



A Can Do Approach to Cultural Learning & Global Citizenship

An Educator's Guide



The Can Do approach develops student skills through curiosity, participation, teamwork and reflection. These experiences are strengthened by three core dimensions of cultural learning:



Respect

Being respectful towards people who may have different beliefs, traditions, languages, and experiences is at the heart of cultural learning.

Through the virtual adventures of the Can Do Kids Band, students learn to listen, value different perspectives, and recognise the importance of treating everyone with dignity and fairness.



Global Awareness

Students develop an understanding that they are part of a connected world.

As they explore countries, cultures, historical figures, and global challenges with the Can Do Kids Band, they begin to see links between their own lives and the wider world. This supports the development of informed and responsible global citizens.



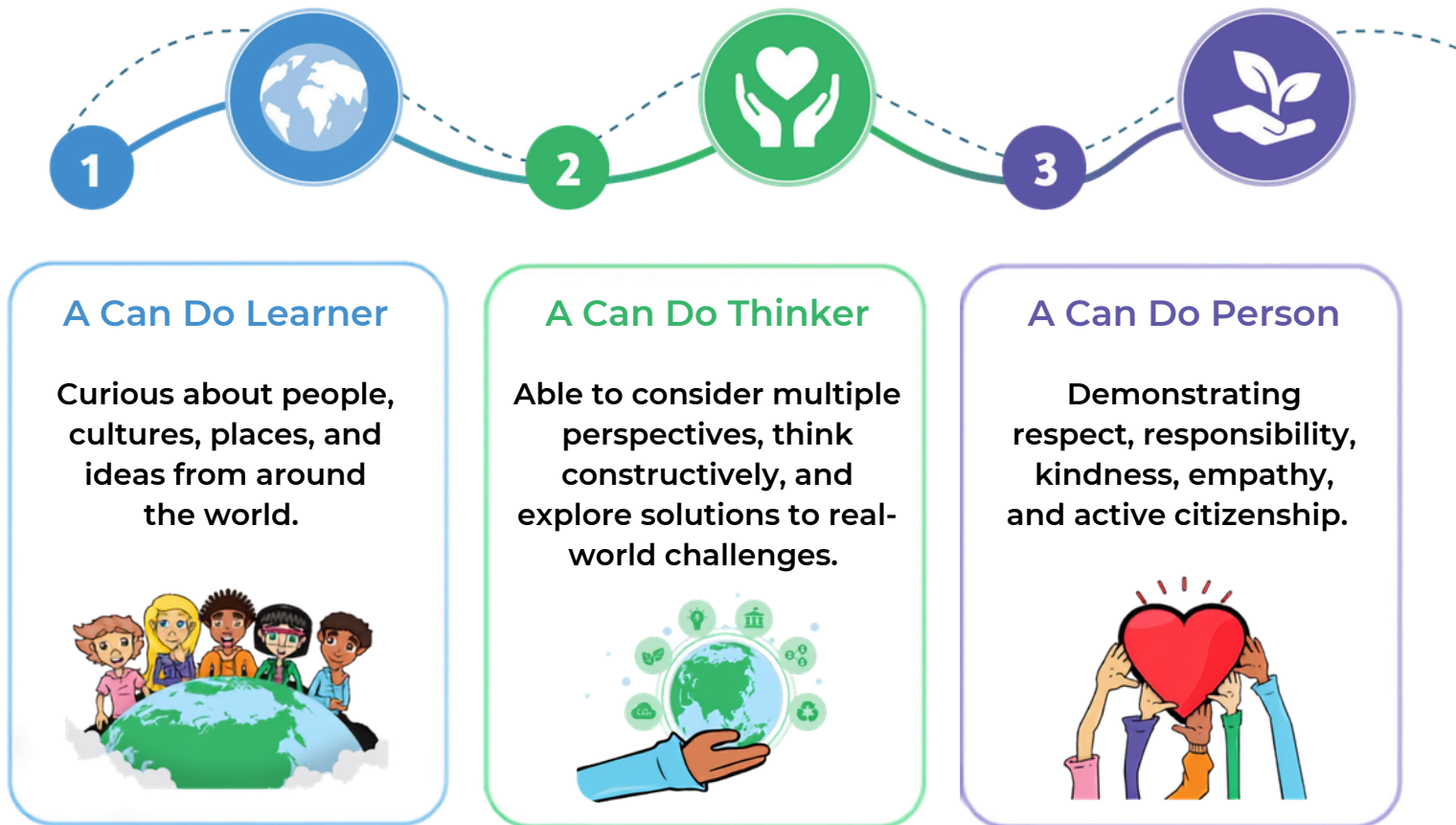
Cultural Awareness

Learning about different cultures helps students appreciate both diversity and common humanity.

