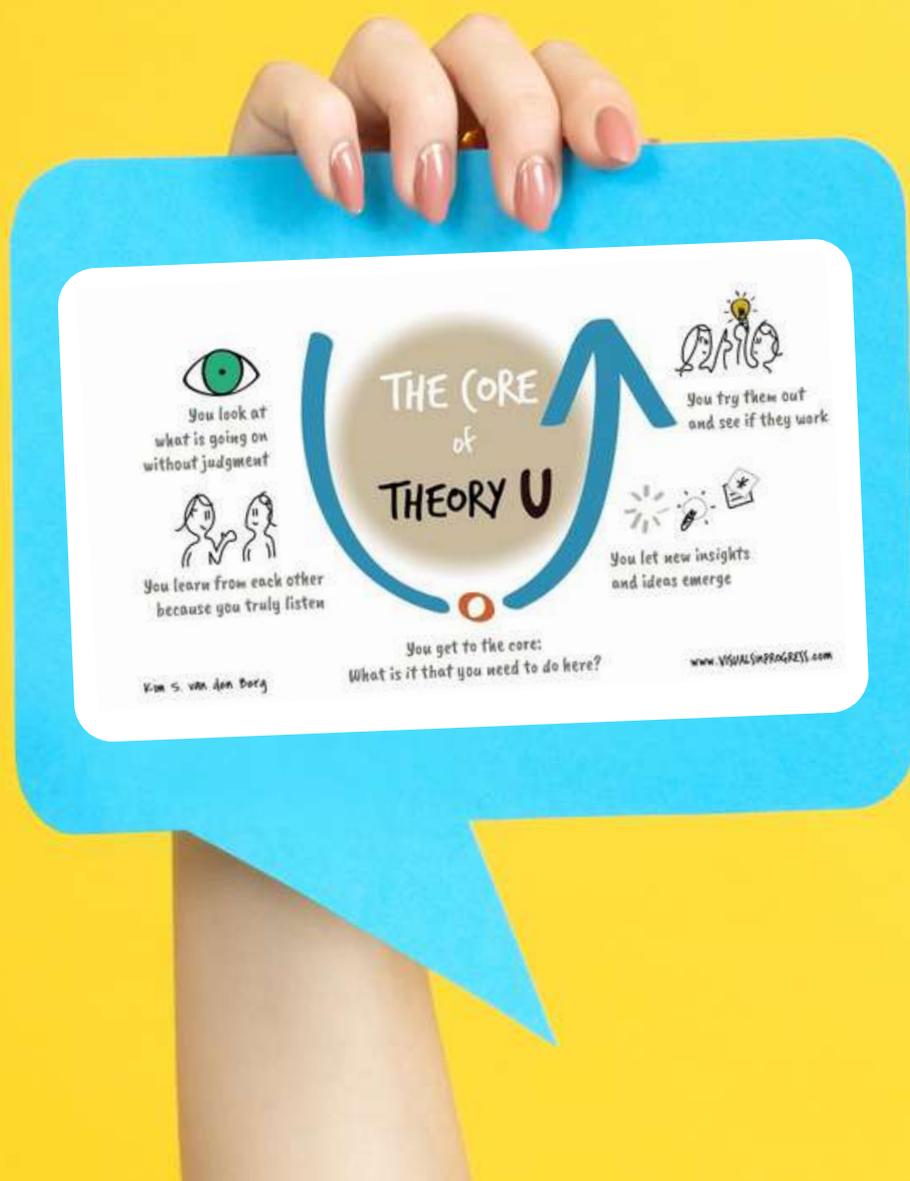


DEE-GEAYS

NON-FORMAL LEARNING
METHODOLOGY ON GLOBAL
CITIZENSHIP EDUCATION WITH
INCORPORATION OF DIGITAL TOOLS



Funded by the
Erasmus+ Programme
of the European Union



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INTRODUCTION

WHY ARE YOU READING THIS DOCUMENT?

The current document represents a non-formal learning methodology that has been elaborated as a part of intellectual outputs within the project DEE-GEAYS: “Digital Education Era - Global citizenship Education for Activating Youth online Space”, a strategic partnership project financed by the ANG (Italian National Agency for Youth) thanks to Erasmus+ programme. The idea behind this project was capitalized as a synergy of previous and ongoing initiatives of the partnership and analysis of the youth work sector needs in terms of providing an innovative response towards alarming environmental challenges along with the sudden, rapid and irreversible social challenges caused by the current context of Covid-19 pandemic. While discussing with peer organizations the obstacles we all met during pandemic on our way to reach young people, we could see that the given circumstances implied a “hot-button” switch of the traditional educational frameworks, both for formal and non-formal education – we had to find new and creative solutions to reach young people.

This project, following European priorities in the field of youth, is focused on developing the “innovative practices in the digital era”. In particular, as the key deliverable of the project, the consortium will deliver a virtual learning space for non-formal education (from now on: NFE) activities that will contain a pool of dynamic audio-visual materials (video tutorials, recordings, podcasts) that can be used both by the youth workers and the individual learners. In order to realize a fully functional platform we agreed that it is necessary to invest not only in the tool technical development, but also into quality contents it offers. It was thus agreed to work on the first audio-visual NFE library that will be uploaded on the tool that shall be dedicated to the Global Citizenship Education (GCE).

INTRODUCTION

What do we understand by GCE? GCE is a transformative, lifelong pursuit that involves both curricular learning and practical experience to shape a mindset to care for humanity and the planet, and to equip individuals with global competence to undertake responsible actions aimed at forging more just, peaceful, secure, sustainable, tolerant and inclusive societies.

Why GCE? The concept of global citizenship is under the main gunsight of ongoing socio-economical global crisis and its important to anticipate that promoting global solidarity shall become the priority of the centralized efforts of the youth work sector. Along with this, as the learning providers and educators, we might also need to review the frameworks and methods for GCE. In terms of the new methodological frameworks for GCE that is generally considered to be built on 3 levels: cognitive, behavioral and socio-emotional (SEL) whereas we decided to focus on the latest (SEL education) as we believe it offers today the most meaningful response to the needs of the youth across the globe who had to cope with the psychological consequences of isolation during the 2020-2021 years of pandemic.

SEL is closely connected to emotional intelligence (EI) considered to be crucial nowadays for quality life and work performance. SEL as a learning process involves the development of skills that facilitate learners' emotional welfare and successful interaction with the others, fosters mediating skills, empathy, ability to cope with stress, manage own emotions and better understand emotions of other people – this is why we consider SEL as the essential dimension of GCE to tackle in current societal context. At the same time, SEL is also an essential element of global solidarity – our common big dream and mission.

This document contains 5 learning modules that gradually offer NFE activities targeted to young people 16-30 y.o., that shall help them exploring GCE and its SEL dimension and arrive to deeper understanding of the global solidarity in a fun and engaging way. Enjoy your reading, dear youth worker!

GLOSSARY

NON-FORMAL EDUCATION (NFE):

Non-formal learning refers to the learning which takes place outside formal educational curriculum. It has a participative and learner-centred approach; it is carried out by learners on a voluntary basis and therefore is closely linked to young people's needs, aspirations and interests. By providing an additional source and new forms of learning, such activities are also important means to improve the attainment in formal education and training as well as to address young NEETs (i.e. young people not in employment, education or training) or young people with fewer opportunities and combat social exclusion.

INFORMAL LEARNING:

Informal learning refers to the learning in daily life activities, in work, with peers, etc. It is mainly learning by doing, is not organized or structured in terms of objectives, time or learning support; and it may be unintentional from the learner's perspective. In the youth sector, informal learning can take place in youth initiatives, in peer group discussions, through voluntary activities and in a variety of other situations.

LIFELONG LEARNING

All general education, vocational education and training, non-formal learning and informal learning undertaken throughout life, resulting in an improvement in knowledge, skills and competences or participation in society within a personal, civic, cultural, social and/or employment-related perspective, including the provision of counselling and guidance services.

GLOBAL CITIZENSHIP EDUCATION:

According to UNESCO 'Global Citizenship Education (GCED) aims to empower learners of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies.'

SOCIAL EMOTIONAL LEARNING:

According to CASEL 'Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.'

DIGITAL PLATFORM:

The online platform, tailored for digital Non-formal education, where we will be providing a course on GCE-SEL and where the youth workers can find information on how to create effective digital courses for non-formal education.

INTELLECTUAL OUTPUT 1 (IO1):

The joint desk research dedicated to the existing Global citizenship education methods and best practices with particular focus on social-emotional learning, as one of its dimensions.

GLOSSARY

INTELLECTUAL OUTPUT 2 (IO2):

The joint desk research dedicated to the concept of NFE digital education and digitization around the globe and especially the partner countries.

INTELLECTUAL OUTPUT 3 (IO3):

Labs that are the key activities on national levels and allow engaging 15 people from each country in a blended mix of creative non-formal and informal activities during 5 full day meetings on GCE-SEL followed by a complex group debriefing on potential digitalization of the methods using the research from IO1 and IO2.

PEER LEARNING:

A reciprocal learning activity, which is mutually beneficial and involves the sharing of knowledge, ideas and experience between the participants. Peer learning practices enable them to interact with other participants, their peers, and participate in activities where they can learn from each other and meet educational, professional and/or personal development goals.

YOUTH GROUP:

A group of youths or young people forming a part or a unit of an organized social, political, or religious institution

FACILITATOR:

Is a person who helps a group of people to work together better, understand their common objectives, and plan how to achieve these objectives, during meetings or discussions. In doing so, the facilitator remains "neutral", meaning they do not take a particular position in the discussion.

PARTICIPANT:

An individual who takes part in a project through a participating organization.

PARTICIPANT WITH FEWER OPPORTUNITIES:

People with fewer opportunities means people who, for economic, social, cultural, geographical or health reasons, a migrant background, or for reasons such as disability and educational difficulties or for any other reasons, including those that can give rise to discrimination under article 21 of the Charter of Fundamental rights of the European Union, face obstacles that prevent them from having effective access to opportunities under the programme.

GLOSSARY

INTELLECTUAL OUTPUT:

An activity that results in tangible and meaningful outcomes such as publications and course materials.

COMPETENCE:

A particular set of skills, knowledge and attitudes.

LEARNING OUTCOMES:

Statements of what a learner knows, understands and it's able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence.

SOFT SKILLS:

Include the ability to think critically, be curious and creative, to take initiative, to solve problems and work collaboratively, to be able to communicate efficiently in a multicultural and interdisciplinary environment, to be able to adapt to context and to cope with stress and uncertainty. These skills are part of the key competences.

GLOBAL CITIZENSHIP EDUCATION:

According to UNESCO 'Global Citizenship Education (GCED) aims to empower learners of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies.' The GCE Foundation defines it as: "a transformative, lifelong pursuit that involves both curricular learning and practical experience to shape a mindset to care for humanity and the planet, and to equip individuals with global competence to undertake responsible actions aimed at forging more just, peaceful, secure, sustainable, tolerant and inclusive societies."



SETTING UP METHODOLOGY

The document you are now reading was developed as an intellectual output within a strategic partnership project “DEE-GEAYS: Digital Education Era - Global citizenship Education for Activating Youth online Space” and represents a methodology to Global Citizenship Education with a specific focus on one of its dimensions – Socio-emotional learning with incorporation of digitalization tools. This methodology was born as a result of a joint collaboration of an international partnership made by 7 organizations from different countries and backgrounds. We tried to bring together vast experiences in youth work some of the partners carried out throughout a decade, different backgrounds in research and education, and the vision of contributing youth workers’ on why global citizenship and global solidarity are particularly important today.

The objective behind this methodology was to create a non-formal learning lab cycle that will provide a comprehensive NFE framework with some elements of digitalization that is favouring learners-centre approach and facilitates reaching comprehension of global citizenship, attribution to the concept of global solidarity and creates environment for advancing one’s SEL level. In order to set up a quality methodological framework, our partnership has first undertaken a joint desk research on GCED and SEL in particular (<https://bit.ly/34mdcdg>) and a joint desk research on the digitalization of the NFE (<https://bit.ly/35senZi>). Thanks to the joint desk researches we could first collect and learn the theoretical base on GCED and its dimensions and what is happening currently in the field of learning digitalization, review existing best practices in formal and non-formal education, interview our peers and elaborate databases both of existing NFE activities and on digital tools. We invite you to have a look on both deliverables (downloadable from the project website) if you’d like to have a deeper understanding of the topics covered by our project and better dive in these fascinating topics.

Once we started designing the current methodology (during a team meeting in Trento, Italy in September 2021), we had a long discussion on what exactly shall we keep in the labs – it seemed challenging to squeeze so much knowledge and possible activities in such a short lab cycle. We thus tried to look at it from the perspective of a young learner – our main target group.

We agreed to keep the methodology simple and base it on the following principles: exploiting NFE as much as possible trying to bridge dynamic and fun activities on the topics given, incorporate digital tools and methods that are easy to use and do not require any specific software or preparation, but just a smartphone and at the same time, leave some space for youth workers' individuality and creative potential. "More fun, less stress" was our motto: we wanted to make it exciting for both the youth workers who will lead the labs and the young people who will attend them.

Thus in this guidebook you will find 5 learning modules: each of the module represents a clear guidance on how to organize a one-day laboratory for young people on a specific topic in the framework of GCED. Each learning module represents a set of NFE activities proposed for one-day workshop targeted to young people 16-30 years old. Altogether the learning modules create a cycle, guiding a learner from the basics of what is GCED, exploring SEL for oneself, on both activation and deepening levels, and conclude with exploring the importance of global solidarity.

Some necessary background

The methodology includes in total 5 learning modules gradually offering to learners activities and materials aimed to raise their awareness on global citizenship and global solidarity and enhance their SEL level. In this methodology we address GCED and its three dimensions as defined by the UNESCO and UNODC (2019) in a common policy recommendation framework "Strengthening the rule of law through education: a guide for policymakers" (ISBN 978-92-3-100308-0); in particular focusing on the social emotional learning (SEL) due to the reasons explained in the introduction to this guidebook. According to the common policy recommendation framework of UNESCO, GCED is a part and parcel of the Sustainable Development Goal n.4 Education (Target 4.7.), it is being built on a lifelong learning perspective and GCED curriculum is being based on the three educational dimensions or learning domains: cognitive, behavioural and SEL. The cognitive domain includes thinking processes and use of knowledge and information; behavioural involves the development of the ability to use learned materials or to implement material in new and concrete situations; SEL includes the development of skills that facilitate learners' emotional welfare and successful interactions with others, including peers, teachers and family members and those in their community.

SETTING UP METHODOLOGY

In terms of the digitalization components you will find in the learning modules, our main reasons to incorporate this element into methodology was based on the fact that:

a) Young people are digital natives: a new Pew Internet Project report reveals that 93% of teens ages 12-17 go online, as do 93% of young adults ages 18-29. Three quarters (74%) of all adults ages 18 and older go online. This means that in order to reach young people the youth work must adapt itself to the virtual learning and “jump into digital boat” in order to continue reaching youths in their environment. European Youth Strategy highly emphasizes the need of “expand innovative ways of bringing young people together, whilst capitalising on well-tested formats such as youth exchanges and cooperation between youth organisations” and emphasizes how crucial for the sector is “Adapting to digital opportunities: the structure, methods and communication channels of youth work should adapt to the digital world: it should use technology and pedagogical practices to increase access and help young people cope with digital means” (COM(2018) 269 final).

b) The Covid-19 lockdown has imposed immediate switch to online education, and while the formal education sector managed to adapt itself rather quickly, non-formal education sector remained clearly confined and limited in terms of reaching its target group online – this shows an evident and rather urgent need of supporting the sector on its way to digitalization and in particular understanding how to convert non-formal learning methods into non-formal e- learning methods without peeling off it’s youth spirits.

c) Even if in post-pandemic reality we as youth work sector will be able to still organize group learning mobilities (youth exchanges, YWMs), we cannot underestimate alarming climate change and avoid insetting responsible and sustainable living mindset into non-formal education sector. The youth workers have to raise awareness on the environmental issues but also contribute to inclusive transition to the sustainable living by the personal examples. To promote sustainable living we have to find a way for avoiding unessential group travels: we believe the youth work has to focus on promoting individual learning mobility and substitute group learning mobilities (when possible) with quality virtual learning.

SETTING UP METHODOLOGY

The methodology generally thus covered the following concepts:

- Introduction to the GCE concept via interactive activities favouring interpersonal connections via small group working, buzz groups, working in pairs;
- Introduction to GCE dimensions with a special focus on what is SEL and why it can help us to build a better relationship with the outside world;
- Activating the personal self throughout the exercises on SEL;
- Deepening the personal self;
- Reviewing concept of the global solidarity in changing world via video materials, personal reflections and group work.

We also suggest that, after the labs, participants are invited for an evaluation session, to take part in a reflection group (or individual reflection with facilitator, if requested) and to fill in an evaluation questionnaire by the end of the lab cycle (attached by the end of the document). This will provide the consortium with a constructive feedback upon the labs accomplishment in terms of the NFE methods used and potential of digitalization of chosen methodology. Participants will review the activities they were proposed not only from the point of view of the learning achievements, but also giving their opinion upon reduplication of certain methods into e-learning. The reflection will be done with the use of NFE methods, sociological methods such as focus group basing on the labs recordings and individual self-assessment questionnaire. As for the labs recording, we suggest that each participant is introduced to the privacy statements on the preparation phase and the recording will be accomplished only with the written agreement of the privacy statement between the participant and partner organization in participants' language to maximize comprehension.

SETTING UP METHODOLOGY: THEORY U

Theory U

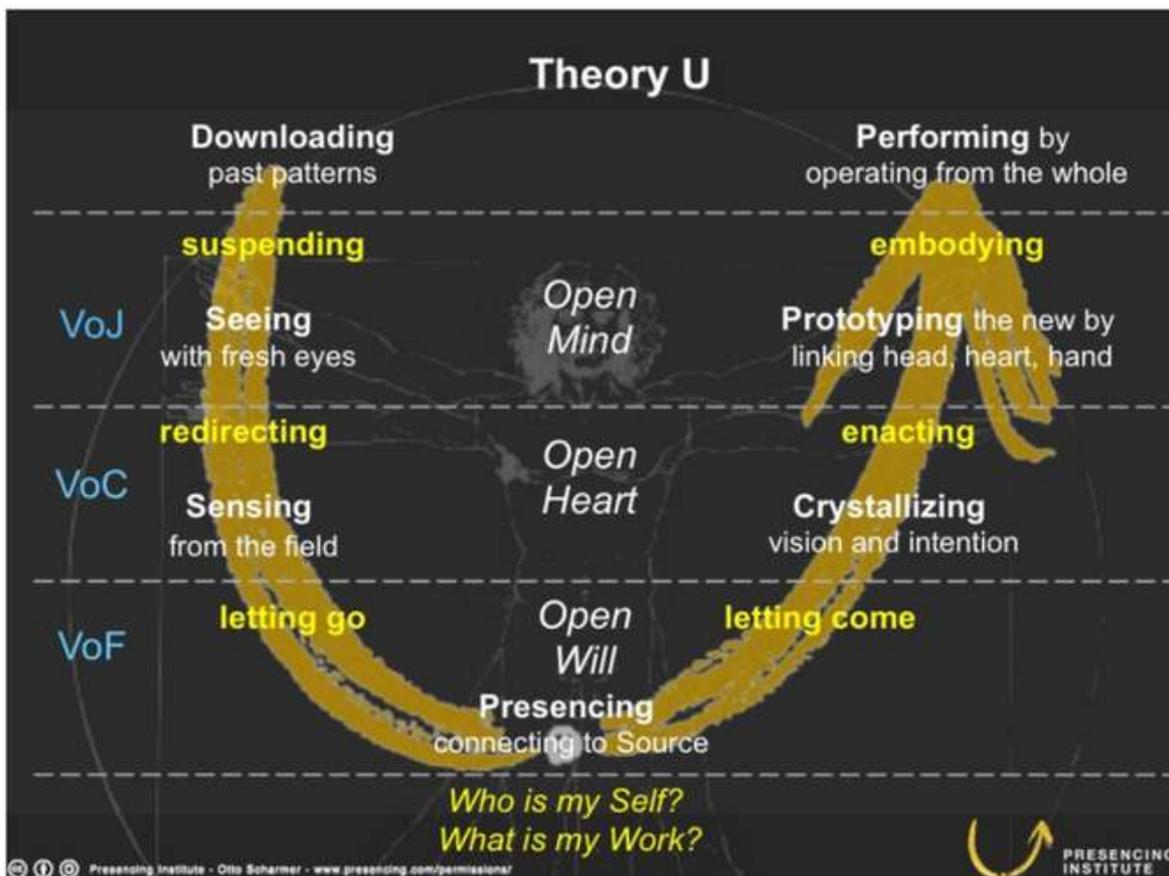
While the partnership was brainstorming on how to design the labs structure, thanks to the input of one of our partner, José Castillo from XUL Foundation, we were inspired by the Theory U – a “change management” method used mainly in social entrepreneurship that suggests a holistic approach for shifting from a personal, individual-centered thinking to a collective and group-centered thinking or so called “presencing” (presencing: sensing + presence). We agreed to try applying the mindset of the Theory U to the labs cycle: considering the holistic nature of the GCED and our specific focus on SEL, the Theory U suggestion of a journey from individual thinking to the collective inspiration and common will seemed to be promising and innovative in terms of structuring the general labs cycle narrative.

The theory, proposed by cross-innovation researcher Otto Scharmer, suggests that society should move to “eco-system awareness”-driven forms of cooperation. Scharmer refers to this process as the “journey of the U” that

- consists of following phases:
- Thinking (individual)
- Conversing (group)
- Structuring (referring to institutions)

Ecosystem coordination (referring to global systems)

In other words the theory suggests that a shift in global systems is driven by the individual thinking once it is conversed into group goals: individuals thinking “globally” can co-initiate and co-sense a community change by listening to their hearts and inspiring the others. Visually it can be described as:

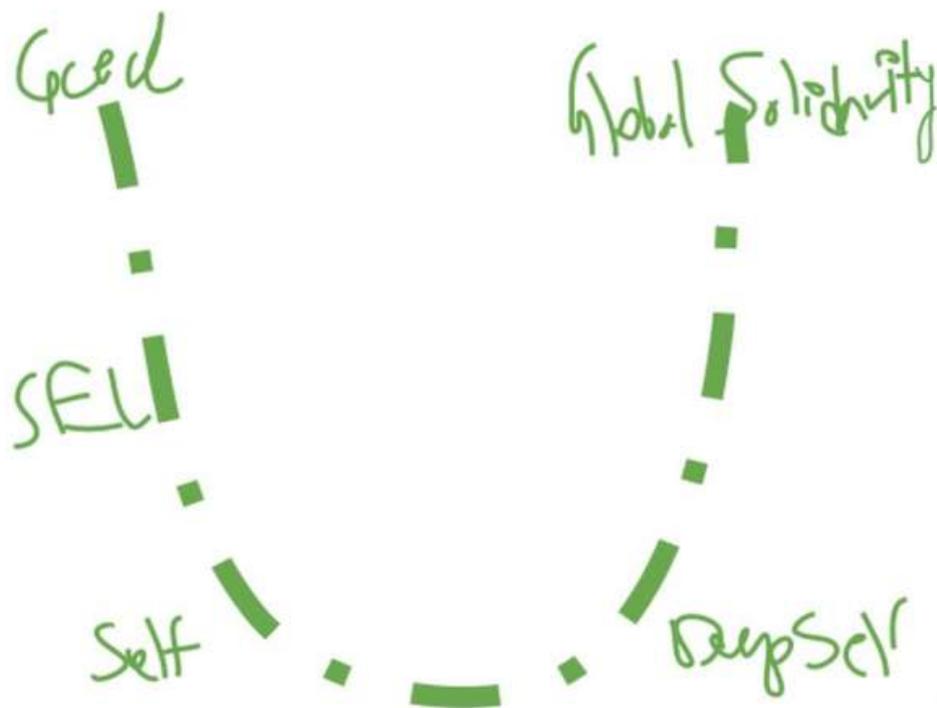


SETTING UP METHODOLOGY: THEORY U

The core elements of U Theory are:

1. Co-initiating common intent: Stop and listen to others and to what life calls you to do.
2. Co-evolving through innovations: ecosystems that facilitate seeing and acting from the whole.
3. Co-sensing the field of change: Go to the places of most potential and listen with your mind and heart wide open.
4. Co-creating strategic microcosms: Prototype the new to explore the future by doing.
5. Presencing inspiration and common will: Go to the threshold and allow the inner knowing to emerge.

We were inspired to apply the theory to the Global citizenship education to bring some innovative approach and more “personality” of the learners to it, as well as to set up an enabling environment for the social change that can be potentially done by the labs participants by the end of the labs cycle. Thus our 5 labs are formulated in such a way that it begins with a general understanding of the ‘GCED and its dimensions’ and moves towards a focus on ‘Social Emotional Learning’ through reflection on ‘Personal selves’ and ends with ‘Global Solidarity’:



SETTING UP METHODOLOGY: LEARNING MODULES

How is the current methodology structured and why?

This guidebook aims to help the reader to navigate in the methodology our team developed basing on the joint desk research on GCED-SEL, joint desk research on digitalization of non-formal learning sector, capitalized mass of individual and organizational experiences brought to this project by the partnership and inspired by the Theory U approach. The methodology is based on 5 modules – each offers activities that can be implemented during a one-day lab (or non-formal education workshop, if you prefer to call it so). Hereinafter you can dive into the following learning modules:

M1 - Introduction to GCED and its 3 dimensions

The first lab introduces to the audience the concept of GCED through all its dimensions; Cognitive, Social Emotional Learning and Behavioural. The main purpose of the lab therefore is to introduce GCED, empower the 21st century learners and educators, connect, cope with the technological innovation and finally understand and resolve global issues.

With its three sessions the lab explores the absolute need for GCED in the 21st century, GCED in the present and future and finally GCED in practice.

M2 - Introduction to SEL

With the second lab, the methodology directs to social emotional learning: the dimension that we believe is absolutely necessary in today's world, especially for the youths. Through this lab, we want to illustrate to the youth what it means to be social-emotionally healthy. The lab therefore introduces the concept of SEL and through a series of activities the youths are exposed to the world of social emotional learning to bring an open and honest dialogue within the group.

Throughout the day, through the method of conversation and dialogue, the youths will explore and learn about communicating emotions, active listening and finally an open dialogue about violence and its prevalence.

M3 - Activating Personal Selves

This lab introduces the importance of helping all young people develop a positive view of themselves in the future and connecting their ability to become that positive possible self to the actions they do—or do not—take every day.

SETTING UP METHODOLOGY: LEARNING MODULES

The main outcome of this session is to provide a sense of positivity to create 'the best possible selves'. Using methods that help the youths articulate various feelings and struggles, this session will help create connections between what they are doing in their life (for their studies, careers etc) and their future aspirations. Research shows that this link often motivates young people to work harder and do better in education.

M4 - Deepening personal self

With the fourth lab deepens the concept of activating self. The key outcome of this lab is to make the participants more aware of their strengths and weaknesses, especially while working in a team.

The lab will include personality test, SWOT analysis, team-role assessment and a game focused on negotiation. An essential part of the lab will be the usage of kahoots and mentimeters. This is in order to make the workshop more engaging and interactive.

M5 - Global Solidarity

The final lab of this methodology is centered on the concept of global solidarity, which is widely understood to mean coming together as a global community and acting in the spirit of unity and multilateralism.

This lab will be especially useful for young adults because their voices are critical to the international conversation through which members of the global community are determining what the future will look like. Therefore, the purpose of this lab is not only to educate young adults on the topic of global solidarity, but also to inspire them to act in a spirit of global solidarity.

The lab approaches the concept by introducing the topic followed by illustrating the strengths and challenges of global solidarity. Next, the sessions evolve into using global solidarity to create a harmonious society and non-violent communication to hone in the concept of global solidarity to real-life situations.

FURTHER PLANS AND WHY WE FILM THE LABS

During February-March 2022 our partnership is going to test the proposed methodology and organize 5 in-person labs in each of the partner countries: Italy, Slovakia, Belgium, Republic of North Macedonia, Denmark and Spain. We agreed that each partner will film some of the activities during the lab in order to start building up the visual library that will make part of our next intellectual output (IO4) – the digital tool. What we want to achieve is gathering some quality audio-visual materials that will guide the youth workers to organize quality learning sessions basing on the accumulated experience of the partnership that also brings an intercultural dimension.

The digital tool that is the next phase of the project is a fully functional software to be developed according to the European technical enquiry statement will be the key deliverable of DEE-GEAYS project. This online platform is addressed both to youth workers and young people independently to consult all material uploaded during the project period (virtual library with a pool of audio-visual materials such as podcasts, event recordings, etc.; chat-bots, virtual learning rooms, virtual chat rooms, video tutorials for youth workers to systematize their learning activities for digitalization) and the experiences recorded by the groups of participants from partner countries. In virtual learning rooms, young people will be able participate in high quality virtual group NFE activities with a pool of dynamic audio-visual materials; these group activities will be managed by a youth worker thanks to the chat-bots which will guide him/her through the workshop.

The platform will have a self-feeding process allowing other users (youth workers) to upload and share their own material (podcasts, workshop methodologies, labs recording) following the methodologies - developed by the project partners regarding GCE-SEL - on the other topics tailored to the sector. Therefore the platform will be sustainable over time and constantly filled with ever new materials.

Thanks to the collaboration with the project partners, various methodologies and materials on GCE-SEL will be uploaded on the platform both for individual use and for online group activities in virtual workshops.

MODULE 1

GLOBAL CITIZENSHIP EDUCATION AND ITS DIMENSIONS



MODULE 1: GLOBAL CITIZENSHIP EDUCATION AND ITS DIMENSIONS



Global Citizenship Education: Why we need it?

Global Citizenship Education (GCED) aims to empower learners of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive, and secure societies. GCED is based on the three domains of learning - cognitive, socio-emotional, and behavioural:

- Cognitive: knowledge and thinking skills necessary to better understand the world and its complexities.
- Socio-emotional: values, attitudes, and social skills that enable learners to develop affectively, psychosocially, and physically and to enable them to live together with others respectfully and peacefully.
- Behavioural: conduct, performance, practical application and engagement.

Figure 01: The Global Citizenship Education [GCED] star



MODULE 1: GLOBAL CITIZENSHIP EDUCATION AND ITS DIMENSIONS



Source: Wintersteiner , Werner/Grobbauer , Heidi/Werner, Gertraud/Reitmair - Werner, Susanne (2015): Global Citizenship Education: Citizenship education for globalizing societies. Klagenfurt University. http://www.globaleslernen.at/fileadmin/user_upload/PDF/news/Global_Citizenship_Education_engl.pdf

They are interlinked and integrated into the learning process, notably guided by UNESCO's "Education 2030 Agenda and Framework for Action" and in Target 4.7 of the Sustainable Development Goals (SDG 4 on Quality Education), which calls on countries to "ensure that all learners are provided with the knowledge and skills to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development".

Global Citizenship Education in keywords

- Cosmo-political education with cosmopolitan responsibility
- Overcoming methodological nationalism (a world view that regards everything through the national lens)
- Reflection of one's own (often privileged) living conditions and the "imperial mode of living" of the West
- A pedagogical contribution to a major social-ecological transformation of society

As the era of globalization takes place, the world becomes closer as it promotes higher demand for global interactions. We meet people from different places with unique skills, talents, and personal advocacies. Hence, as we step in the higher ladder of education, several reasons as to why GCE should be integrated into the curriculum become evident as it follows:

MODULE 1: GLOBAL CITIZENSHIP EDUCATION AND ITS DIMENSIONS

1- **Embodying Global Competence.** It is essential to develop one's competency to cope up with the trend especially if you plan to venture into a multicultural firm in the future. The educational experience helps young people improve their core competencies in dealing with social issues. Many students go abroad to study and develop their competency in all areas as it is one of the main advantages when you work in business, politics, education and peace processes. Applying GCE into the curriculum will not only benefit the institution on a larger scale, but it would also inculcate global competence to the students. Aside from this, it also gives an opportunity to develop the curriculum content, learning environment, teaching and assessment practices that are evolving in the institution.

2- Empowering the 21st-century Educators and Institutions. Integrating the

GCE is a single-step avenue to further upgrade the educational system. The ever-changing needs of the students create an impact on educators dramatically. The more we move to the advancement of education, the more efforts the trainers must drive in the workplace. Educators are the agents of social change. Thus, incorporating global competence into the education system means better preparing the lesson plans and curriculum. Through this, students will be prepared for the vast changing, and increasingly interconnected world.

3- Connecting and building a Network of People. One way to earn respect and

mutual understanding is through a healthy discourse. Learners are encouraged to engage and proactively promote peace and establish relationships to face interconnected challenges of the 21st century. Government and its agencies have a key role to mobilize and fund, whilst Non- Government Organizations especially the youth support bringing issues concerning civil society. Relationship-building amongst these stakeholders through GCE has an impact on the performance of the system due to their respective roles and expertise.

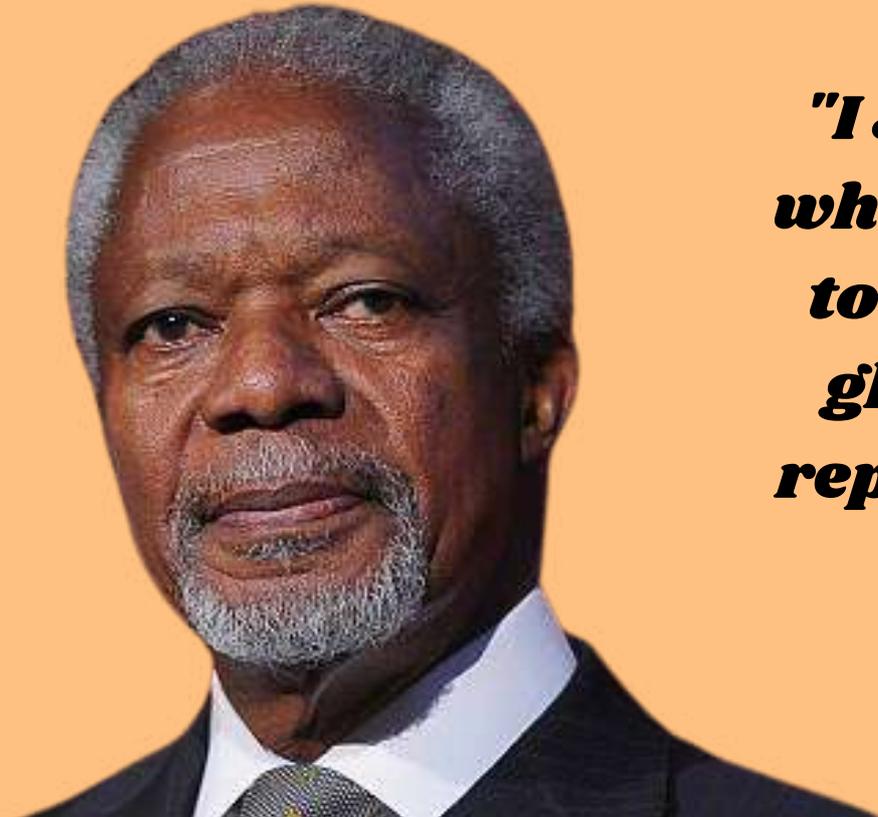
MODULE 1: GLOBAL CITIZENSHIP EDUCATION AND ITS DIMENSIONS

4- Coping up in the Technological and Educational Innovation. Innovation has

come to this age where people are connected virtually. Integrating innovative education is one way to eradicate poverty existing in the third world echelon. Learners must step up and be empowered in both cultural and socioeconomic atmospheres. Global Citizenship Education drives for a quality trainer towards a quality learning for innovation targeting the mediocre and especially peoples in less access. Furthermore, progress in education accelerates through systematic technological innovation.

5- Understand and Resolve Global issues. Developing the global dimension is

necessary for the millennial age. We live in an interconnected web where we know the issues and happenings in our places both local and national or even in the international arena. Global Citizenship Education is civic learning composing the learner's advocacy and active participation in addressing contemporary issues in the aspect of economic, social, political, and natural. Students will look in a wider perspective, think deeper about social injustices and oppression, and combat extremism through constructive discourses.

A portrait of Kofi Annan, an elderly Black man with a grey beard and mustache, wearing a dark suit, white shirt, and patterned tie. He is looking slightly to the right of the camera with a neutral expression.

"I am often asked what can people do to become a good global citizen? I reply that it begins in your own community"

Kofi

MODULE 1: GLOBAL CITIZENSHIP EDUCATION AND ITS DIMENSIONS



Lab (Workshop) 01: Planning and Preparation

This one-day workshop (lab) is intended to introduce GCED to participants who are not familiar with GCED.

Time of realization: One working day, i.e. 8 working hours, including lunch and two coffee breaks.

It is advised to organize the workshop with the characteristics of the participants involved in mind (e.g., participant group composition, the purpose of participating, their experiences in relevant areas).

Before beginning the workshop, the facilitator should be familiar with the guidebooks and course materials, as well as the workshop activities, time allotment, and discussion questions that participants will engage in.

In the new era of learning, technology plays a fundamental role in the processes of teaching children, adolescents, and youth. Therefore, there are tools that facilitate communication between trainers, including youth workers, and students, among other things.

Hundreds of digital education tools have been created with the purpose of giving autonomy to youth workers improving the administration of academic processes, encouraging collaboration, and facilitating communication between trainers and learners.

There is certainly no shortage of tech-based tools to use in the classroom:

- Edmodo is a global education network that helps connect all learners with the people and resources needed to reach their full potential [<https://new.edmodo.com>].
- Project is a multi-dimensional digital storytelling tool that has lots of exciting potential for the K-12 classroom [<http://project.com>].
- Scratch is a high-level block-based visual programming language and website targeted primarily at children 8–16 as an educational tool for programming. Users on the site, called Scratchers, can create projects on the website using a block-like interface [<https://scratch.mit.edu/>].

MODULE 1: GLOBAL CITIZENSHIP EDUCATION AND ITS DIMENSIONS

- Socrative allows trainers to create simple quizzes that students can take quickly on laptops – or, more often, via classroom tablet computers or their own smartphones [<https://www.socrative.com>].
- Also, in the implementation of this module, we recommend using digital tools, for example, Kahoot [www.create.kahoot.it], Mentimeter [www.mentimeter.com], and other online quizzes [www.quizzes.com/], which provide a way to implement text, images, audio, and video for a greater experience. Some popular digital classroom tools include Chromebooks, tablets, and Airtame devices.

For a workshop to have strong communication and participation, the trainer needs to produce a collaborative learning experience with the participants. The trainer must be clear when explaining and detailing what he or she wishes to convey, work responsibly, and adhere closely to the schedule.

The trainer should be mindful of the workshop's flow and respond appropriately when necessary. If the workshop proceeds in an unplanned direction or if participants are not actively involved (e.g., growing fatigue, embarrassment, lack of interest), be sure to identify the cause and respond accordingly promoting active participation.

When proceeding with the workshop, activities or explanations may take longer than planned thus leading to delays in scheduling. In those circumstances, it may be difficult to set aside time for participants to reflect on and share what they have learned or experienced during the session. However, it is necessary to have participants share their thoughts and experiences to help them gain new insights and deeper understanding. Therefore, when facing time constraints, make the sharing time short but effective.

At the end of the workshop, materials such as presentation materials and reports are to be shared with participants. This will help participants to remember what they have learned and to proceed with their follow-up activities. Sharing advice and their difficulties help promote communal practice in their fields.

SESSION 01: WHY WE NEED GCE

Overview	<p>This session introduces the rise of Global Citizenship Education (GCED) within the latest shift in education and global development agendas. The participants shall learn the basic concepts of the Sustainable Development Goals (SDGs) and GCED as pivotal components of the new global education agenda.</p>
Objetives	<ol style="list-style-type: none">1.To raise awareness and to understand the increasingly complex and paradoxical world we live in2.To understand the need for transformative education to address the challenges of our rapidly changing world.
Units	<ol style="list-style-type: none">1.GCED as a new vision of education.2.Sustainable Development Goals (SDGs) & GCED
Session Procedure	<p>Getting Started (15 min) #[Activity] Common Challenges We Face.</p> <ol style="list-style-type: none">1.The trainers have to make the participants aware of how they can affect each other. To create supportive situations in which participants can experience a pure connection to themselves and to each other, where empathy and solidarity can be fostered.2.Providing clear expectations: Active, specific, measurable objectives provide participants with clear goals with which to measure their own success. The participants can look at the objectives and know what you expect from them: To be able to associate, compile, estimate, gauge, implement, present, synthesize, etc., the content. They can better manage their own time and can be more self-directed in handling their own performance in the group. <p>Learning Contents (60 min) # Global Citizenship Education: Transformative Education We Need</p> <p>Notes for trainers: This session is designed to give participants time to think about the world they live in, realize the complexities and paradoxes of the world, and think about the role of education in guiding younger generations on how to live in a rapidly changing world full of challenges.</p>

SESSION 01: WHY WE NEED GCE

Session Procedure

The trainers must be careful not to impose their own thoughts on the participants!

It may be helpful to allocate enough time to discuss and examine the inter-relatedness of 'local and global' through specific examples or issues that participants may find most relevant and familiar. Then, the trainer must lead the discussion's direction to the role of education in the context of the highly interconnected world we live in.

Global Education and Development Agendas

Notes for trainers: This session aims to help the participants understand the background and significance of GCED. Thus, the trainer should be able to explain the basic concepts and important milestones in global education such as the Sustainable Development Goals (SDGs).

We recommend trainers to present them as an overall flow through the effective use of diagrams and keywords rather than explaining everything in detail. This is because many participants are presumed to be unfamiliar with the subject matter, not to mention that it may take time for them to understand the big picture of recent trends in global education.

Lastly, it is important for trainers to modify the content so that it matches the local contexts of the participants and introduce the parts that are considered most relevant to them. In most countries, there are educational policies reflecting and linking to SDGs, and trainers are recommended to get participants involved in identifying their own national or local policies and practices on SDGs.

Understanding GCED within SDG 4

Notes for trainers: This session is designed to give participants time to think about the world they live in, realize the complexities and paradoxes of the world, and think about the role of education in guiding younger generations on how to live in a rapidly changing world full of challenges.

The trainer must be careful not to impose your own thoughts on the participants! Rather, try to draw out their own opinions and link them to addressing our world's conditions so that the participants can realize the need for a transformative education initiative.

SESSION 01: WHY WE NEED GCE

Session Procedure

It may be helpful to allocate enough time to discuss and examine the inter-relatedness of 'local and global' through specific examples or issues that participants may find most relevant and familiar. Then, the trainer has to lead the discussion's direction to the role of education in the context of the highly interconnected world we live in.

Questions for discussion

- What do these global education agendas focus on?
- Why do we need GCED?
- How did GCED become part of it?
- Let's follow in detail how GCED became an important agenda within the global education community?
- The most urgent area for change in education?
- What is transformative education?
- What is missing in SDGs?
- What are the key features of SDG4?
- Which sustainable development goal is about education?
- Within that SDG goal, which target explicitly mentions the importance of global citizenship?

What to do

Use visual aids (Prezi, PowerPoint slides, Kahoot, other quizzes, videos, and /or other NFE methods or tools) to help introduce the global education agendas to the participants.

Reflection/Wrap-up (15 min)

#[Activity] Buzz Discussion

Buzz Discussion is a cooperative learning technique consisting of the formation of small discussion groups with the objective of developing a specific task (idea generation, problem-solving, and so on) or facilitating a group of people in reaching a consensus on their ideas about a topic in a specific period.

1. Divide participants into 3-4 sub-groups according to different discussion topics. Let the sub-groups discuss the given topic.

SESSION 01: WHY WE NEED GCE

Session Procedure

2. Let participants discuss their thoughts and ideas on the given topic, and when necessary, intervene or give more concrete guidelines with reference information (refer to the documents on SDGs and others). Participants don't need to give correct answers and are free to give additional questions or share areas that need more clarification from the facilitator/resource persons.

3. Afterwards, each group shares its discussion results with the audience.

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- Why do we need GCED?
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Reflection/Wrap-up (15 min)

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SESSION 01: WHY WE NEED GCE

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 2. Afterward, each group shares its discussion results with the audience.

Learning Outcomes

1. Understand GCED within the latest shift in global education and global development agendas
2. Understand GCED in the context of SDGs, especially SDG 4

References

1. United Nations. "Transforming our world: The 2030 agenda for sustainable development." Resolution adopted by the General Assembly. 2015. <https://sdgs.un.org/goals>
2. UNESCO. "Rethinking Education: Towards a global common good?" 2015.
3. Global Citizenship Education and Social Emotional Learning, InCo, Trento, 2021
4. Digital Education Era: Global Citizenship Education for Activating Youth Online Space, InCo, Trento, 2021

Duration

90 min

SESSION 02: GCED STEP IN THE FUTURE

Overview	<p>In this session, participants will gain an understanding of what Global Citizenship Education (GCED) is. Notions of 'global citizen' and 'global citizenship' will be briefly examined along with an introduction to key concepts and principles of GCED under the UNESCO framework.</p>
Objectives	<p>To examine the meaning of global citizens by sharing examples of people who have contributed to making a better and more just society for all</p>
Units	<ol style="list-style-type: none">1.GCED as a new vision of education.2.Sustainable Development Goals (SDGs) & GCED
Session Procedure	<ul style="list-style-type: none">• Getting Started/Warm-up (10 min) # [Activity] Stories of Global Citizens Notes for trainers: They have to select some motivational stories of global citizens for the participants. Also, they could give them time to watch one of the next stories through YouTube: A. Malala Yousafzai – Nobel Peace Prize (English subtitles) https://www.youtube.com/watch?v=iBBB-vjZB50 B. Nobel laureate Satyarthi on child labor – CNN News https://edition.cnn.com/videos/tv/2015/08/04/exp-gps-0802-satyarthi-child-labor.cnn The trainers could initiate discussions by giving the following questions to the participants:<ol style="list-style-type: none">1.Do you think that these are global citizens?2.If yes, what makes you think that?3.If not, what are your reasons?4.Reflecting on the stories shared, what are the features or values of global citizens?• Learning Contents (60 min) # Who is a Global Citizen? Notes for trainers: Notions of 'global citizenship' vary among individuals and institutions often due to their diverse social, cultural, and political backgrounds as well as their different priorities. Combining the terms 'global' and 'citizenship' might seem paradoxical at first. When one says 'citizenship', it usually means being a citizen of a country.

SESSION 02: GCED STEP IN THE FUTURE

Session Procedure

On the other hand, 'global' suggests no territorial boundary. The concept of citizenship has changed over time. With the development of civil, political, and social rights, a more inclusive concept of citizenship has emerged and been accepted. To date, it is widely understood that global citizenship is a sense of belonging to the global community and common humanity rather than a legal status. This means that global citizenship does not dismiss or undermine national citizenship and expands one's civic responsibility beyond national borders to the global community. It adds value to one's own citizenship because it broadens their participation in the greater society, acting beyond one's immediate community.

The Concept of GCED

Notes for trainers: The three domains (Cognitive, Socio- emotional and Behavioral) are interrelated in the learning process and should be understood as distinct learning processes. They correspond to the four pillars of learning described in 'Learning: The Treasure Within (UNESCO, 1998)' which are:

- Learning to know: to provide the cognitive tools required to better comprehend the world and its complexities, and to provide an appropriate and adequate foundation for future learning
- Learning to do: to provide the skills that would enable individuals to effectively participate in the global economy and society
- Learning to be: to provide self-analytical and social skills to enable individuals to develop to their fullest potential to become holistic people
- Learning to live together: to expose individuals to the values implicit within human rights, democratic principles, intercultural understanding and respect, and peace at all levels of society and human relationships to enable individuals and societies to live in peace and harmony.

SESSION 02: GCED STEP IN THE FUTURE

Session Procedure

#Questions for discussion:

- What is 'global citizenship'?
- Who is a global citizen? Give us an example of a global citizen.
- Does global citizenship mean membership to a specific global government and granting a person with binding legal status?
- Does global citizenship replace national citizenship?
- Is it something granted to everyone who lives in this globalized world?
- Or is it something that we gain through experience?
- What is GCED?
- What learning theory is it based on?
- What does GCED aim to achieve?

What to do:

We recommend the trainers the use of Edmodo; Projeqt; Scratch; Socrative and other visual aids (e.g. Prezi, PowerPoint slides, videos) to help introduce the global education agendas to the participants.

Also, in the implementation of this module, we recommend using digital tools, for example, Mentimeter and Kahoot & other online quizzes, which provide a way to implement text, images, audio, and video for a greater experience.

• Reflection/Wrap-up (15 min)

[Activity] Sharing of Thoughts and Ideas

An essential aspect of the GCED workshop is the active involvement of the participants. Since this activity is best done if most or all the participants share their thoughts and ideas among themselves, we highly recommend having them sit in a circle when possible, making sure that they feel comfortable. Chairs arranged in a circle can promote community and encourage all participants to be engaged in dialogue. This kind of seating arrangement involves everyone in the group, encourages people to speak comfortably to each other, make eye contact, and creates a sense of equality within the group. Also, the trainer should try to evenly offer chances of sharing among the participants and intervene when the discussion is dominated by a few participants.

SESSION 02:

GCED STEP IN THE FUTURE

Learning Outcomes	<ol style="list-style-type: none">1.Understand various notions of 'global citizen' and 'global citizenship'2.Understand the key principles and concepts of GCED under the framework of UNESCO
References	<ol style="list-style-type: none">1.UNESCO. Global Citizenship Education: Preparing Learners for the Challenge of the 21st Century. United Nations Educational, Scientific and Cultural Organization (UNESCO), 2014.2.UNESCO. Global Citizenship Education: Topics and Learning Objectives. 2015.3.Global Citizenship Education and Social Emotional Learning, InCo, Trento, 20214.Digital Education Era: Global Citizenship Education for Activating Youth Online Space, InCo, Trento, 2021
Duration	90 min



SESSION 03: GCE IN PRACTICE

Overview	<p>This session aims to summarize and integrate the content learned in previous chapters by looking at cases on how concepts, pedagogical principles, and teaching strategies of GCED can be incorporated in teaching GCED. Participants will also be asked to develop an Action Plan based on the thoughts and ideas they accumulated during the workshop period.</p>
Objectives	<p>To review the learning content of the previous sessions</p>
Units	<ol style="list-style-type: none">1. Case Studies: Sample GCED Practices2. Action Plan Development
Session Procedure	<p>Getting Started/Warm-up (30 min) # Recap of Previous Sessions: Short Quiz Game</p> <p>The trainers have to make a list of questions based on the previous sessions in advance. While there is no hard rule, the questions should be mostly objective to make the quiz game more effective:</p> <ol style="list-style-type: none">1. Encourage participants to reflect on the previous sessions, pointing out the core concepts or values covered, and give brief answers. Let others add on or present other different opinions if any.3. Summarize participants' answers/responses and write them on the board so that everyone can read. By doing so, participants will be able to recall what they have learned.4. Move on to the next question until all the questions are completed. Ask participants if they want to add more. If there is anyone who would like to summarize the lessons using the written summary, let him/her do so in 2-3 minutes.5. Congratulate all participants on their collective work!

SESSION 03: GCE IN PRACTICE

Session Procedure

Learning Contents (120 min)

[Case Study] GCED Teaching in Classrooms

Global citizenship nurtures respect and tolerance for others, global awareness, and empathy. Even if the classroom or district is not extremely diverse, there are ways to bring in a global perspective and demonstrate global citizenship. The trainers can use the following tactics to make your students global citizens:

- Empower your students as leaders and trainers.
- Remind your classroom that global citizens teach, listen and learn from each other.
- Incorporate global stories into your curriculum.
- Apply for grants.
- Use this time traveling to be a global citizen yourself! Take any travel time as a learning lesson for yourself, which you can then take back to your students.
- Take field trips.
- Take time to reflect on the world around you.
- Volunteer.
- Include a lesson on the Sustainable Development Goals (SDGs).
- Organize an International Week
- Teach culture through music.

When our participants are global citizens, they are more empathetic, worldly, and understanding. But it's also important that we ourselves think as global citizens. With this way of thinking, we can create a better world for their future.

[Case Study] GCED in Action

1. Divide the participants into groups based on their assigned level of education, whether primary or secondary or other professional duties they hold. Ask them to brainstorm on what they should first consider when practicing GCED.
2. After brainstorming, have each group select five items to share. Write down what each group says on a large piece of paper or a whiteboard for everyone to see.
3. Provide the below guidelines as handouts to the participants.
4. Ask if the participants would like to add to the suggested guidelines presented above. You may use visual or other NFE aids and methods when introducing them.

SESSION 03: GCE IN PRACTICE

Session Procedure

[Activity] Guidelines for Action

- Explain the guidelines as written below.
- Bring collective efforts from peer trainers. Trainers need solidarity with their peer trainers to continue their efforts. We recommend that trainers find fellow trainers to work together with.
- Start small. We should admit that it is impossible for a trainer to cover all the topics related to GCED in one go.
- Try to find small opportunities along the way rather than creating a whole new thing.
- Be steady and consistent. GCED is not about short-term efforts and results; it cannot achieve its goals to foster global citizenship in a one-off manner.
- Connect with the local community. Start with local groups or organizations whose activities can help your students realize how their efforts can bring changes and impact the community or the world at large (e.g., linking school activities with local NGOs, joining campaigns that address local issues, or making a local project class).
- Make use of existing opportunities in your school.
- Consider your target group's specific features first and figure out how they can be linked to GCED.
- Let youth participate in the learning process. Let them investigate global/local issues, explore possible strategies to solve them, and take part in bringing changes!
- Learn together. Trainers should continue to learn new things with students, renewing their perception and broadening their experiences together-- the goals and joy of learning!
- Take holistic approaches. Classroom teaching should be based on dialogue and the democratic participation of learners, which is also closely linked with local, social, and cultural realities. Be mindful that GCED is not only about teaching content!

SESSION 03: GCE IN PRACTICE

Notes for trainers: Make sure to highlight that this module does not aim to end with a final output but to start brainstorming for possible areas to work at in the future. It is always good to leave room in the schedule for participants to share their Action Plans among themselves. This can help participants articulate their thoughts in a clearer and more organized manner and allows them to learn from their fellow teachers.

Questions for discussion:

- What are the core GCED themes?
- Does GCED have to be a stand-alone subject?
- Why or why not?
- Does GCED have to provide international experiences to its learners? Why or why not?
- What are the pedagogical principles of GCED?
- What pedagogical shift is required when teaching GCED? Give an example.
- Why is it important for a teacher to be a facilitator?
- Why should creativity be at the heart of teaching GCED?

What to do:

1. Ask the participants to share what they felt and learned throughout the entire workshop.
2. They are free to share their newly set goals and visions with their fellow participants.
3. The facilitator should emphasize that their goals and visions do not have to be something grand or ambitious. Rather, they should try to set at least one feasible and realistic goal to change their local community or society for the better.
4. Remind the participants that GCED aims to introduce changes in the individual, society, and country through transformative education. Thus, goals should primarily be about changes in attitudes, behaviours, and the knowledge of learners.
5. Encourage the participants to share at least one way to collaborate with their fellow participants in the future.
6. End the wrap-up session by thanking the participants with final words of encouragement.

Session Procedure

SESSION 03: GCE IN PRACTICE

Reflection/Wrap-up (30 min)

Final Reflections

Before asking the participants to share their thoughts and opinions, give them time to write down what they would like to say.

This will help participants reflect on the lessons they learned and organize their thoughts.

During the reflection session, try to give enough time for the participants to share their impressions of the workshop itself.

The exchange of impressions, feelings, and emotions can be a moving experience for some participants, which can, in turn, create a memorable atmosphere for everyone to internalize the goals and values of GCED deeply.

Learning Outcomes

1. An overall understanding of practicing GCED at various levels by analyzing sample practices
2. Develop an Action Plan to serve as a guide for future GCED practices in the participants' local contexts

References

1. Global Citizenship Education and Social Emotional Learning, InCo, Trento, 2021
2. Digital Education Era: Global Citizenship Education for Activating Youth Online Space, InCo, Trento, 2021
3. APCEIU. "GCED in Practice." GCED Online Campus. www.gcedonlinecampus.org.

Duration

180 min

MODULE 2

INTRODUCTION TO SOCIO-EMOTIONAL LEARNING



MODULE 2: SESSION 1

SOCIO-EMOTIONAL LEARNING WORKSHOP

<p>Overview</p>	<p>SEL involves the development of skills that facilitate learners' emotional welfare and successful interactions with others, ability to cope with stress, manage own emotions and understand emotions of others. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.</p>		
<p>Objetives</p>	<ol style="list-style-type: none"> 1.To gain background knowledge about socio-emotional learning, what is it, where and when did it started, how is it taught around the world etc 2.To experience range of activities with topic of socio-emotional learning 3.To motivate more open and honest conversation in participants during workshop and in their lives later on 		
<p>Units</p>	<ol style="list-style-type: none"> 1.Introduction to Socio-emotional learning 2.Self-discovering exercises 3.Learning about DEEJAYS project and its objectives 		
<p>Session Procedure</p>	<p>Activity</p>	<p>Time</p>	<p>Digital Tools</p>
<p>Introduction and welcome (introduction of the facilitators, goals of the workshop, project itself), welcoming participants, signing participants sheet</p>		<p>15-20</p>	<p>Powerpoint, Prezi, or different digital toll for presentation</p>
<p>Presentation of the programme presentation of prepared activities, breaks time, wifi password, security and safety points and group rules</p>		<p>10-15</p>	<p>Powerpoint, Prezi, or different digital toll for presentation</p>

MODULE 2: SESSION 01

SOCIO-EMOTIONAL LEARNING WORKSHOP

	Activity	Time	Digital Tools
Session Procedure	Name game box of matches - each participant lightens a match and introduces themselves before the fire goes off	10-15	
	Icebreaker free chair changing positions- one person in the middle gives an instruction: anybody who speaks two languages change a chair, anyone who owns a cat change a chair, etc - the person in the middle is changing as there is one less chair than people	15-20	
	Expectations we set up a padlet page with various pictures, people have to choose one how they feel now about the workshop and topic and write 3 words next to it what they want to learn, achieve or experience	10-15	Padlet https://padlet.com/kerickeric/tq5s7ohravf46znu
	Brainstorming what is socio-emotional learning- we set up open questions for participants to define the topic by themselves	15	Mentimeter https://www.menti.com/qvopqcpntr
	CONCENTRIC/TALKING CIRCLES Detail description extra	40-60	Powerpoint, Prezi, or different digital toll for presentation, jamboard

MODULE 2: SESSION 1

SOCIO-EMOTIONAL LEARNING WORKSHOP

ActivityTime			Digital Tools
	Break	15	
	Energizer YouTube song by police Roxanne-stand up sit down, each time they say Roxanne(boys) red lights(girls)	10	https://www.youtube.com/watch?v=3T1c7GkzRQQ
	HOW DO YOU FEEL WHEN Detail description extra	40	
Session Procedure	Timeline/map divide group into two teams, one is going to make a timeline of socio-emotional learning (at least 3 time points) and the other one is going to make a map with at least 3 places where socio-emotional learning is an important part of education	40	Padlet https://star-e.icja.de/wp-content/uploads/2020/02/STAR-E-A-Training-Handbook.pdf - page number 38
	Lunch Break	60	
	Energizer who is the boss - one person is sent behind a door while a group chooses a boss, then when the person from behind the door arrives they all copy the boss and the newcomer tries to guess who is the boss. Possible to play online version by writing to everyone except one who is the boss		

MODULE 2: SESSION 1

SOCIO-EMOTIONAL LEARNING WORKSHOP

	Activity	Time	Digital Tools
Session Procedure	The First Detail description extra	30	
	VISION BOARD Detail description extra	30	
	What have I learnt revision	10	Kahoot
	E valuation padlet pictures, similar to expectation we are going to share Padlet slide with many pictures and participants are again going to choose one how they feel after the workshop and and add 3 words about what they have learnt, achieved or experienced	15-20	Padlet https://padlet.com/kerickeric/tq5s7ohravf46znu
	Goodbye sharing links, info about future activities	10	
Learning Outcomes	<ol style="list-style-type: none"> 1. Participants gain background knowledge about socio-emotional learning, what is it, where and when did it started, how is it taught around the world etc 2. Participants experience range of activities with topic of socio-emotional learning 3. Participants will be motivated to more open and honest conversation in participants during workshop and in their lives later 4. Project will be well presented in community that will take part in upcoming activities 5. Prepared materials are versatile enough to replicate again in other workshops and other organizations or communities. 		

MODULE 2: SESSION 01

SOCIO-EMOTIONAL LEARNING WORKSHOP

References

- IO1 - <https://deegeays.wordpress.com/joint-desk-research/>
- IO2 - <https://deegeays.wordpress.com/joint-desk-research/>
- Handbook STANDING TOGETHER AGAINST RACISM - <https://star-e.icja.de/engaging-young-people/>
- <https://www.centervention.com/emotional-awareness-what-makes-me-happy/> <https://www.thirstyforart.com/blog/vision-board-art-therapy-activity>
- <https://populationeducation.org/9-sel-activities-that-promote-global-citizenship-global-learning/>

Duration

7 hours 15 minutes

"Our feelings are not there to be cast out or conquered. They're there to be engaged and expressed with imagination and intelligence"

T.K. Coleman



MODULE 2: INTRODUCTION TO SOCIO-EMOTIONAL LEARNING

CONCENTRIC/TALKING CIRCLES

Material:

- Prepared list of topics (questions) for facilitator numbering half the number of those who will participate
- Environment: quiet space
- Main objectives: to help people start sharing, experience talking, active listening
- Activity: explain that in this exercise everyone will have a chance to talk briefly on some given topics with about half people in the group. To do this, we will form two circles, one facing in and another facing out. Ask them to count one two. The “ones” and "two's" are creating two circles, facing each other. When everyone is arranged, tell them that in a moment you will give them a topic, the outer circle will start to talk. They will talk to their pairs for about a minute. When time is up, raise your hand and ask to finish their thoughts when they see your hand is raised. Explain that the inner circle will speak about the same topic. Ask that, as listeners, everyone is listening carefully, without interrupting. asking only clarifying questions.
- If there are no questions, read the first topic and ask the outer circle to start talking. The inner circle is listening. When both circles have talked, ask the outer circle to move one chair right. For the second topic, ask the inner circle to start talking first. After both circles finish talking, ask the inner circle to move one chair to their right.

MODULE 2:

INTRODUCTION TO SOCIO-EMOTIONAL LEARNING

Tips for facilitators: having both circles move in the same direction gives people a new partner with each move. Questions can be changed according to the target group, workshop thematic and so on.

Questions:

- The time of year I really love is ... because ...
- A sport or hobby that I think is unusual..because ...
- Some food that is delicious for me ..because ...
- If I had the opportunity to travel, I would go..because ...
- The genre of music I listen to..because ...
- It is my favorite thing..because ...
- The good thing I remember from my childhood is..because ...
- Something I have done I am proud of..because ...
- The value that is important to me is..because ...
- He/she is an important person in my life..because ...
- There was a time when I made someone happy ...
- A good quality of mine that I would like to strengthen is ...
- the movie/book/song, had strong emotional impact on me is... because
- The person I admire is..because ...
- my idea of a good time is ..because

Debriefing:

- Was it easy to talk to new person,
- Did you use the questions?
- Did you talk about something else as well
- Did you run out of time or was the time too long
- Was it easier to talk with pre-set questions or would you prefer free conversation

Using PowerPoint for questions, every slide has a timer on, if we are online we are using breakout rooms

MODULE 2: INTRODUCTION TO SOCIO-EMOTIONAL LEARNING

HOW DO YOU FEEL WHEN

Environment:

Any space, adaptable for the activity

Main objectives:

To get in touch with how we feel in certain situations and how others may have a very different response.

Activities:

1. Show the feelings stickers to the participants. Tell the group you will be making some statements and participants are to add stickers that best describes how they feel in that situation. If there is no word which describes their feeling they can make up their own. Stickers' emotions are Happy, Embarrassed, Frustrated, Angry, Sad, Excited, Proud, Apprehensive, and Fearful.
2. After participants post their stickers, ask each (or some) why they feel that way. How do you feel when:
 - a. A good idea you have works out.
 - b. You haven't prepared for a test.
 - c. Everything is under control.
 - d. You get compliments.
 - e. You don't know what's going to happen.
 - f. You see bullies picking on someone.
 - g. You get blamed for something you didn't do.
 - h. You can't get something to work.
 - i. You win a game.
 - j. You enter a room full of people you don't know.

Tips for facilitator:

Do the processing in the large group; ask those who have not shared how they felt about doing it.

- Are you surprised at anything?
- At your own reactions? At others' reactions?
- Why, do you think, different people can have very different reactions under the same circumstances?

Jamboard: writing sentence on each slide and people adding stickers with emotions

MODULE 2: INTRODUCTION TO SOCIO-EMOTIONAL LEARNING

THE FIRST

Environment:

Indoor/outdoor

Main objectives:

Get people thinking about how violence is widely accepted as 'normal.' show alternative ways to solve situations.

Activities:

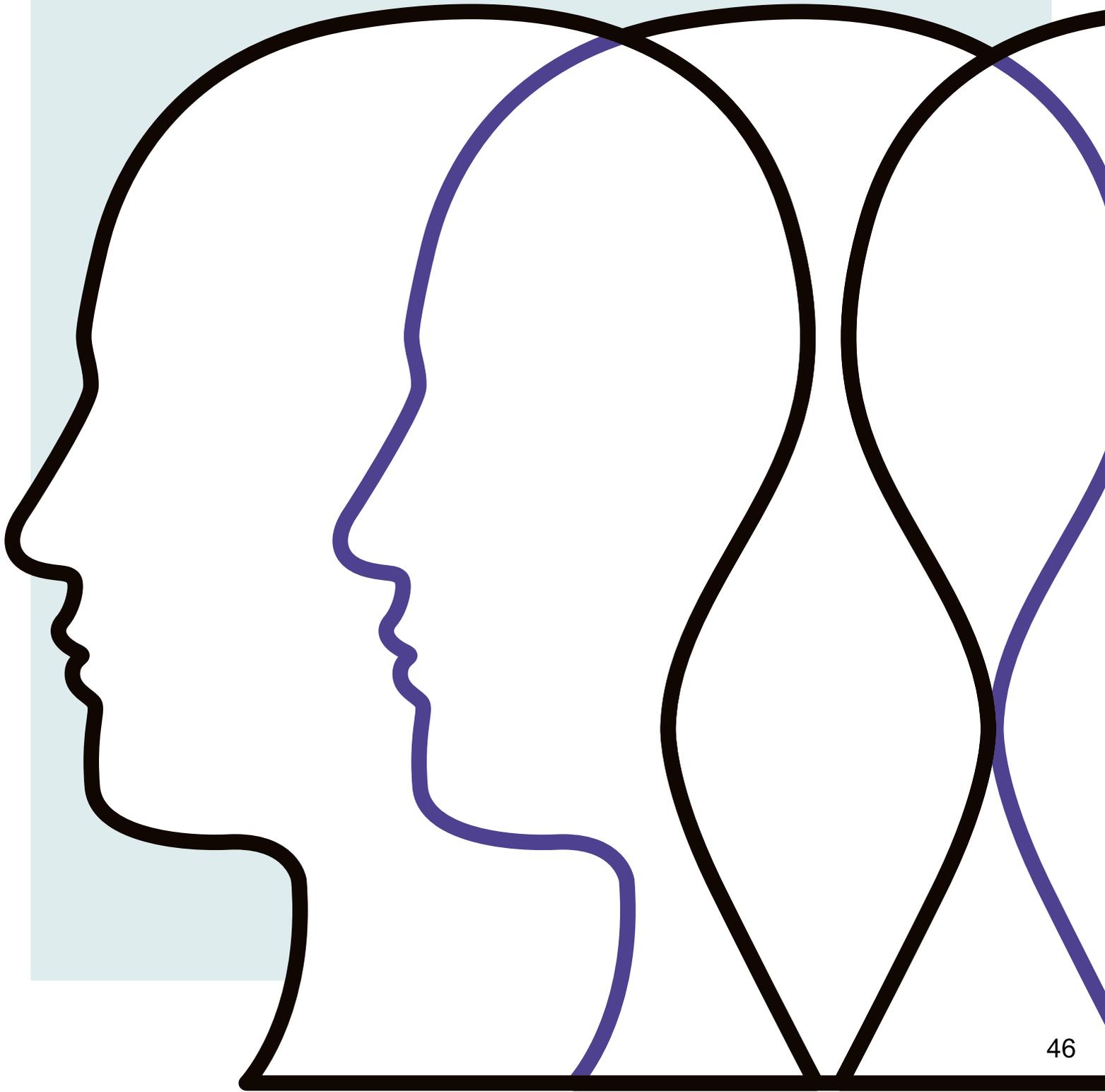
1. Ask everyone to find a partner. Have one person in each pair hold up their hand and make a fist. Their partner's task is to find ways of opening the fist. Give them one minute to do this.
2. Stop the action, and ask for some examples of what the second person did. You'll probably find that most people tried to open the fist physically, when they could have just asked their partner to open it.
3. Discuss:
 - What does this tell you about violence in society?
 - Why do so many of us try physical ways of solving this problem first?
 - Do you think violence is widely accepted in this community?

Tips for facilitator:

it can be done as an energizer and also as an activity with discussion and connection to real life examples.

MODULE 3

SOCIO-EMOTIONAL LEARNING – ACTIVATING THE PERSONAL SELF



MODULE 3: ACTIVATING PERSONAL SELVES

Introduction

This lab introduces the importance of helping all young people develop a positive view of themselves in the future and connecting their ability to become that positive possible self to the actions they do—or do not—take every day.

Best-self activation is the deliberate effort to think the best of yourself. You can do this in one of two ways:

- Reflecting on situations in your history that show you at your best (e.g. highlighting your most impressive attributes), or
- Receiving stories and feedback from others that show you at your best.

The latter option is known as reflective self-activation — your best-self activation occurs through a reflection of what others think and say about you.

When others tell us who we are at our best, it creates a chemical chain reaction of positivity. You might feel positive emotions like joy, enthusiasm, excitement, pride, awe, inspiration, and compassion. I'm fascinated by how these positive experiences and emotions can change who we become, and how we act. New research published in top Science journals shows that positive emotions change the very way our cells perform to keep us healthy.

MODULE 3: ACTIVATING PERSONAL SELVES

This lab is shaped around the following ideas that can help you nurture a young person's sense of purpose and plans for becoming her or his best self.

1.Connect: The foundation of helping youth cultivate their possible selves is to build a strong relationship with them that helps them trust you and open up

to you. Then they're more likely to share with you what they really aspire to do or be.

2.Describe: Regularly explain to young people how what they are learning in school will help them lead better lives in the future, including how they will

use the knowledge and skills in future learning.

3.Reveal: Share your own sense of purpose related to your profession and other things you are passionate about. It may not be their interest, but your energy and enthusiasm can still inspire them to reflect on what really matters for them.

4.Notice: Pay attention to the things young people are interested in. This lets them know that you see and support their aspirations for the future. Ask what they enjoy. How does it relate to their hopes or goals for the next few years? Where possible, find connections between what's important to them

and their focus on learning in school.

5.Coach: When you learn about students' aspirations or sources of purpose, coach them to identify actions they can take and people who they can

connect to in order to work toward that aspiration.

6.Highlight: Find and share stories about people from your community or the world who are using the knowledge and skills they learned in school to make a difference.

7.Dig deeper: When young people are disengaged, don't immediately dismiss their behavior as evidence that they don't care. Try to connect with their aspirations, which can help to re-engage them in learning.

MODULE 3: ACTIVATING PERSONAL SELVES

Purpose:

Young people benefit significantly from positive feedback about their strengths and contributions. It fosters healthy emotions, builds personal agency and resourcefulness, and helps to strengthen the quality of our relationships with colleagues, friends and family members.

For this reason, having a clear, positive idea of their “best possible selves” can motivate young people to work harder and do better in education, particularly if they are shown connections between what they’re doing for their studies and these future aspirations. Teachers, youth workers, mentors, parents, and other caring adults can do a lot to help young people to connect today’s learning and actions with future aspirations and goals.

Often young people do not know their strengths, or they are not yet able to articulate their interests and skills. Taking this into account, the main objective of this lab is to help young people to identify and use their strengths and to motivate them to develop the skills they need to succeed.



MODULE 3: SESSION 1

Overview	A short session of yoga nidra/body scan which is a guided meditation where participants allow their senses to travel inwards and around the whole of their bodies, as a preparatory session for the next activities
Objetives	Increased awareness of self, calm mind and may allow the participants to be more open and receptive in the next activities
Session Procedure	The participants lie down and follow the guided meditation taking them on a slow journey through their body from the toes to the top of the head
Learning Outcomes	A simple technique to connect to self and body, calm an overthinking mind and relax
Duration	20 minutes



MODULE 3: SESSION 2

Overview	Best Possible Self: visualizing yourself at a future moment in time having accomplished your goals and considering the character strengths you'll need to deploy to make that vision a reality
Objectives	To boost positive emotions, happiness levels, optimism, hope, improve coping skills, and elevate positive expectations about the future
Session Procedure	<ol style="list-style-type: none">1. Take a few minutes to select a future time period (e.g., 6 months, 1 year, 5 years from now) and imagine that at that time you are expressing your best possible self strongly. Visualize your best possible self in a way that is very pleasing to you and that you are interested in.2. Imagine in vivid detail that you have worked hard and succeeded at accomplishing your life goals. You might think of this as reaching your full potential, hitting an important milestone, or realizing one of your life dreams. The point is not to think of unrealistic fantasies, but rather, things that are positive and attainable within reason.3. After you have a fairly clear image, write about the details. Writing your best possible self down helps to create a logical structure for the future and can help you move from the realm of foggy ideas and fragmented thoughts to concrete, real possibilities.4. Be sure to write about the character strengths that you observe in this image.5. And, what character strengths will you need to deploy to make this best possible self a reality?
Learning Outcomes	Setting of goals to achieve the best possible self, as well as the character strengths to focus on, in order to get there
References	Psychology Today, What is your Best Possible Self
Duration	30 minutes

MODULE 3: SESSION 3

Overview	<p>Peter Benson: Sparks: How Youth Thrive (video)</p> <p>This inspirational TED Talk features Peter Benson, former president of Minneapolis-based Search Institute, describing the power of sparks and the need for sparks champions.</p>
Objectives	<p>To inspire participants to recognise what activities or personal attributes are closer to their best self and what makes life beautiful to them.</p>
Session Procedure	<p>To watch the video of the TED Talk (https://www.youtube.com/watch?v=TqzUHcW58Us)</p>
Learning Outcomes	<p>To be able to recognise the sparks within than bring them to their best self, share them with people around them and champion the sparks in others</p>
Duration	<p>25 minutes</p>



MODULE 3: SESSION 3

Overview	Bio-Poem: this activity from Facing History and Ourselves helps people clarify important elements of their identities by writing a poem about themselves. Bio-poems help people get beyond the aspects of identity that are often more obvious and familiar (such as ethnicity, gender, and age) by asking them to focus on factors that shape identity, such as experiences, relationships, hopes, and interests.
Objectives	To encourage participants to explore the various aspects of their identity and experiences. To inform the participants what should be included in the bio-poem.
Session Procedure	<p>A poem typically includes the following information:</p> <ol style="list-style-type: none">1. Adjectives that you would use to describe yourself2. Relationships in your life (e.g., friend, brother, daughter)3. Things you love4. Important memories5. Fears6. Accomplishments7. Hopes or wishes8. Home (location) <p>The participants will write their poems. Then they will share their poems by reading their poems to the whole class. Each reader is assigned a “responder.” After the bio-poem is read aloud, the responder has to comment about something he or she heard that was particularly interesting or surprising.</p>
Learning Outcomes	It provides a structure for participants to think more critically about their individual traits, experiences, and character,
References	Facing History and Ourselves
Duration	20mins (to write) 30mins (to share)

MODULE 3: SESSION 4

Overview	<p>The Personal Identity Wheel, Social Identity Wheel and Spectrum activity, are a set of activities using worksheets that encourage participants to reflect on how they identify outside of social identifiers. The worksheets prompt students to answer questions, list adjectives they would use to describe themselves, skills they have, favorite books, hobbies, etc. as well as reflect on the relationships and dissonances between their personal and social identities.</p>
Objectives	<p>To help participants understand the differences between personal and social identities and to get to know each other as individuals and as members of the group. To enable them to think why being a member of a group matters and has consequences in their interactions with others. To help participants feel perspectives taken, ideally empathy, for each other by knowing each other.</p>
Session Procedure	<ol style="list-style-type: none">1) Distribute the personal identity wheel handout and give participants 5-10 minutes to fill it out.2) In pairs or small groups, have participants share their personal identity wheels.3) Lead the group to a debriefing of this activity4) Distribute the social identity wheel handout.5) Review "Social Identity Groups" as a group, noting additional examples of the different identities presented.6) Give participants time to answer the five questions on the front and to review "Social Identity Groups" on the back of the page.7) Lead the group to a debriefing of this activity8) carry out the Spectrum Activity, by which a set of questions or statements are made to the participants with the invitation to select one of the social identities posted in the room that they feel best answers the question or matches the statement9) Lead the group to a debriefing of this activity
Learning Outcomes	<p>Better understanding of personal identity as well as attain a comparison for exploring social identity and the importance of a being a member of a social group</p>
References	<ul style="list-style-type: none">• Program on Intergroup Relations and the Spectrum Center, University of Michigan• <u>sOCial ideNtitY wHeel PDF</u>
Duration	60 minutes

MODULE 3: SESSION 5

Overview	Wellcast's Automatic Thoughts (video+worksheet exercise) This narrated animation demonstrates common automatic, negative thoughts and thinking traps and offers a worksheet to help the participants deal with automatic thoughts
Objectives	Record, rationalize and replace automatic negative thoughts
Session Procedure	<ol style="list-style-type: none">1.The participants will watch the 5 minute animation on automatic thoughts2.The participants will then complete the worksheet by identifying 3 situations in their lives which create negative emotions, categorise them under the automatic thoughts categories given in the animation, rationalize them and replace them with a positive outlook on the situation3.Debriefing of the activity by sharing an example from their list
Learning Outcomes	Effectively managing automatic negative thoughts as they occur in day to day life and replacing them with more positive outlooks on the situation at hand
References	Wellcast (https://www.youtube.com/watch?v=m2zRA5zCA6M) Worksheet: https://www.therapistaid.com/worksheets/automatic-thoughts.pdf
Duration	25 minutes

MODULE 3: SESSION 6

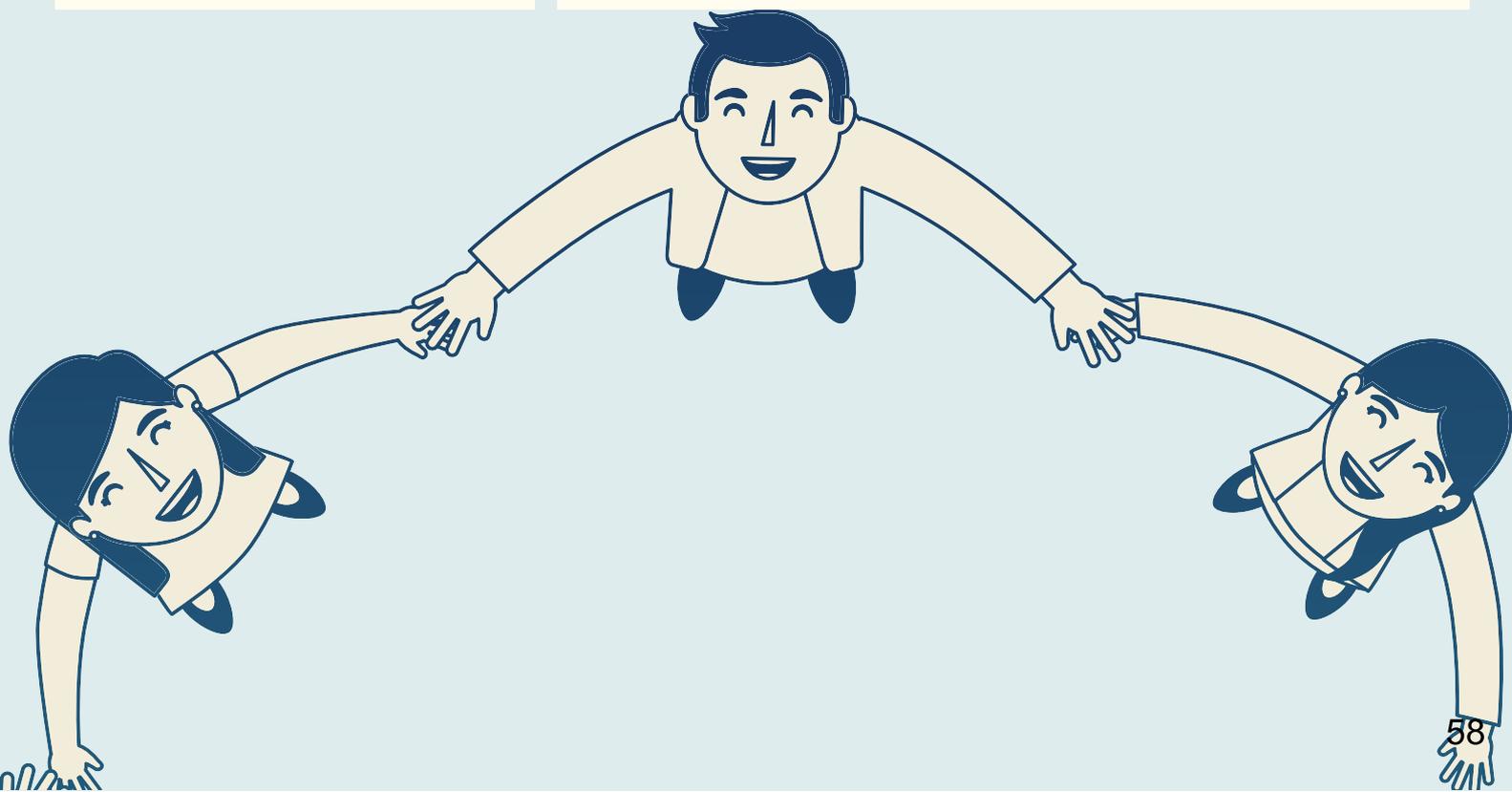
Overview	<p>Positive Emotions: Positivity is fun to practice. It's also a great way to learn more about ourselves and what makes us tick. This activity entails a worksheet to help participants notice, track, and explore 10 common positive emotions.</p>
Objectives	<p>To identify, explore and understand positive emotions and how to create experience that boost positive emotions</p>
Session Procedure	<p>The participants are asked to complete the worksheet which includes the below 10 word groups that describe positive emotions. For each group, the participants must think of an activity or situation that helps them feel one of those emotions and write it in the provided space.</p> <p>Next, they need to put a star next to one or two positive emotions that they may want to practice in the following day and commit to doing something that will increase that positive emotion every day for a week.</p> <ol style="list-style-type: none">1. JOYFUL (happy, glad, lighthearted, pleased)2. GRATEFUL (thankful, appreciative)3. PEACEFUL (relaxed, serene, at ease)4. INTERESTED (engaged, attentive)5. HOPEFUL (wishful, expecting good things)6. PROUD (beaming, satisfied, confident, accomplished)7. AMUSED (humorous, fun-loving, playful, silly)8. INSPIRED (creative, uplifted)9. AMAZED (awed, part of something larger than ourselves)10. LOVING (loved, compassionate, caring, kind) <p>Debriefing of the activity and sharing the emotions chosen for further practice</p>
Learning Outcomes	<p>A fun way of making sure they have daily helpings of positive emotions and cultivating the commitment to making this a daily practice</p>
Duration	<p>20 minutes</p>

MODULE 3: SESSION 7

Overview	<p>The Johari Window is a simple technique that allows people to identify their strengths, weaknesses, and blind spots.</p>
Objectives	<p>To identify, explore and assess how they see themselves, how others see them, which characteristics of their identity are expressed stronger than others</p>
Session Procedure	<ol style="list-style-type: none">1.A participant selects a set number of adjectives from a list they feel best describe themselves2.The participant then selects, from the same set of adjectives, the characteristics that best describe another person3.Once the adjectives are selected, they are then placed into four buckets, or windows:4.Arena – attributes that you selected for yourself, and other people also selected for you5.Blind Spot – attributes that others selected for you, but you did not select for yourself6.Facade – attributes that you selected for yourself, but others did not select for you7.Unknown – attributes that neither you nor others selected for you <p>Debriefing of the activity by evaluating how helpful this exercise was, if something new was learned with regards to personal identity and how the other see us</p>
Learning Outcomes	<p>A better understanding of personal identity, how personal characteristics are expressed and how others perceive them, what stays hidden and why</p>
References	<p>https://en.wikipedia.org/wiki/Johari_window</p>
Duration	<p>30-40 minutes</p>

MODULE 3: SESSION 8

Overview	Best Self Activation Circle as a closing activity where each participant shall receive a 1 minute “shower” of positive feedback from the others.
Objetives	Offer each participant a positive picture about themselves as painted by the people around them, better awareness on their personal and social identity.
Session Procedure	<ol style="list-style-type: none">1.the participants first sit in a circle sideways and lean back to lie on each other in a connected circle for 1 minute.2.Then each participant is called to stand in the middle of the circle where for 1 minute the remaining participants say loudly characteristics that they have noticed and appreciated for the participant standing in the middle
Learning Outcomes	A positive outlook on social and personal identity and increased understanding of how other people perceive us
Duration	(Depending on number of participants) 20mins



MODULE 4

SOCIO-EMOTIONAL LEARNING – DEEPENING THE PERSONAL SELF



MODULE 4:

DEEPENING THE PERSONAL SELF

Introduction to the Lab

The point of this lab is to help the participants become more aware of their strengths and weaknesses, especially while working in a team. The lab will include personality test, SWOT analysis, team-role assessment and a game focused on negotiation. An essential part of the lab will be the usage of kahoots and mentimeters. This is in order to make the workshop more engaging and interactive.

