

2017-18



Global Minds Initiative

YEARBOOK



The 2017- 18 school year has been a whirlwind of exciting opportunities, exponential growth and big-picture thinking at the Global Minds Initiative. We have grown to schools across the United States and Canada, impacted more than 1,000 students, and have begun thinking strategically about the future of our organization. We could not have done it without our committed student leaders, incredible adult allies, and the super hero educators we get to work with everyday.

Throughout the 2017-18 school year our programming has gone from one school in Pittsburgh to 13 schools across seven states and two countries. Through the development of a flexible and innovative curriculum, processes for onboarding new chapters and the growth in our volunteer base we have been able to successfully foster transformative outcomes across our 13 programming sites. At Global Minds we understand that every school is unique. Every school has a different population, student body, demographic makeup and needs. We seek to address those needs through the universalizing idea of developing leaders through culturally responsive education.

Our young leaders have been making incredible impacts in their communities. Whether it is global potlucks events, planning field trips, or developing art projects to promote advocacy, our student leaders are making headlines and are leading the way. This yearbook truly is about what our student leaders have accomplished and a way to present all of their incredible work in one place.

Thanks to the support of our funding partners, volunteers, and most importantly, student leaders, we are excited to dive in and continue creating welcoming schools for all. As youth we are at a pivotal time in society. We can be defeated by the voices telling us no or we can rise up and take ownership of our communities to change them for the better. Youth are not only the future, we are the present and ready now more than ever to make schools safe places for all students.

Because this is our 2017- 18 yearbook, it is only fitting that I come up with my yearbook quote. I haven't graduated yet – two years to go – but there is one saying that embodies Global Minds and what we are about. Since birth, my grandma has always told me, “Your mind is like a parachute, it only works when it’s open.” It is with that quote and mentality that Global Minds came about and continues to evolve.

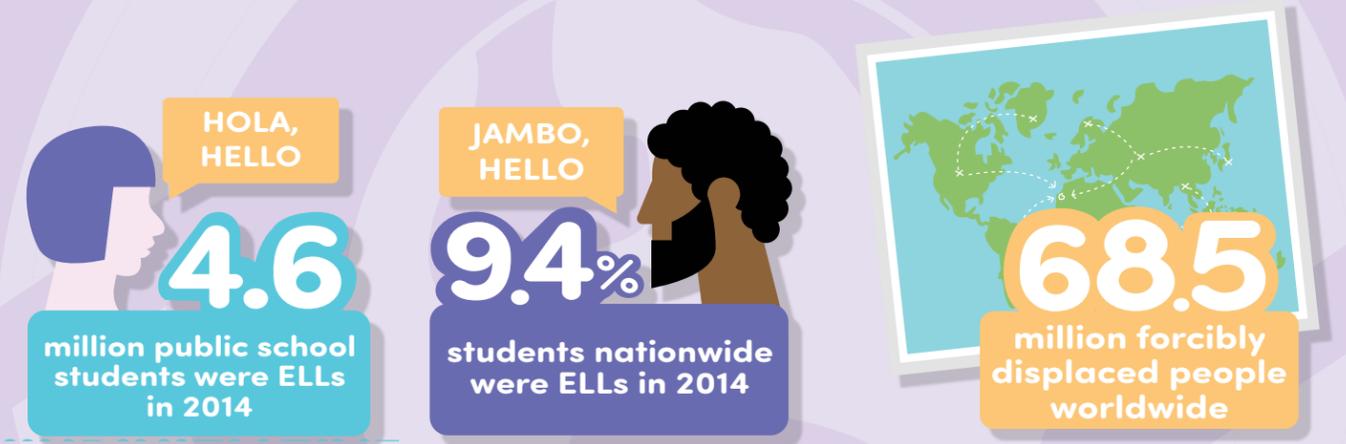
Thank you for your support in changing minds and changing the world. Cheers to another great year of Global Minds!

Peyton Klein

“Your mind is like a parachute, it only works when it’s open.”

-Albert Einstein

As globalization and migration increase, linguistic and cultural minorities are increasing. Cultural diversity is at an all-time high in the U.S. and continues to rise. The growing diversity, as reflected in our schools, creates an imminent need for Global Minds programming internationally.



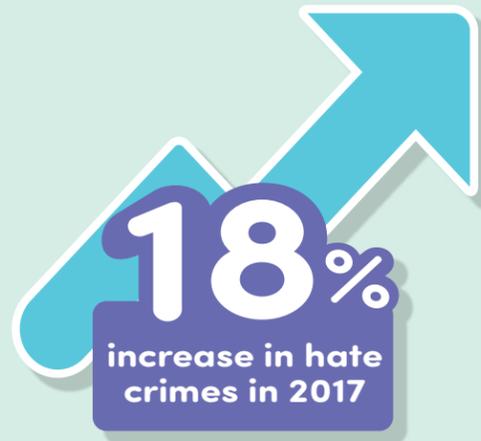
Cross-cultural peer support programs increase:

- Cultural adjustment, social adjustment, and overcoming trauma
- Language development
- Cultural competency
- School engagement
- Inclusion



“Students feel comfortable here. Some have never participated in a club until now. They can be themselves and celebrate their differences with one another.”

Xenophobia and ethnicity-driven discrimination have been rising.



Negative impacts of ethnic discrimination & exclusion among youth:

- Stress hormones increase
- Concentration and motivation in school decrease
- Academic performance goes down
- Contributes to mental health issues



WE MUST ACT!

It is our job as student leaders to stand up and fight cultural intolerance and discrimination. Through developing passionate and compassionate leaders, we can cultivate inclusive schools for all.



The Global Minds Initiative is a for-youth by-youth organization that inspires students to form social bonds, intercultural friendships, and to consider global issues through youth led extracurricular activities.

The Global Minds Initiative serves as an educational support system for ELL (English Language Learning) students, while educating NES (Native English Speaking) students about other cultures, in order to create globally minded young leaders.



ACADEMIC PREPAREDNESS

Global Minds ELL students are offered tutoring help, conversational English practice and additional support navigating the school system. We provide students the skills to succeed in the classroom and beyond, creating meaningful friendships that allow students to thrive on a social and academic level.



LEADERSHIP

As an organization created by high school students, Global Minds Initiative was founded to empower youth to make lasting changes in their communities and schools. We build advocacy skills and confidence through leadership opportunities, as all activities are planned and facilitated by passionate and compassionate youth leaders. Participants meet inspirational speakers, participate in service projects and take action solving problems on a local level.



COMMUNITY ENGAGEMENT

The Global Minds Initiative partners with nonprofits and community leaders to offer dynamic service learning opportunities to students. Through local involvement, students are exposed to the needs of their communities and identify their personal power to make a change.



GLOBAL FRIENDSHIPS

The primary goal of the Global Minds Initiative is to bridge students from diverse backgrounds, encouraging global friendship and dialogue in order to tackle prejudice and stereotypes, achieving mutual respect. By participating in various activities, workshops and service projects, students learn to find shared interests and commonalities in one another.



CULTURAL IDENTITY

At Global Minds we celebrate one another's culture and differences. ELL and NES students are encouraged to share their unique backgrounds in a safe and inclusive space. Global Minds fosters mutual sharing and learning, allowing students to gain worldly perspectives and ways of thinking, while simultaneously expanding their social consciousness.



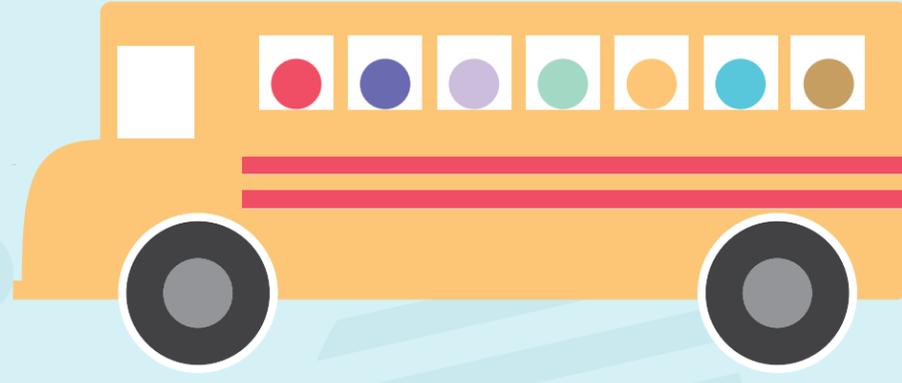
INCLUSIVITY

Global Minds students go beyond celebrating diversity, and seek to create an inclusive environment where all students feel safe, accepted and valued. In a capacity unlike other school spaces, Global Minds encourages youth leaders to freely educate and share their experiences and individual knowledge. Students take that beyond Global Minds, replicating these elements of inclusivity in their schools and communities.



Global Minds 2017-18 Impact

1,064
students



957 community members engaged



286 hours of programming



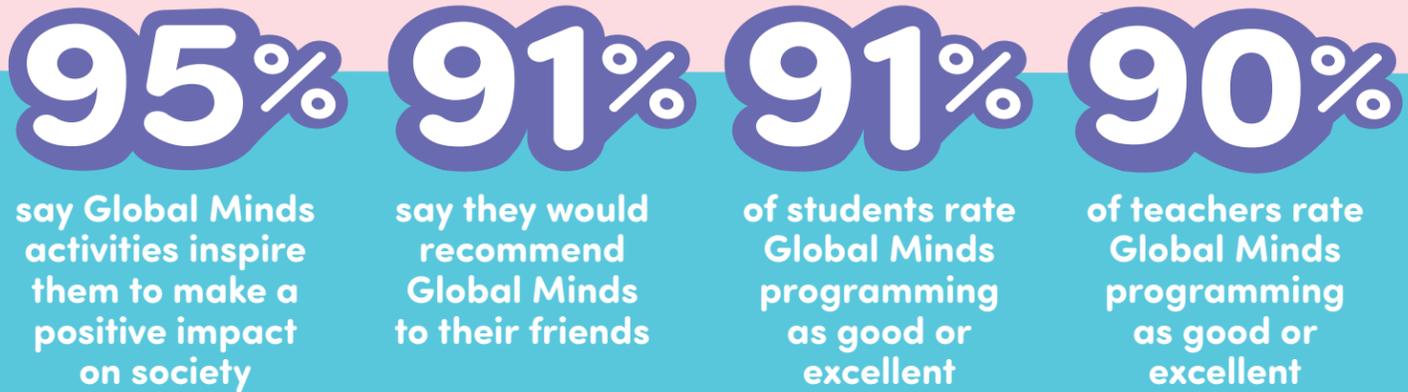
50 countries represented



206 sessions

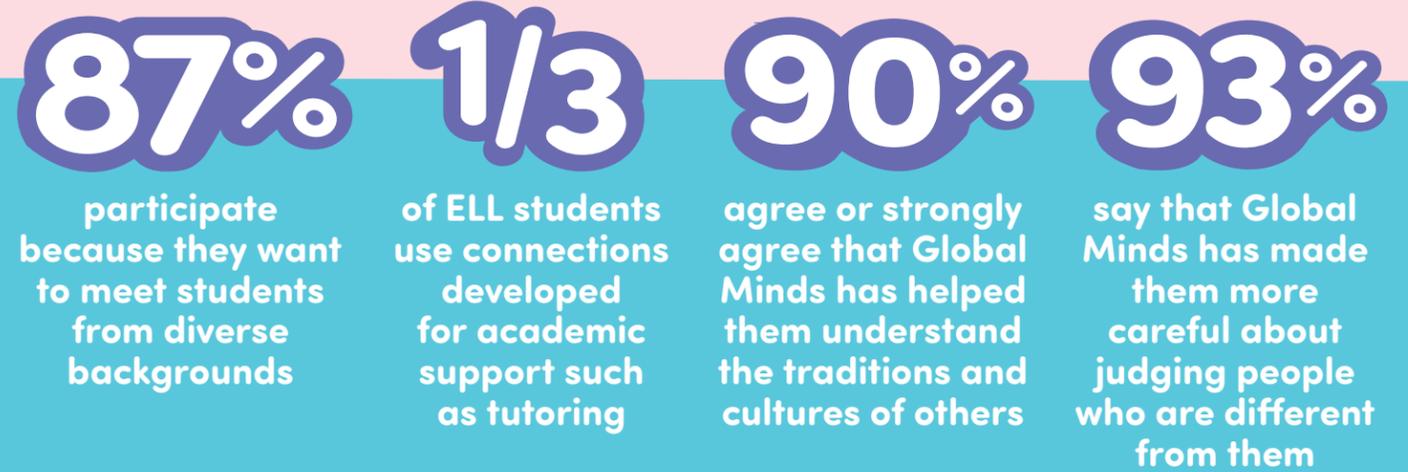
Evaluation Highlights 2017-18

Global Minds contracted with the Collaborative for Evaluation and Assessment Capacity (CEAC) at the University of Pittsburgh to conduct an outside, mixed-methods evaluation of the program to determine efficacy and progress toward program goals. CEAC designed and administered a survey to Global Minds students and teachers, observed meetings and field trips, conducted focus groups with student participants and student leaders and examined program documents. The program evaluation culminated in a report with the following highlights.



“Global Minds makes school an overall more positive environment. I know it is hard for ELL students to communicate. We create bonds, friendships, and learn life skills that we are able to take to the next level.”

ELL and NES Student Relationships



“Global Minds provides situational experiences that we don’t get in the classroom.” - NES student

“Before I came to Global Minds I was really lonely. I had friends, but only would say ‘hello’ and ‘how are you?’ Global Minds helped me make friends, share stories about my country and hear about other people’s countries.”

- ELL student



Allerdice High School



85
students engaged

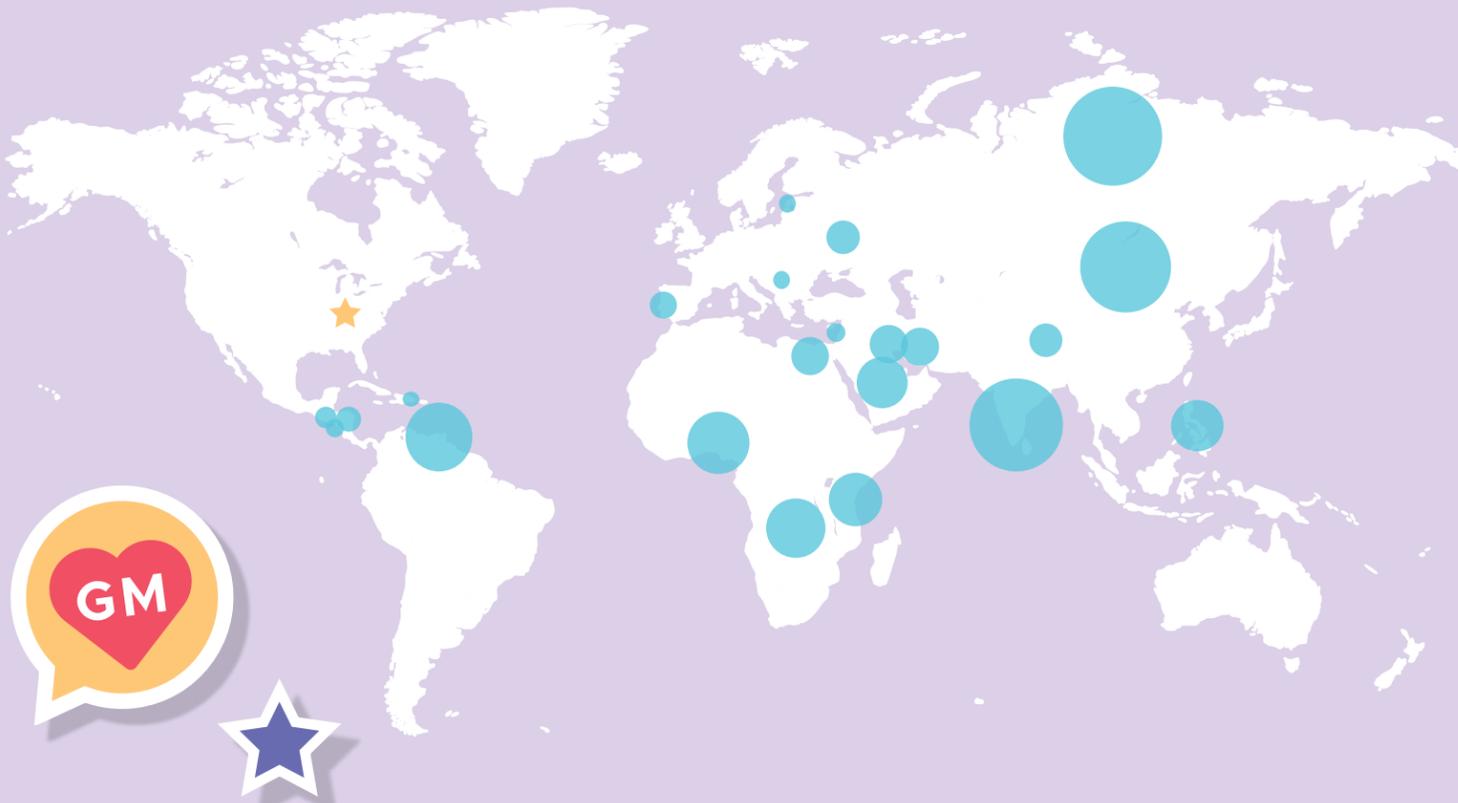


300+
community members engaged



13
languages spoken

Global Mind Students of Allerdice High School come from 25 countries



Activity Highlights



LATINO COMMUNITY CENTER FIELD TRIP

In collaboration with the Latino Community Center, Global Minds Allerdice spent the day with Latinx students from Brashear. Students collaborated through poetry and explored what it might mean to be undocumented. Through skits and discussions students learned strategies for combating intolerance in their lives. The day ended with dancing and Mexican food!