By engaging with people, places, traditions, music, food, and stories from around the world, students develop an awareness that differences are something to understand, respect, and celebrate.

What makes a Can Do Student?

A successful Can Do Student develops as:



This integration positions Respect, Global Awareness and Cultural Awareness as the guiding framework for all Can Do learning, while the Can Do Approach becomes the practical behaviours through which students develop as culturally aware global citizens.



Connecting the Can Do Approach to Cultural Learning and Global Citizenship

Can Do Approach	Learning Connection
Curiosity	Awareness: Asking questions about people, traditions, environments, and ways of life. Staying engaged when learning about unfamiliar people, places, and perspectives. Persisting in understanding new ideas, cultures, and global issues.
Participation	Respect/Awareness: Participating in activities about different cultures and sharing ideas respectfully. Allowing others time to express views and experiences that may differ from our own. Being open to different viewpoints and adapting existing assumptions.
Teamwork	Respect: Working together to explore and understand different countries and cultures. Considering global challenges and possible solutions.
Reflection	Awareness: Reflecting on how cultural discoveries can influence our understanding of the world. Evaluating how positive actions can contribute to a fairer and more sustainable world.

These skills help students move beyond simply learning about cultures to actively developing the attitudes and behaviours associated with global citizenship.

Through cultural learning experiences, students are encouraged to become **Can Do Global Citizens** who:

Understand

They recognise that they are members of a global community as well as their local community and nation.

Care

They demonstrate empathy, respect for others, and an appreciation of cultural diversity.

Act

They make thoughtful choices that contribute to a more equitable, inclusive, and sustainable world.

Embedding the Framework into Lessons

The Can Do Approach to Cultural Learning and Global Citizenship **framework** sets out the key aims and objectives.

Educators can reference the three cultural learning dimensions throughout all Can Do activities:



Before Learning

Ask students:

- How can we show respect while learning about another culture?
- What do we already know about this country or community?
- What questions are we curious about?

During Learning

Encourage students to:

- Listen respectfully to different ideas.
- Make connections between their own lives and global experiences.
- Ask thoughtful questions about cultures, traditions, and perspectives.

After Learning

Reflect using questions such as:

- What did we learn about this culture?
- How did this increase our global awareness?
- What similarities and differences did we discover?
- How can we show respect for people whose experiences differ from ours?

These reflections reinforce both the Can Do Approach and the wider goals of cultural learning and global citizenship.

Continue the learning by encouraging students to reflect on their development and complete the following self-assessment sheet.

Can Do Learning Self-Assessment Sheet

Name: _____ Country Studied: _____ Date: _____

1. Awareness: Curiosity. Tick one box for each statement:

I can...	Yes	Sometimes	Not yet
Ask questions using Who, What, Where, When, Why, Which, How			
Ask questions that show curiosity about another country			
Ask questions that go beyond simple facts			

2. Respect: Participation. Tick one box for each statement:

I can...	Yes	Sometimes	Not yet
Share my ideas with the class or group			
Listen carefully to others			
Respect different opinions			
Build on someone else's idea			

3. Respect: Teamwork. Tick one box for each statement:

I can...	Yes	Sometimes	Not yet
Work well with my group			
Share my ideas			
Help others in my group			
Take turns and be fair			

Can Do Learning Self-Assessment Sheet

Name: _____ Country Studied: _____ Date: _____

4. Awareness: Participation. Tick one box for each statement:

I can...	Yes	Sometimes	Not yet
Include important features (flag, food, landmarks, etc.)			
Show what I have learned about the country			
Present my work in a clear and respectful way			

5. Global and Cultural Understanding:

I can...	Yes	Sometimes	Not yet
Say something new I learned about this country			
Describe a similarity or difference			
Show respect for other cultures			

6. My Can Do Attitude:

I can...	Yes	Sometimes	Not yet
Try new ideas			
Keep going even when it is challenging			
Believe I can learn new things			

Reflection

Name: _____ Country Studied: _____ Date: _____

One thing I learned:

Something that surprised me:

One question I still have:

One thing I would like to explore next:

One thing I would like to do to make a positive impact: