Identity, students discover the value of diversity and the importance of ensuring their actions create unity rather than division. Through the Inclusive or Divisive exercise, students understand that differences will always be present and develop a radar for when messages suggest that diversity is negative or that ‘us vs. them’ thinking and behaviors are acceptable.
- Social Justice provides opportunities for students to strengthen their respect for others as they develop a stronger understanding of human dignity and how certain systems favor some groups over others.

Global Mindedness - High

Being able to see oneself as connected to the world community and feel a sense of responsibility for its members is core to being a global citizen. We strive to develop global mindedness throughout all of our experiences. For example:

- In Collective Identity, students learn to recognize our shared humanity as members of a single human race. Students explore how ‘us vs. them’ divisions are human-made constructs and that we each have a personal responsibility to take actions that build unity and not division.
- Social Justice helps students develop a deep concern for others and awakens their desire to make the world a more just and fair place for all. Students learn about the lottery of life and appreciate the responsibility we have to ensure all people have what they need and deserve, regardless of where they live or what their beliefs are.
- In Social Advocacy, students analyze the importance of speaking up for and with others, particularly when they are not personally negatively impacted by an issue. They examine different examples of people who use their voice to raise awareness and create positive change and in doing so strengthen their own sense of global mindedness and their confidence to take action.

Building Block 4: Valuing human dignity and cultural diversity - High

Valuing human dignity and cultural diversity are important filters through which individuals process information about other cultures and decide how to engage with others and the world. The High Resolves program provides ample opportunities for this value to be strengthened so students can become more aware of themselves and are strongly motivated to fight against exclusion, ignorance, violence, and oppression. For example:

- In Collective Identity, students examine how ‘us vs. them’ mentalities result in discrimination that has harmful consequences not only for the victim but for society at large. They develop an understanding of how these divisions play out in their school, local and global communities and develop a willingness to take action. Through exploring this theme, students develop an appreciation of our shared humanity and the need for our interactions with each other to be based on valuing human dignity.
- The teaching resource, First Impressions, provides the opportunity for students to examine their own views on different cultural behaviors in order to understand why we sometimes find differences to be ‘strange’ or ‘weird’. With this understanding they are able to be aware of their own views, how they are formed and the importance of respecting diversity rather than believing your way is the only right way to live.
- In Collective Identity and Social Justice, students recognize the tensions in valuing human diversity and human rights and develop an understanding that when these two are in conflict, value should be given to the achievement of core rights.
Appendix V: Alignment with Building Blocks for Learning Framework

In this appendix, we lay out how High Resolves’ program aligns with Turn Around for Children’s Building Blocks for Learning framework.

The Building Blocks for Learning framework represents the skills and mindsets that students use to access, acquire and apply academic content prioritized in classrooms.

The framework was developed by Dr. Brooke Stafford-Brizard at Turnaround for Children and is utilized by the Chan Zuckerberg Initiative, amongst others.

After an initial assessment, we believe the High Resolves program has a high impact on nine blocks, medium impact on six blocks and low impact on one block.

It is important to note that we have completed this initial analysis looking at the comprehensive High Resolves program. This includes the immersive, in-school student peak experiences, the Teaching Resource Packs (TRPs) that are used to continue the learning around these key topics, and the Social Action Projects and Videos for Change leadership components which put the skills and mindsets acquired into practice in service of others.
High Resolves’ impact on Building Blocks for Learning

Civic Identity = High
Having a multifaceted and dynamic notion of the self as belonging to and responsible for a community is an important component of citizenship. Civic identity is at the core of the High Resolves program, and arguably the link that drives all of the High Resolves experiences. For example:

• In the Identity and Purpose quadrant, students recognize that we all belong to a single human race. By exploring how ‘us vs. them' divisions are human-made, students also develop a sense of personal responsibility to take actions that build unity and value the diversity of the human race.

• Through our Social Action Projects and Videos for Change, students are empowered to lead change on an issue that they are passionate about in their community. As a result of taking part in the High Resolves program, students will have a stronger civic identity as they understand the role they want to play in shaping their communities both locally and globally and commit to taking action in their everyday lives.

Agency = High
In order to consistently act as a global citizen in the long-term collective interest of humanity, young people need to be able to make decisions independently and take autonomous action. High Resolves fosters students’ sense of agency in several ways:

• A key takeaway from the High Resolves experience is that students have a choice in the type of impact they want to have as individuals. At the end of each workshop, students complete an "I Resolve To..." statement - a firm commitment of an action they will take to create positive change.

• In the My Cultural Lens and Unconscious Bias teaching resources, students examine how their socialization has influenced how they view themselves and the world. Through this experience, they develop the capability to make informed individual decisions on what they personally value.

Curiosity = High
Global citizens must have a desire to understand the world and drive towards a complete understanding of a problem in order to solve it. The High Resolves program strengthens students’ curiosity about how the world works, why it works the way it does, and what they can personally do to change it for the better. For example:

• In our Social Justice and Collective Action topic areas, students engage in immersive experiences where they learn about global issues, such as wealth inequality and global warming. Students not only develop awareness of these issues but also begin to understand why they have come about and what they can personally do to create positive change. For example, through the CO2 simulation, students experience firsthand the tension between personal and collective interests and discover how pursuing short-term self-interest can be harmful not only to the common good but also to one’s own long-term interests.

• In our Identity & Purpose quadrant, students learn about the different ways people can become divided by difference in local and global communities. They are pushed to think through how society influences how we understand and categorize ourselves and others and how this impacts our interactions, particularly with those who are different from us. Students grow aware of their own biases, learn to resist divisive thinking, and recognize our shared humanity.
Sense of Belonging = High
In order to mobilize a critical mass of people towards the common good, individuals need to feel and create a sense of belonging in our global community. The High Resolves program provides students with opportunities to explore and understand some of the barriers to belonging and the skills needed to build inclusion. For example:

- In Collective Identity and Independent Thinking, students examine how 'us vs. them' divides play out locally and globally, the impact it has on individuals and the community, and what they can do to foster a community where difference isn't feared and individuals are valued for their contributions.
- The Tipping Point exercise helps students explore the importance of speaking up for others, particularly when they personally aren't being disadvantaged, so that everyone can feel that they have a valued place within the community.
- In Inclusive Leadership, students explore how exclusion can occur when people respond to opposing views in a destructive way. They develop the skills needed to respond constructively, to have open dialogue and to build a sense of belonging. Students also learn how to separate the person from the problem so that attention can be focused on addressing the issue rather than creating further divides and negative emotions.
- Many of the Social Action Projects and Videos for Change that students develop choose to address social exclusion. This demonstrates students' awareness of how a lack of belonging can lead to many other issues within the community.

Social Awareness and Relationship Skills = High
Realizing the long-term collective interests of humanity requires being able to understand, empathize with, and work together effectively with people from diverse backgrounds and cultures. The High Resolves program provides a number of opportunities for students to develop their social awareness and relationship skills. For example:

- The Unconscious Bias teaching resource provides students with an opportunity to examine how different groups are portrayed in the media and how this influences our views of what is normal. Through the activity, students develop empathy to identify with marginalized groups and recognize the impact that bias has on how these groups are treated.
- Social Justice explores the role of equity in creating a fairer world and gives students the opportunity to examine a problem from different perspectives before deciding the fairest way to resolve it.
- Guess What, a team competition that requires the use of integrative thinking, helps students improve their active listening and active telling skills so that they can communicate effectively with people who have different perspectives.
Self-awareness = High

Global citizenship requires a strong sense of self-awareness, including being able to recognize one's emotions and thoughts and their influence on behavior and accurately assessing one's strengths and limitations. All components of the High Resolves program provide students with the opportunity to develop self-awareness. For example:

• The Identity and Purpose teaching resources provide multiple opportunities for students to reflect on who they are and how they came to be. For instance, the teaching resource, Labels, provides an opportunity for students to reflect on and examine the different categories they are placed in, the associations connected to the categories, and the impact those labels can have. In My Cultural Lens, students examine how what we consider 'normal' is reflective of our socialization. Students recognize the influences on their own lens and identify what they value and why. Inclusive or Divisive provides the opportunity for students to examine how they respond to difference and the impact their actions have.

• In the CO₂ simulation, students take on the role of country ambassadors who must reduce the world's carbon emissions while protecting their country's economy. The experience provides students with firsthand insight into how their emotions influence their behavior. Many students recognized that when they were frustrated with another ambassador they were unable to negotiate effectively and this led to negative outcomes for all parties. As the simulation continues, students' self-awareness and self-regulation improves and in turn, so does their ability to work together effectively.

Self-regulation = High

Being able to regulate one's attention, emotions and executive functions to reach a goal is a critical capacity of citizenship. In the High Resolves program, students have the opportunity to put self-regulation into practice by taking part in simulations and activities that are not typical of their regular school day. Students must practice managing their emotions and attention in an environment different to the classroom if they are to complete the challenges and achieve the learning outcomes. For example:

• In the CO₂ simulation referenced above, students experience the environmental consequences of not being able to cooperate with their fellow ambassadors. The consequences affect countries randomly and often an ambassador who has been working hard to cooperate will have their country affected. Students quickly recognize that how they respond impacts their relationship with others. If a student lacks self-regulation and lashes out, they discover that it creates additional tension and takes their individual focus, and often the group's focus, away from the goal of the simulation. The safety of acting behind the role of an ambassador provides the opportunity for students to practice and improve their self-regulation. As the simulation progresses, they regain focus and work together to solve the problem of protecting the planet.

• The teaching resource, Why is There Social Conflict?, provides a framework to strengthen students' self-regulation skills when encountering conflicts. The Stop.Think.Respect framework is applied to a fictional conflict so students can examine the value in responding rather than reacting when experiencing challenges. The students use the framework as a tool to help regulate emotions so they can maintain focus on the task at hand.