MURAL PROJECT

In collaboration with For Good Pittsburgh, Global Minds Allerdice painted a mural about female empowerment for the new Hollander Project. The Hollander Project is a new coworking space for women of color in the Braddock area.



GLOBAL POTLUCK

More than 200 students, community members and parents brought dishes from their cultures to celebrate the students of Global Minds and their outstanding work. Students danced to music from around the world, sharing in smiles and food.



VALENTINE'S DAY PARTY

Global Minds Allerdice collaborated with the Random Acts of Kindness Club to create valentines for incoming immigrant and refugee families. Through welcoming notes and words of encouragement, students were able to support their new neighbors.

Baldwin High School



“I joined Global Minds Because I wanted to belong in a community”

Activity Highlights



WELCOMING MURAL

Global Minds Baldwin worked with the South Hills Interfaith Movement to make their new community space feel like home. Student leaders painted a mural representing unity and friendship in collaboration with a local artist, Sandy Kessler Kaminski.



GUEST SPEAKERS

The Baldwin chapter invited in two different guest speakers. One speaker facilitated a building project to support community development and leadership building. The second speaker came to explain the history and causes of the Syrian Civil War. This was an informative session aimed at depicting the facts of the civil war in an unbiased and linear manner, structured so that students could ask challenging questions along the way.

ARTS AND ADVOCACY

Students took a field trip to the Andy Warhol Museum to participate in a workshop called Immigration and the American Dream. During this workshop, students learned about the intersections between Andy Warhol's life and global social justice movements. In addition, they created their own silkscreen art of a pop culture icon.



Brashear High School



Cambodia, Iran, Jordan, Kenya, Korea, Nepal, and Yemen

“I feel positive about myself when I know I’m reaching other students who feel included because I don’t like being left out either.”



Activity Highlights

MENTORSHIP

Through Global Minds programming meaningful mentorships were formed. Many students came to adult allies for support applying to summer jobs and in school. Through weekly sessions, students were able to check in with their mentor and seek out help on a regular basis. The adult allies described feeling fulfilled by supporting the committed and inspiring mentees.



“This is one space where I feel safe being myself.”

A FIELD TRIP TO THE ANDY WARHOL MUSEUM

Global Minds Brashear went on a field trip to the Warhol Museum. For many of the students, they had lived in Pittsburgh for a long time and had never been to a museum before. Through attending the trip students were able to explore the unique arts community in Pittsburgh.



Carrick High School + Concord Elementary

26
students
engaged

Hallo Zdravo
Mirë dita Canam
Hej Bonjour Sziaszok
Ciao Sy Hej Hello
Selam gahari Hei
Hi chào
zia Hi

4
languages
spoken

5
countries
represented



“Students of different backgrounds stay after school and we end up learning and laughing together.”



Activity Highlights



TRIP TO A NEPALI RESTAURANT

Carrick High School has a high Nepali population and the students leaders realized that none of them had tasted Nepali food. The field trip was filled with Buryani, momo and many other delicious foods. Sharing through food helped students share their culture and feel connected to their Nepali friends!



TE PRESENTO A LAURA

The students of Global Minds Carrick watched the movie *Te Presento a Laura*, to explore Mexican culture. The movie party was tons of fun and many of the students said that this was their new favorite movie!



MASK MAKING WITH CONCORD

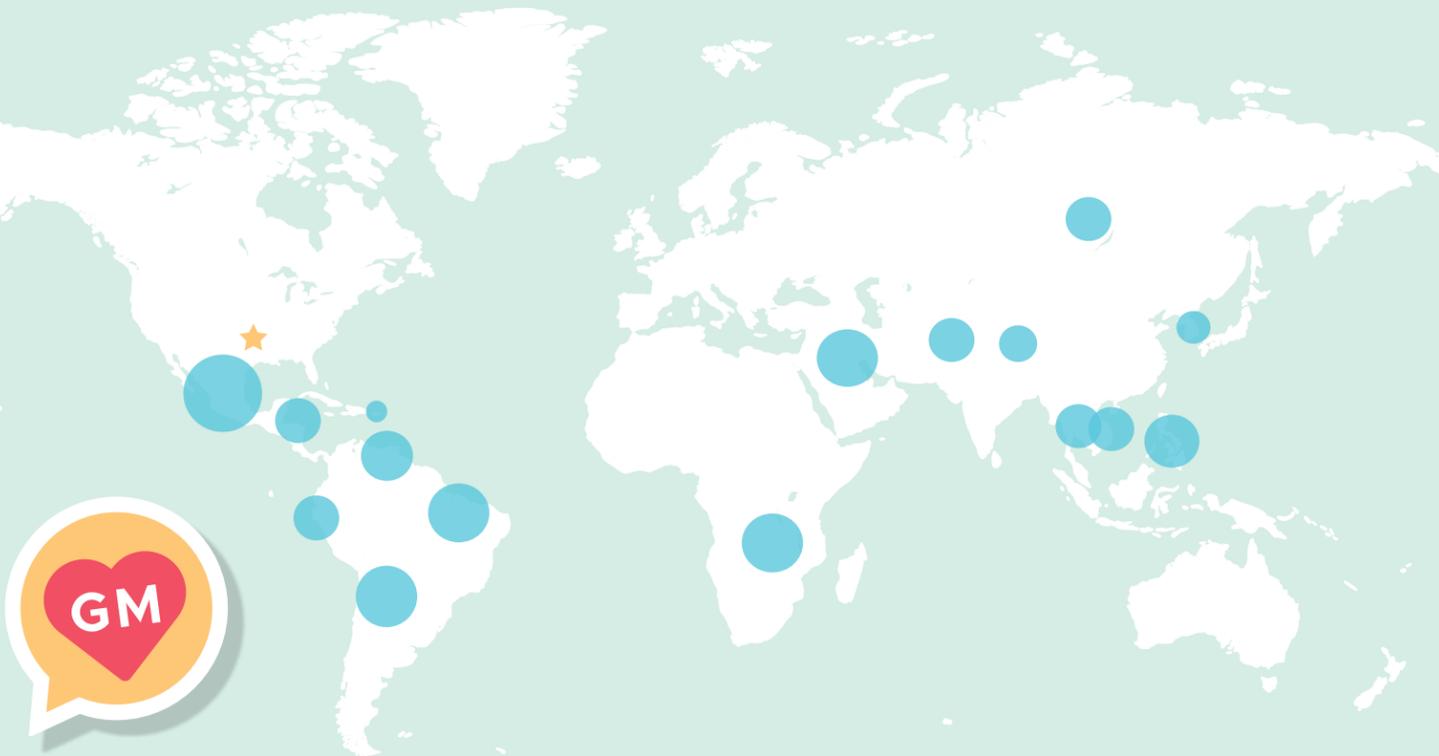
For Halloween, Global Minds Carrick worked with Concord Elementary to make masks and have fun learning about the holiday. The students were engaged and had lots of fun scaring each other; lots of memories were made and friendships were built.



Central High School Texas



Global Mind Students of Central High School come from 14 countries



Activity Highlights



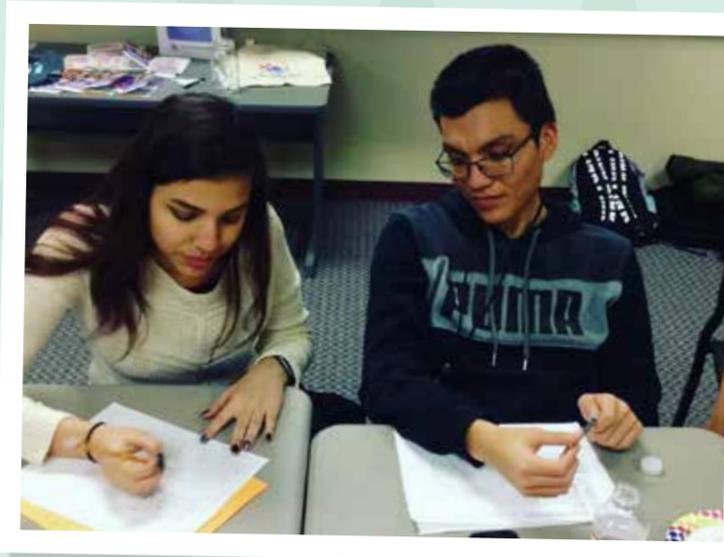
TO THE LANDS OF ASIA!

Global Minds Texas took a trip to the Kimbell Art Museum to see the Lands of Asia exhibit. Students were able to explore the history of Asia and grow cultural appreciation. Art collections from the Ming Dynasty were among the amazing items students were exposed to!



FRIENDSGIVING MEAL

At Global Minds we are not just friends, we are family. Students brought food to share to celebrate Thanksgiving and canned goods to donate to a local food pantry. Global Minds Texas builds friendships and community.



HOMEWORK HELP

Students used club meetings to help each other with homework. This not only supported positive academic outcomes but also created bonds between students.

“What I liked was that when the year started, we were separated by culture groups. By the end of the year, we were all friends, equal with each other and no longer separated.”



George Street Middle School

31
students engaged

300+
community members engaged

15
countries represented



“I was able to not be shy anymore when I talk. I feel more confident when I present things in class.”



Activity Highlights



GSMS GLOBAL MINDS DAY

On June 12, 2018, GSMS had the great privilege of welcoming Peyton to their school. A school-wide assembly and grade level workshops made way for world-changing conversations, new friendships to form, student leadership opportunities and planning for next year!



AFTER SCHOOL TUTORING PROGRAM

Global Minds GSMS formed a partnership with the Multicultural Association of Fredericton to tutor K-5 newcomer students once a week. Both NES and ELL students were able to use their skills to tutor younger students, allowing for every student to give back and pay it forward!



JUSTICE ART PROJECT

Students were asked to express their own vision of what access to justice means for Fredericton youth in the form of an art project. Student artwork will be replicated onto postcard sized card-stalk with details about their city's Youth Access to Justice Clinic and sound-bytes of legal advice on the back!



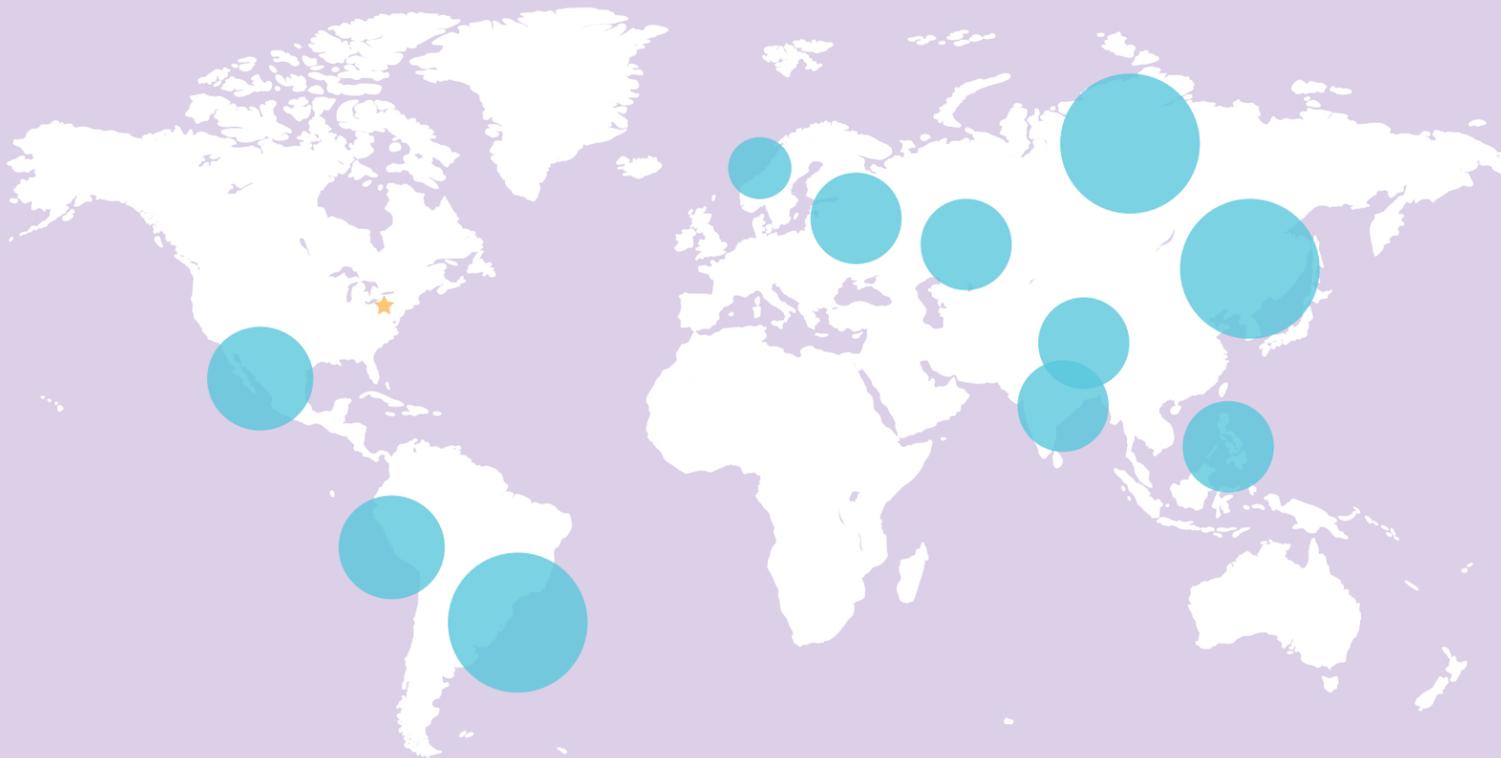
JABBER

Global Minds GSMS took a field trip to their local performing arts facility to see Jabber. Jabber is a play about a 16-year old Egyptian girl named Fatimah who transfers to a new school where she is the only person who wears a hijab. The play is all about challenging judgments based on differences, preconceptions and assumptions. Afterwards, students discussed what their reactions would be in similar situations and how to continue creating a more inclusive school environment.

Medfield High School



Global Mind Students of Medfield High School come from 11 countries



Activity Highlights



FIELD TRIP TO CAMBRIDGE

Global Minds Medfield attended a cultural survival bazaar where international artists sell crafts. This was an opportunity for students to explore and celebrate a wide range of cultures close to home.



GLOBAL LGBTQ+ RIGHTS ISSUES

In collaboration with the Harmony Club, Global Minds came together to talk about LGBTQ+ issues. Students discussed how to better promote a tolerant and accepting environment for everybody.



“Global Minds provides situational experiences that we don’t get in the classroom.”

Moon Area High School

21
students
engaged

200+
community
members
engaged

7
countries
represented

El Salvador, Guatemala, Guinea,
Honduras, Saudi Arabia,
Turkmenistan, Uzbekistan.



Hallo Zdravo
Mirë dita Salam
Hej Bonjour Sziaszto
Ciao Sveiki Hei Hello
Selam
Halo
Bok

10
languages
spoken

Activity Highlights

ELL FAMILY NIGHT

Global Minds Moon brought together more than 210 family and community members to celebrate and share a meal. Students sang songs, led activities and celebrated the ELL community through a fantastic event involving so many partnerships with local community centers and organizations.



GLOBAL JEWELRY CLASS

Global Minds Moon partnered with a local artist to do a jewelry making class. This was a fun way to bring students together to build friendships and learn new artistic skills. Students were able to discuss art and culture throughout the world.

THE DANGER OF A SINGLE STORY

Moon Area Global Minds students watched a TED talk by Chimamanda Ngozi Achidie called "The Danger of a Single Story." In her talk, she addresses how one single story can cause harm because it only provides one narrative and can lead to incorrect assumptions about a group of people. Students shared their own experiences of what can go wrong when a single story is used. Through group dialogue, students also brainstormed ways to make sure that there is never one single story. Student leaders explored why and how listening to and allowing space for many stories can create a "paradise." The group discussed the need for representation and not just any casual type, but careful, authentic representation which will be a top priority of Global Minds Moon for the coming year.



New Hope High School

75
students engaged

10
community members engaged

7
countries represented

Activity Highlights

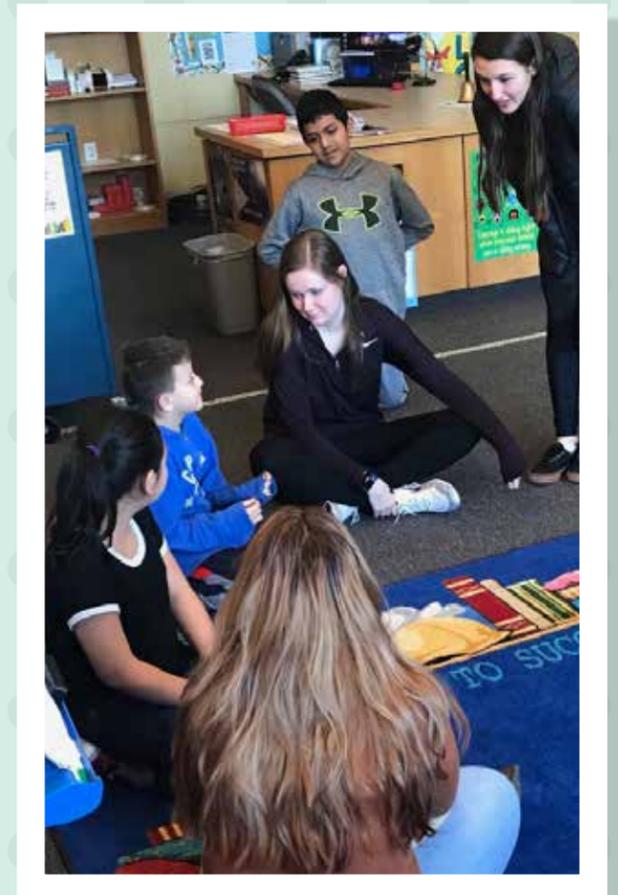


HUMAN KNOT

High schoolers visited the students in the upper elementary school and presented activities with a focus on teamwork. New Hope High School played Human Knot where all of the students held hands randomly and had to untangle themselves. We enhanced their comfort speaking English outside of the classroom and made new friends.



“The middle schoolers reminded me of my old self when I was an ELL student and made me think about the impact and change this club has had on me over the 2018 school year.”

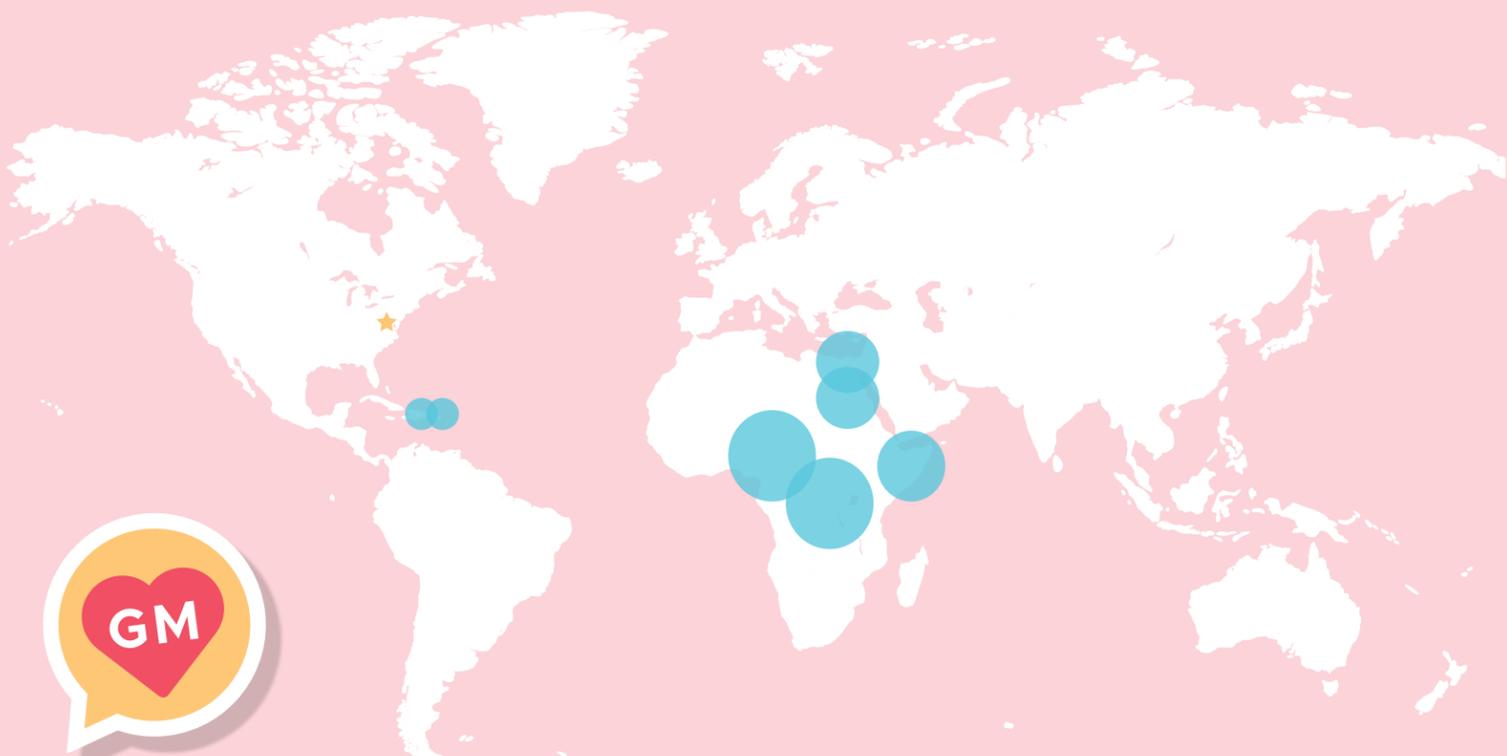


“Being able to go back and meet with my former ELL teacher brought me so much joy, and being able to share my past experiences with other high school students was amazing.”

Northeast High School



Global Mind Students of Northeast High School come from 11 countries



Activity Highlights



OVERCOMING STEREOTYPES

Global Minds Northeast High School did curriculum based activities to learn that stereotypes can be dehumanizing and limiting. Through group discussion, students raised awareness and created a safe place to discuss their own experiences of being stereotyped, as well also how they may inadequately stereotype others.

CLUB MEETINGS

As a club, Global Minds Northeast gathered students from different parts of the world, sharing experiences and traditions. During their lunch period students sit and talk about other cultures while leading activities about global issues.





23
students engaged



10
community members engaged



Hallo Zdravo
Mirë dita Canam
Hej Bonjour Sziasztok
Ciao Sv Hello
Selamat Hei
Hujam ao Hi

3
languages spoken

“Global Minds Club has helped me find ways to communicate and express myself better with other students.”



412 FOOD RESCUE

Global Minds UPCS worked on an initiative with 412 Food Rescue to conserve food that has been prepared and eaten locally. Students walked between local restaurants Downtown to advocate business owners to donate their unused, commercially prepared food to services centers, such as homeless shelters. This project emphasized the importance of one of our key educational pillars, sustainability.



4
countries represented

“Global Minds has introduced me to different people around the world I have never learned about before.”



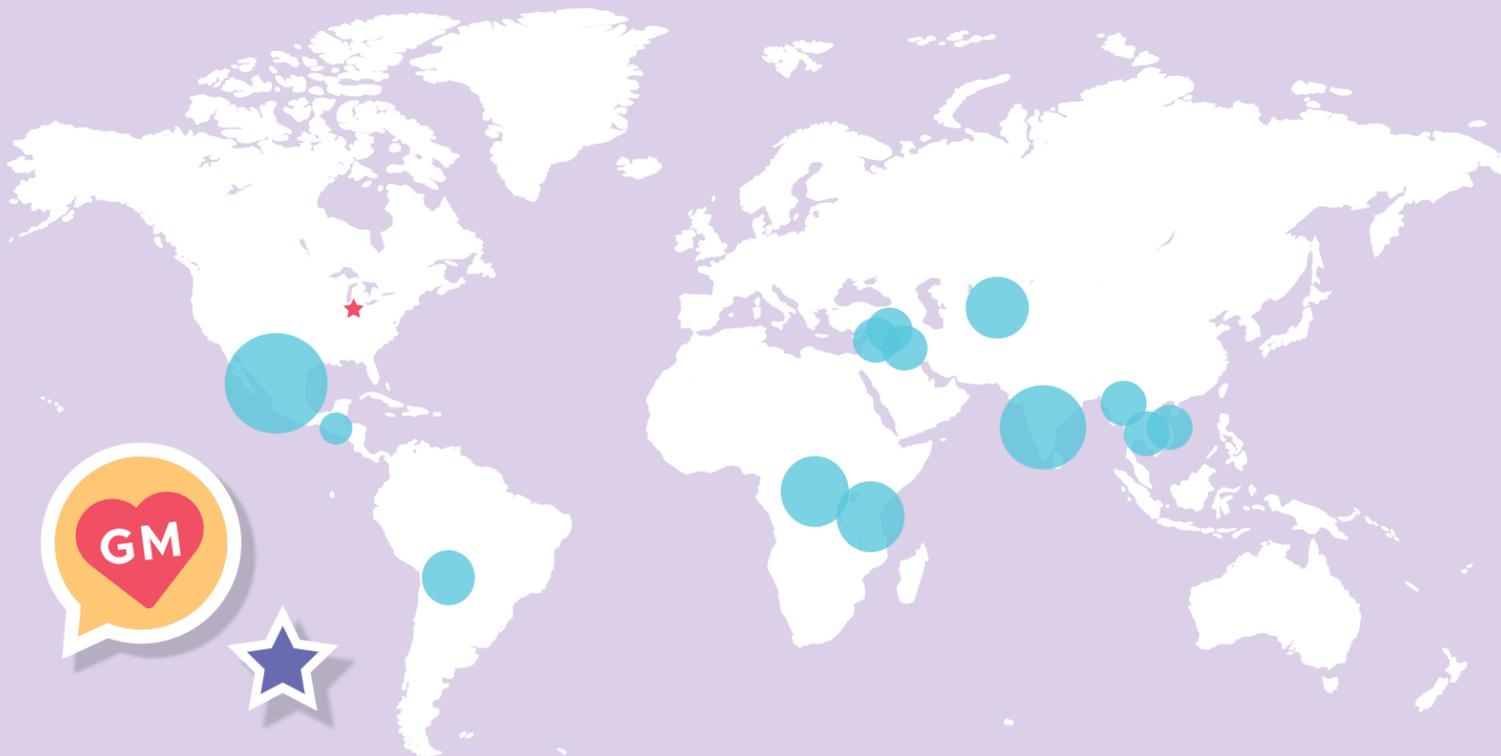
West Aurora High School

619
students engaged

2
community members engaged

Hallo Zdravo
Mirë dita Canam
Hej Bonjour Sziaszok
Ciao Sveiki Hej Hello
Selam
Hei
Bo
10
languages spoken

Global Minds Students of West Aurora High School come from 11 countries



Activity Highlights

SCAVENGER HUNT ACTIVITY

Global Minds students went all across the school asking teachers questions and learning new things to complete the scavenger hunt. ELL students practiced their English and learned their way around the school while developing new friendships with NES students. Everyone learned something new and had fun competing with other teams.



SCHOOL IMPROVEMENT DAY PRESENTATION

Global Minds student leaders facilitated a break-out session called "Coming to a New World: Support Systems for Refugee/Immigrant Students." The presentation described how Global Minds supports the district's immigrant population. Student leaders presented to two classrooms full of teachers, promoting the importance of youth voice in school wide change.

MIDDLE SCHOOL MENTORSHIP

West Aurora High School students collaborated with George Washington Middle School, which contains an ELL program with one class of newcomer students. Global Minds student leaders shared their immigration stories, experiences and goals for the future. Global Minds students acted as an inspiration for middle school students through reflecting on their personal growth upon arrival in the U.S.



Israa Abdulmuttaleb

ALLERDICE HIGH SCHOOL, 12TH GRADE



Israa Abdulmuttaleb was raised in a very difficult society; a society that has been destroyed over the past 13 years by only conflicts and wars.

“I was raised by parents whose hearts were as hard as rocks because of wars; their biggest fear was me being not able to go to school, me being afraid more than feared,” she said. “I thought when I got out of Iraq, I will just worry about my education, friends, and family – but that wasn’t true.”

Her family moved to Syria. The Syrian civil war began when she was in the sixth grade and the terror and violence that followed.

“My school would always close and reopen because of the dangerous situation in my area, ISIS (Islamic state in Iraq and Syria) wrote inside my school threatening to kill us if the school didn’t close. I always thought every conflict is about two sides fighting against each other, but the truth was the real victims were children because our only fault was being innocent,” she says. In 2013, she and her mother were accepted into the United States, but her father and brother are still in Syria. She struggled a lot through here journey here in middle and high school; not knowing how to make a sentence, how to pronounce words. She still remembers in eighth grade trying to participate in history class by reading a passage from the textbook and “everyone in my class started giggling and laughing at me” and at my pronunciation. She says she would cry every night because she didn’t know any English.

“One of the things that changed me and my mind was the Global Minds Club, it changed my life,” she said. “It helped me share my story, make new friends and helped me to feel at home. I never felt more welcomed before as much as this.”

Zoe Vongtau

BALDWIN HIGH SCHOOL, 12TH GRADE



In her 18 years, one of the most crucial things Zoe Vongtau believes she has learned about organizing and activism is the boundless opportunity to serve every and any underrepresented minority.

For many years, Zoe pursued her interest in activism in abstract ways, through writing, in school awareness and joining community and youth-based groups.

It wasn’t until May 2017, when she met Peyton Klein and envisioned bringing dynamic and direct social justice practice and programming to her school in the Baldwin-Whitehall School District.

Later in the year and along side a core group of students interested in the work of immigrant and refugee inclusion, Zoe jump started a Global Minds Initiative chapter at Baldwin High School.

As a Nigerian immigrant, the issue of addressing the needs of incoming community members, whether that may be social, educational or economic, has always been dear to her work and life.

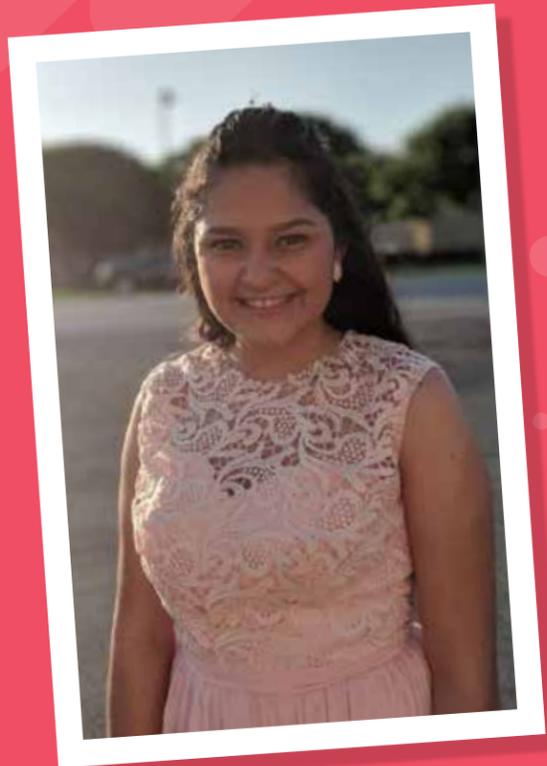
In creating the chapter at Baldwin High School, Zoe was able to engage native English students and graduated English learners in activities centered on cultural education, social justice teachings and fun.

“Despite not having clubs or groups in the school where I, as a black female immigrant, could express and participate in events of my interests, I knew there were others like me who would love such a space. I think Global Minds first year in Baldwin really showed the truth in that,” Zoe said.

Although Zoe has now graduated and will be going on to college next year, she hopes to be a great resource for the new leaders at Baldwin in their club and educational pursuits.

Mirian Fernandez

CENTRAL HIGH SCHOOL, 9TH GRADE



When Mirian Fernandez heard that a teacher in her high school was interested in starting an after-school club based on the mixing and sharing of cultures, she jumped for joy.

For years, the freshman was interested in different languages, ethnic groups and people but didn't have a club or leadership role that allowed her to express her passions and interests until Global Minds.

Fourteen year-old Mirian was born in Honduras and moved to Miami five years ago. Today she resides in Keller, Texas.

"My passion is to travel the world and I always want to help people," Mirian said.

This past year, Mirian was the president of the club, leading meetings and activities in coordination with other advisors and leaders.

"The club makes me so happy and I just love how people of other cultures can communicate and meet each other," Mirian said.

Although there was once a time when Mirian didn't think her peers would like her because her English was poor, she has grown to become a determined and passionate leader in Global Minds and her overall community. The club at Central High School was able to coordinate many activities that involved its extremely diverse population.

This year, Mirian's favorite activities included a club field trip to the Kimbell Art Museum and the group's Friendsgiving potluck in November. Next year, Mirian would like to invite immigrant guest speakers to talk about their successes in the U.S. to hopefully inspire other students. Although Mirian is not sure about her leadership involvement with Global Minds in the future, she plans to continue working on similar issues and sharing the cultural education she received from the club.

Avash Bhattarai

CENTRAL HIGH SCHOOL, 11TH GRADE



One of Avash Bhattarai's interests include having conversations with people from different backgrounds and discovering their way of life. Through his position as the first vice president of the Global Minds Club at Central High School, he was able to do that and more.

As the first vice president at Central High School, Avash facilitated our club meetings and helped with announcements to make sure everyone was involved.

Despite only moving back to the U.S. three years ago from his home country of Nepal, Avash has been active in his school academically, and Global Minds helped expand his social awareness.

"Our school was diverse but we didn't appreciate it as much. Because of Global Minds, we came together as a family," Avash said.

In the past few months, students at the Central High School Global Minds chapter have been very active on social media, sharing their work, cultural parties and acts of leadership and cultural learning.

"My favorite activity from this year has to be the field trip we made to the Kimbell Art Museum where we learned about Asian history and culture," Avash said.

Although Avash is not sure of his career plans yet, his experience in Global Minds has inspired him to become an English learner instructor in the future.

Parbati Gautam

BALDWIN HIGH SCHOOL, 12TH GRADE



Even though Parbati Gautam's main job in the Global Minds Club at Baldwin High School was to reach out to English learners, she believes the club taught her more than she thought it would.

"My role was that I was the ELL Coordinator as I was really involved with the ELL kids in our school. helped them get together at Global Minds," Parbati said.

Throughout the year, Parbati was instrumental in introducing current and graduated English learners to the fun of Global Minds.

Her favorite activities were the two field trips: to the Andy Warhol Museum and a mural painting at the South Hills Interfaith Movement.

Parbati is one of many Nepali immigrants and refugees who resides in the Baldwin-Whitehall School District.

The Baldwin Whitehall community hosts several groups of brown and black minorities, although sometimes students that represent this minority have voiced feelings of isolation.

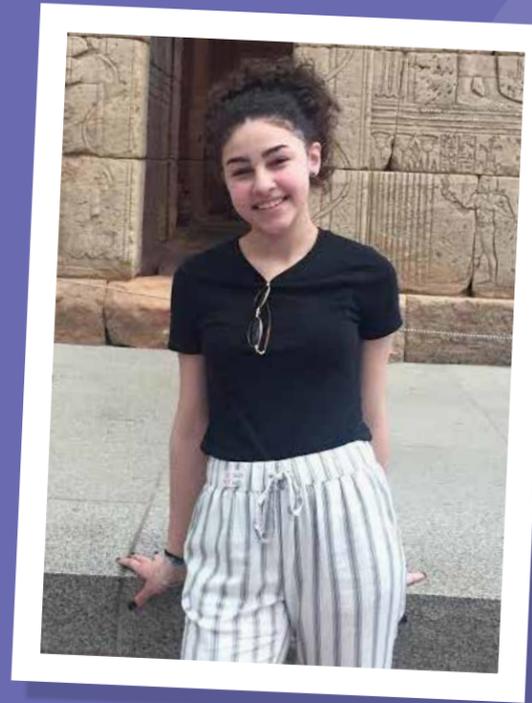
Despite this, Parbati says the Global Minds club was a great start to the integration of English learners and native English speakers in Baldwin High School.

"It made students in our school more aware of diversity and cultures in our school" Parbati said.

This fall, Parbati will be attending Chatham University to pursue a nursing degree, a career she hopes will help reach people in and out of her community.

Rehaanah El Maghrabi

BALDWIN HIGH SCHOOL, 11TH GRADE



This year, through involvement in the Global Minds club, Rehaanah El Maghrabi noticed a positive change in all of those who participated.

Whether a club member was a graduated English learner or native English speaker, Rehaanah believes the club provided a great space to transform the minds of students in a positive manner.

"At the beginning of the year, some people were shy and quiet but as we went on they opened up more and spoke about their views and thoughts," Rehaanah said.

As a member of the student board, Rehaanah shared the duty of social media engagement by posting on Twitter and Instagram to spread the news of upcoming meetings and events.

Despite not being able to make it, Rehaanah's absolute favorite activity was the creation and painting of a welcoming mural at the South Hills Interfaith Movement location in Whitehall.

"I thought the mural was a great idea and wonderful way to bring together the students from all different backgrounds and cultures," Rehaanah said.

Her position as social media correspondent inspired her to take a more involved role next year to ensure Global Minds grows and thrives at Baldwin High School.

Anita Bastola

BALDWIN HIGH SCHOOL, 11TH GRADE



When a student came into Anita Bastola's weekly mentoring session at the South Hills Interfaith movement program to discuss and recruit for the Global Minds club at Baldwin High School, she immediately knew it would be a perfect group for her.

Before joining Global Minds, Anita had not been involved with many groups that welcomed a diverse group of students to discuss certain topics. Global Minds has helped her discover that and so much more.

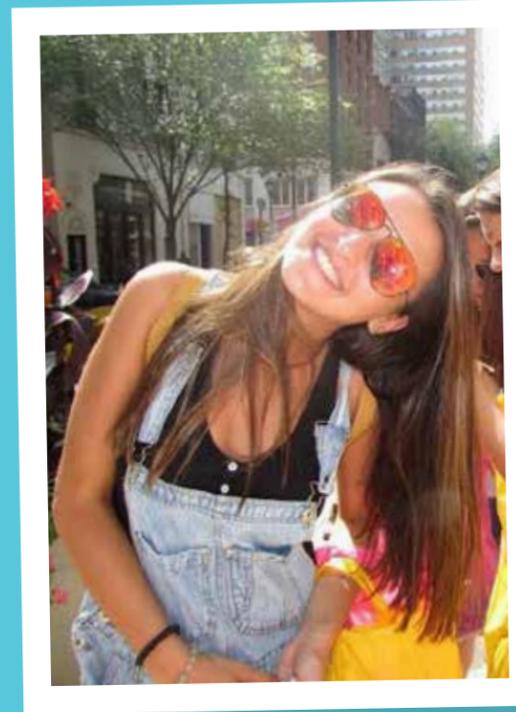
This year, Anita especially loved the guest speakers for their expertise on interesting topics like the Syrian refugee crisis and self-identity.

Next year, Anita will be co-president of the Global Minds club at the high school and hopes to integrate more of the student body and collaborate with the South Hills Interfaith Movement.

"I've never really had a specific passion or interest that I took seriously, but now I realize that I really want to help any kind of people in my community who are struggling. I want to be able to represent my country. I want to help people who are struggling financially, racially and more," Anita said.

Valentina Waschbusch

NEW HOPE HIGH SCHOOL, 10TH GRADE



As an Argentinian immigrant who came to the U.S. at 10 years old, Valentina Waschbusch was inspired to establish a chapter of the Global Minds Initiative by her experiences with a lack of in-school social and academic support that recognized her status.

"I think that's my favorite thing in the world is traveling and meeting new people," Valentina said.

Valentina has been an active member of CISV, a program that allows her to travel and practice her desire for cultural learning. She says her experiences in the program inspired her to start the Global Minds club at her own school.

"Through Global Minds, they can meet people going through the same things and who want to learn about your own culture and not just talk about your own culture and not just talk about theirs" Valentina said.

Since the club began meeting in December, the students have had opportunities to not only learn about one other's distinct cultures, but share the wealth with younger students.

This year, once a month New Hope students visited an elementary school to teach young English learners about Global Minds concepts like inclusion.

"English learners face so many other barriers and having the space of Global Minds can be so helpful," Valentina said.

Next year, Valentina hopes to expand the club to reach more people, while keeping it a safe and comfortable space for the school's immigrants and refugees.

When Valentina grows up, she hopes to do something that allows her to help other people, whether that may be a doctor or anything else she discovers along the way.

Ji Woo Kim

CENTRAL HIGH SCHOOL, 10TH GRADE



For the past school year, Ji Woo Kim served as the second vice president of the Global Minds Club at Central High School, a position she wouldn't have traded for the world.

Before joining the club, Ji Woo was mainly interested in sports and hanging out with friends and family, but the club gave her insight on new ideas and topics.

Ji Woo was involved with the planning and organization of events including potluck, games about the cultures in the club, and recruitment.

"The club was so much fun and we always did something different but was still cool and interesting to do with everyone involved," Ji Woo said.

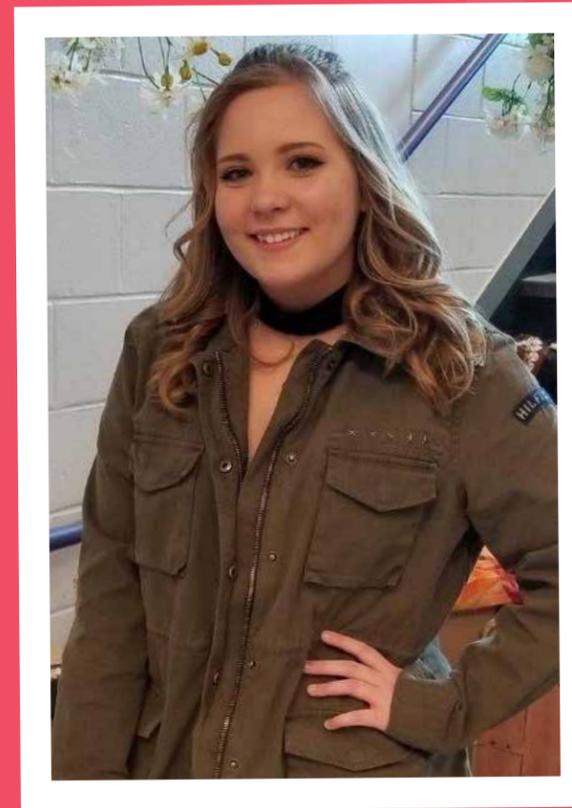
Like many others in the club, her favorite activities included the Friendsgiving lunch and visit to the Kimbell Art Museum.