• In Social Justice, students discover the importance of regulating our initial emotional reactions, such as anger, when we encounter injustice. Students realize that while anger is a natural human emotion and reaction to injustice, it should be channelled in a constructive way to solve the problem rather than add to it.
Academic Tenacity = High

Working towards the long-term collective interest is no easy undertaking. Global citizens must have the beliefs and skills to look beyond short-term concerns to longer-term or higher-order goals, and to withstand challenges and setbacks to persevere toward these goals. The High Resolves program equips students with the motivation, confidence and tenacity to take action and address the complex challenges facing society. For example:

• Our personal impact framework helps students develop the perseverance needed to remain focused on the long-term goal of being an active global citizen. The framework helps students recognize that while they will encounter set backs, the important thing is to keep focused and keep improving so their actions eventually have the impact they desire.

• Social Action Projects and Videos for Change are platforms for students to develop their tenacity while adding value to the world. The experience requires students to set clear goals for their projects, to work with others to achieve those goals, and to be adaptable and resilient in order to overcome the setbacks encountered.

Self-Efficacy = High

To be the change that they seek, global citizens must have self-efficacy; they must believe that they can achieve their goals effectively. The High Resolves program provides ample opportunities for students to strengthen their self-efficacy in a number of areas including cooperation, communication, and problem solving. For example:

• Independent Thinking equips students with a firewall against divisive messaging, which improves their confidence and abilities to make decisions and solve problems.

• In our signature activity, Guess What, students are faced with the challenge of integrating multiple perspectives, active listening and effective communication to solve a problem. Through coaching over the course of three rounds, students’ perceptions of their ability improves as they experiment with different strategies and reflect on their experience.

• Social Action Projects and Videos for Change help develop students’ sense of self-efficacy as students are not only taking action as individuals but are aiming to mobilize others. While their self-efficacy is tested through the projects, their passion and commitment to creating positive change also grows.

Executive Functions = Medium

The increasingly complex challenges of our world require a generation of young people that have the ability to effectively focus on, think through and solve problems. Different activities within the High Resolves program require students to exercise their executive functions. For example:

• In the activity, Survivor, students have to rank the importance of different items in order to survive a zombie apocalypse. They complete the ranking independently and then form teams and rank the items collectively. Students need initiative to be able to generate ideas for how each item could be used and they need to be able to plan and organize the items in the correct order. When they work in small teams, students need to exercise self-control if they have conflicting views with team members so that they can focus on completing the task within the timeframe.

• Given the student-driven nature of Social Action Projects and Videos for Change, students develop their executive functions as they work to produce a quality outcome within a deadline.

Relevance of School = High

School is a critical training group for citizenship. It is important that young people understand the relevance of school and feel what they are studying matters. The High Resolves program strengthens students’ sense of the relevance of school in several ways.
First, our program explores topics that interest students as individuals and are important to their lives. Second, with our interactive games and immersive simulations, our program looks different from the regular school day and has meaningful impact on students’ lived experiences as citizens of both their school community and the greater world. Teachers and staff who observe our program consistently remark how students who typically seem disengaged in the classroom come to life during High Resolves experiences. Finally, as students strengthen their understanding of the world and their desire to transform it, school becomes even more relevant as it allows students to develop the skills needed to transform society.

**Growth Mindset = Medium**

Creating a more just and inclusive society takes incredible work and effort. Global citizens need to have a growth mindset and recognize that their ability and competence grow with their effort. The importance of practice, discipline, and hard work is reinforced throughout the High Resolves program. For example: while the peak experience serves as the ‘aha moment’ that helps change how a student sees the world, it is only through repeated practice and applying the insight in the real world that students truly develop mastery of a competency.

**Resilience = Medium**

Global citizens will inevitably face setbacks in their quest to create a more just and inclusive world. What matters is that they have the resilience to adapt to and overcome these setbacks. The High Resolves program helps students develop their resilience in several ways. For example:

- In Social Advocacy and Inclusive Leadership, students recognize that they will face challenges when trying to influence the thoughts and behaviors of others. To deal with these challenges, they are encouraged to build a strong network of support.
- Each teaching resource concludes with a call to action. This provides space for students to develop resilience when encountering challenges and to define what they will do next to continue making positive change.

**Self-Direction = Medium**

In order to navigate an increasingly complex and ambiguous world, young people need to be able to chart their own path, with or without the help of others. The High Resolves program provides several opportunities for students to develop self-direction. For example:

- At the end of each learning experience, students are asked to identify the type of change they would like to see in the world. Through their “I Resolve To...” statements, they commit to taking an action that will help them achieve their goal.
- Social Action Projects and Videos for Change are student-driven and push students to independently identify the problem they want to address and how to best solve it. Their ability to remain self-directed when they encounter challenges determines the level of success of their projects.

**Stress Management = Medium**

Being able to manage taxing external and internal demands is an important part of being an effective global citizen. Some of the High Resolves activities are designed to generate a level of stress whereby students have to adapt their thinking and behaviors in order to overcome the demands within the experience. For example, in Guess What and Stranded, teams often experience conflict and frustration when they can’t agree on the answer because they have all seen different information. Students are taught skills to help them complete the challenge and manage the stress they feel, including active listening, active telling and separating the person from the problem.