Ji Woo would like to continue her leadership role in the club for as long as she can, but also hopes to get more students involved with leading the club and sharing their ideas on activities.

"I want all of the kids to feel represented and understood because it is so important in a club like this," Ji Woo said

Brandi Marsch

BALDWIN HIGH SCHOOL, 12TH GRADE



In her final year of high school, Brandi Marsch says she was glad to be in a fun space at Global Minds with people she probably wouldn't have met without the club.

Throughout the school year, Marsch went to almost every Global Minds meeting not only for the snacks but opportunities to learn about world issues in depth from her knowledgeable peers.

One of Brandi's favorite activities was at the beginning of the year, when two students led an Immigration Workshop to discuss the myths and misconceptions that many Americans hold about the migrants.

When her art teacher introduced a project for students to create a life size school installation displaying any prevalent world issue, Brandi thought back to the Global Minds immigration workshop for inspiration.

"The workshop was so interesting to me and I learned a lot that I didn't necessarily know about the immigration process before," Marsch said.

From the information she learned about the hashtag reality of the journeys that immigrants face to enter the country, Brandi was able to create an art installation depicting the struggle and loss.

The display soon received national attention, being featured on CNN and shared all over social media.

"It was really cool that my art installation was featured online and on social media. I hope it brought some awareness to students in Baldwin and others around the country," Marsch said.

Although she is graduating, Brandi was thankful for the experience to learn in the capacity that Global Minds granted and hopes to continue such learning in college.

Favour Ojo

BALDWIN HIGH SCHOOL, 11TH GRADE



For the past two years, like many students, activists, and citizens, Favour Ojo has been concerned by the current presidential administration's willingness to end programs that protect the country's minorities.

As a recipient of the Deferred Action for Childhood Arrivals (DACA), her fear and concern was greater than others.

Favour was born in Nigeria in 2001 and was brought into the U.S. by her family and has been living in the country for the past decade.

Despite constant attacks on her citizenship status, Favour was happy to have a space like Global Minds that welcomed immigrants and refugees in a positive discourse.

“Around the school and in my classes some people have negative views on immigrants, but everyone at Global Minds is so nice and positive,” Favour said.

From the workshops about immigration and universal acceptance to the trip to the Andy Warhol Museum, Favour appreciated the range of topics and activities Global Minds seeks to cover.

For Favour, Global Minds was a safe space, educational site and an overall fun experience.

As co-president next year, Favour hopes to expand the program to invite more marginalized students and those previously not exposed to the type of learning Global Minds provides.

In the future, Favour would love to manifest her interest in computers into a career.

Aisha Saleh

BRASHEAR HIGH SCHOOL, 11TH GRADE



In the city of Pittsburgh, Brashear High School maintains its position as one of the most ethnically, culturally and religiously diverse schools.

With such a population, the school has managed to cultivate great spaces to serve the student's identities and cultural interests.

This year, when the Global Minds club was introduced onto the list of culturally serving clubs in the school, Aisha Saleh became one of its most active members.

Aisha was born in Yemen and in 2012 came to the United States with her parents and siblings. She is interested in drawing, movies and meeting new people.

Aisha and her sister Fartoon got involved with the Global Minds Club after accidentally missing the bus to go home, but have loved the cool activities the group has completed throughout the year.

“Global Minds brings people close together and that is one of the things my school needs; there were some students who didn't talk in class but would talk in Global Minds,” Aisha said.

Outside of the open space for dialogue and sharing that Global Minds provided, Aisha loved being able to showcase her interests in art through the club's projects and field trips.

Music: The Universal Language

BUILDING CONFIDENCE, FRIENDSHIP AND LEADERSHIP THROUGH THE ARTS

Global Minds partnered with Pittsburgh Musical Theater (PMT) to provide five female immigrant and refugee students full scholarships to Musical Theater Workshop Programming (MTW). Through providing a mode of artistic expression, Global Minds was able to support students in building confidence and intercultural connections through the arts.



“My experience at PMT cannot be described as anything but a family. PMT is just like everyone said, our 2nd home. At first, everyone was so awkward because we had a long way to go before we were comfortable around each other, but regardless, they still welcomed us.”

Everyone helped us feel welcome from the teachers to the students.

The best part of PMT was the performances. The feeling of being on stage with the people that you have been practicing with for at least 3 weeks is amazing. Looking at the lights as you hear the audience cheer and clap is the best feeling ever. Thanks to PMT I feel so much confidence in what I want to show and what kind of message I want to convey with my body, voice, and words as I go on with my life. #pmt home #iwannadopmtforever”

“For the past 6 weeks I have worked with some of the most wonderful, sweet, ambitious, caring, and kind girls ever. When this program started I was very excited to meet new people, and I was also unsure of how this would go.

When they first came in they were all very shy, and I understood why. Being put in a place that they had never been before is scary to anyone. **Within a few weeks I could see these girls open up and bloom into something wonderful.**

Seeing them make friends and start to get into the groove at PMT. My buddy was Uly and she is one of the most fun-loving go-getters I have ever met. She would smile and hug me every week and she would ask me how I am. I saw how well she blended well with the program. Working with these amazingly talented women has been a wonderful experience and I am so glad that I had such an amazing group of people to work with. This has been an amazing pleasure getting to meet and teach and get to know these girls.”



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Co-Founder & CEO, Rukmini Foundation

SCHENLEY HIGH SCHOOL, CLASS OF 1997

“Don’t hesitate to try and don’t be afraid to fail.”

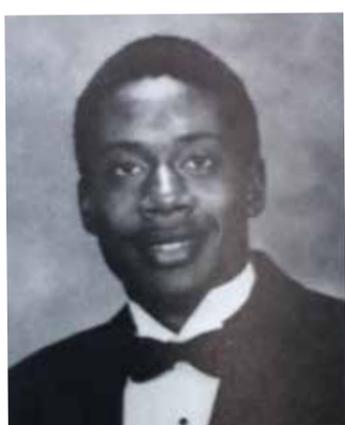
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CLASS OF 2009*

“The love of one’s country is a splendid thing, but why should love stop at the border?”

- Pablo Casals



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“There’s lots to explore out there.”

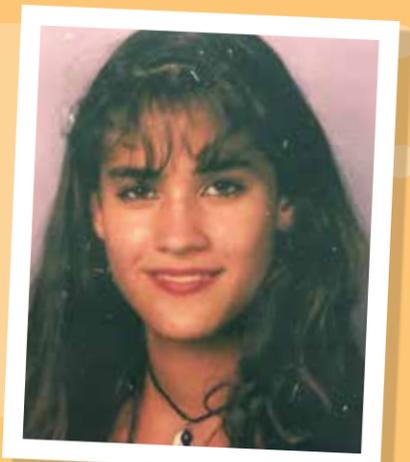
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*MIAMI CORAL PARK HIGH SCHOOL,
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“It always seems impossible until it is done.”

- Nelson Mandela



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Founder, The Freestore 15104

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“You will be remembered by how you treat people.”

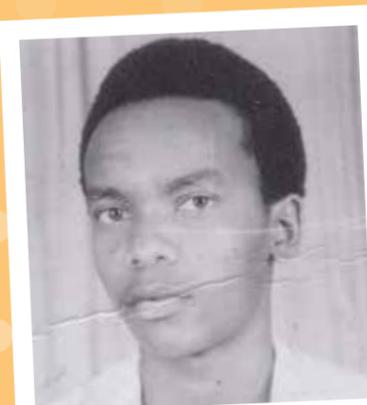
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HARRITON HIGH SCHOOL, CLASS OF 1988

“Tell me and I forget. Teach me and I remember. Involve me and i learn”

- Benjamin Franklin



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Allegheny Health Network

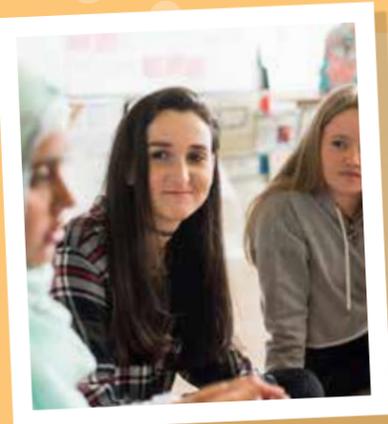
COLLEGE SAINT-ANDRE, CLASS OF 1998

“I don’t talk much, but when I do I make people laugh. So, be patient. Stick around. You may laugh today.”

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Programs

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General

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86%
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9%
Individuals

5%
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Thank Yous

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**Thank you to all of our teachers
and student leaders who make
Global Minds happen everyday!**

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helpful home
EYE-OPENING
understanding
FRIENDSHIP
KINDNESS
FUN
educate
CARING
WELCOMING
Strong
smiles
confidence
LOVE
ADVOCATE



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