1. Describe the topic at hand

- What is the name of the Lab? Deepening personal selves (Danish Youth Team)
- Please give a clear and coherent definition of the current lab topic (do consider its NFE nature); The lab is focused on awareness about one's strengths and weaknesses. By making several different personality tests and assessments, and later analysing the outcomes, the people will have an opportunity to get to know themselves better and also engage with others (e.g. teamwork).
- Why has the given topic been chosen?
 - Why is this lab topic important now to your opinion? This is important to help make the participants become more self-aware and self-conscious, also when it comes to working in a team. The participants will deepen their knowledge about different personality types, and about their weaknesses and strengths while working (SWOT).
 - How does this lab help solve the problem/enhance lives/why young people shall attend it? ("catching the eye of the reader") – People at a young age can be very sensitive, which sometimes leads to being very insecure. This workshop will help them realise that each person has different qualities, but for a good team, everyone is necessary. Some people are introverts, some extroverts – they perceive the world differently, but together they can make a change. The participants will also get an opportunity to engage with people outside their social circle and "expand their horizon" by the new knowledge they will get during the lab.

MODULE 4:

DEEPENING THE PERSONAL SELF

2. What sessions are used to explore the objectives of the Lab?

(brief overview on why did you chose this particular activities - e.g. "we have chosen as a method the Model of United Nations / debates on xx / role play on xx as we believe it will help the participants to acquire ..., achieve ..., etc) We have chosen a personality test, so the participants get to know their exact personality type (there are sixteen variants in total). We will also use Kahoots and Mentimeters to make the lab more interactive and enjoyable. There is another personality test, SWOT analysis and at the end, we want to finish the session with a quick game focused on negotiation skills.

3. What were the sources / materials / manuals you used while developing your lab content and why did you choose those?

We used the 16 personalities test, SWOT analysis and Belbin test. The sources for tests and information alike are here:

- <https://www.16personalities.com/personality-types>
<https://www.truity.com/page/16-personality-types-myers-briggs>
https://www.huffpost.com/entry/famous-personality-types_n_56056a9fe4b0768126fd3778
- <https://easyretro.io/personal-swot-analysis>
- www.123test.com

4. Any available recommendations for the youth workers who will run the lab;

- be diligent about time management.
- not to forget the evaluation/feedback at the very end.

5. What do we expect the general end-result to look like?

(General expectations...) We would like to spark some interesting debates and conversations. It would also be nice if we could see that the people learned something new about themselves and about their strengths and weaknesses.

MODULE 4:

DEEPENING THE PERSONAL SELF

Theories/models used in the Lab:

1. Personality test - 4 dimensions of the personality (introvert/extrovert; sensing/intuition; thinking/feeling; judging/perceiving);
2. SWOT analysis
3. Team-role assessment
4. Negotiation aptitudes
5. Summing up

Purpose of the Lab

Now in this section, we propose to discuss the importance of the topic at discussion. Why should the readers care about this topic? What makes this topic interesting and indispensable? Questions that might help you to sum up in a few sentences the mission of the lab:

1. Why is this topic important today? Because it is good to gain a better understanding of not only ourselves, but also other people that we are in contact with in our daily lives. With the personality test, we get to see many different results.
2. Who would benefit from running this Lab?

Stakeholders:

- Trainers/facilitators
- Young people
- Youth Workers
- Teachers

What type of audience would this lab help the most?

The target group would be young people, youth workers, teachers who want to get to know more about themselves, and also to realise how other people might be perceiving the world.

MODULE 4:

DEEPENING THE PERSONAL SELF

Overall objectives of the lab

- Engage young people in non-formal activities related to G-SEL
- Enhance their soft skills
- Overcome language barriers
- Improve team-working skills
- Digitalization within the session

1. Why do you think that introducing digitalization in this lab brings added value? (e.g. the lab will be more interactive or fun if you incorporate mentimeter.)

This way, the lab will be more engaging. Also, the people will have the opportunity to write anonymously, which might be beneficial for those who have trouble speaking up. The results will be quick and hopefully, it will all be quickened up by the usage of various digital tools, such as mentimeters. Apart for kahoots and mentimeters, we would also use multimedia presentations, printed visual materials and QR codes.

2. List the digital tools to be used in the session.

Give 2-3 sentences on how we would be using those tools to enhance the lab.

The blending of the following digital tools will enhance the participants digital skills while at the same time keeping them engaged throughout the implementation of the Lab.

- Kahoot
- Mentimeter
- Presentations
- Online personality tests
- QR codes

MODULE 4:

DEEPENING THE PERSONAL SELF

Practical activities:

1. INTRODUCTION (20 mins)

- Kahoot/Mentimeter for introduction/beginning of the lab – 10 mins

This part serves the role of a little warm-up before the workshop. It is also useful for the coordinator to see the common ground, such as if the people have any kind of experience with personality test, if they have some knowledge etc.

Questions:

- Have you ever taken a personality test before?
- Have you heard of the 16 personalities test?
- Do you know the difference between extroverts and introverts?
- What do you think of when you hear the word extroverted?
- What do you think of when you hear the word introverted?
- Are you familiar with the SWOT analysis?
- Have you ever played any negotiation game?

- **Brainstorming, open discussion about the inner-self-awareness** – 10 mins

This should root in the previously mentioned kahoot and mentimeter.

It would be nice to find out how the participants feel, if they are excited or kinda bored, if they feel like such kind of workshop is only empty talking 😊 or if they actually feel like they can learn something new.

MODULE 4: SESSION 1

Overview	The purpose of the personality test is to sort people into 16 categories, based on four main aspects. These four are: Introversion vs. Extraversion/Sensing vs. Intuition/Thinking vs. Feeling/Judging vs. Perceiving
Objectives	1.Making participants aware of their own personality 2.Explore other types of personality
Topic	Personality test
Session Procedure	<ul style="list-style-type: none">• The test will be accessed via the following QR code (also listed in annexes in larger format, suitable for printing). https://www.16personalities.com/• Taking the test 15 mins.• The 16 different personality types are (participants can also read these descriptions directly on the website, after they complete the test):<ul style="list-style-type: none">◦ Analysts<ul style="list-style-type: none">▪ Architects, INTJ. They are imaginative and strategic. They usually have a plan for everything, and are talented in seeing possibilities for improvement in all aspects of life.▪ Logicians, INTP. They are innovative and thirsty for knowledge. They love logical analysis and all kinds of systems. In everything they do, they try to see the logic and theory behind.▪ Commanders, ENTJ. These people are imaginative and bold, while also having a naturally strong will. They are quick to see inefficiency and reconceptualize solutions. and enjoy developing long-range plans to accomplish their vision. They are usually articulate and quick-witted.▪ Debaters, ENTP. Smart and very curious people who love challenges. They love finding new solutions to existing problems, and they are keen on comprehending the world around them.

MODULE 4: SESSION 1

Session Procedure

- **Diplomats**
 - Advocates, INFJ. They are quiet and mysterious, but also very inspiring and have a strong sense of personal integrity. They possess a talent for helping others with realisation of their potential.
 - Mediators, INFP. These people are also called the healers. They are poetic, kind and altruistic with a never-ending wish to help others. They are very future-oriented and always wishing to “fight” for the truth.
 - Protagonists, ENFJ. These are natural leaders, very charismatic people who have the talent for mesmerising people. Simultaneously, they possess an ability to see potential in other people.
 - Campaigners, ENFP. People-centered individuals, who are contagiously enthusiastic and always open to changes. Natural creators who are usually also very optimistic.
- **Sentinels**
 - Logisticians, ISTJ. Practical and reliable people, who are keen on facts. They make responsible organizers, and are also very good in keeping order in the system. Their work is based on fixed procedures.
 - Defenders, ISFJ. Also dubbed protectors. Dedicated and warm personalities who are simultaneously very loyal and eager to provide and care for others. They are also quite practical.
 - Executives, ESTJ. Good in administrative tasks, like to manage projects of people. They are very result-oriented and tend to work systematically.
 - Consuls, ESFJ. Helpful people who are very sensitive for problems of others. They tend to be emotional and are also very sensitive about how others see them.
- **Explorers**
 - Virtuosos, ISTP. They love to experiment and are overall very practical. Crafty and observant artisans, they tend to be flexible and as mentioned, like to look for practical solutions.
 - Adventurers, ISFP. Flexible and charming people, who like to live in present and are generally very positive and low-key enthusiastic. Their other qualities include spontaneity and general go-with-the-flow mentality.

MODULE 4: SESSION 1

Session Procedure

- Entrepreneurs, ESTP. Energetic and perceptive individuals with a passion for living on the edge. They have an extremely dynamic energy and thrill in action of all kinds.
- Entertainers, ESFP. Also named performers. They are energetic, but more spontaneous and engaging for their environment. They have a good sense of fun and are natural “people’s persons”.
- Then the facilitator makes a mentimeter stating/sharing the results, to see what achievements participants had, and we can know how the group is distributed. The answers can be anonymous.
- Hand-out the illustrations with the 16 personalities for each participant/group of participants (see Annexes).
Mentimeter & discussion:
- What personality type are you? Write the abbreviation, or in other words, the four letters.
- Do you feel like the description fits you?
- Can you elaborate on this? If it does not fit you, then why? Ask participants to share anything relevant on this, start a discussion, etc - 10 mins
- Present each personality type (ESNTJ, etc) briefly - 15 mins
 - This will be a short presentation, probably also with some effects to keep the audience entertained.
 - The meaning of the four letters:
 - What is the meaning of the four letters in a personality type?
 - Each of the four letters in a personality type code stands for a preference in your style of thinking or behaving.
- **I/E: Introversion or Extraversion**
 - The Introversion/Extraversion dimension describes how a person manages their energy.
 - Introverts are energized by spending quiet time alone or with a small group. They tend to be more reserved and thoughtful.
 - Extraverts are energized by spending time with people and in busy, active surroundings. They tend to be more expressive and outspoken.

MODULE 4: SESSION 1

Session Procedure

- **IS/N: Sensing or Intuition**
 - ⊗ The Sensing/Intuition dimension describes how an individual processes information.
 - ⊗ Sensors focus on their five senses and are interested in information they can directly see, hear, feel, and so on. They tend to be hands-on learners and are often described as "practical."
 - ⊗ Intuitives focus on a more abstract level of thinking; they are more interested in theories, patterns, and explanations. They are often more concerned with the future than the present and are often described as "creative."
- **T/F: Thinking or Feeling**
 - ⊗ The Thinking/Feeling dimension describes how people make decisions.
 - ⊗ Thinkers tend to make decisions with their heads; they are interested in finding the most logical, reasonable choice.
 - ⊗ Feelers tend to make decisions with their hearts; they are interested in how a decision will affect people, and whether it fits in with their values.
- **J/P: Judging or Perceiving**
 - ⊗ The Judging/Perceiving dimension describes how people approach structure in their lives.
 - ⊗ Judges appreciate structure and order; they like things planned, and dislike last-minute changes.
 - ⊗ Perceivers appreciate flexibility and spontaneity; they like to leave things open so they can change their minds.
- Carry out kahoot - Choose a celebrity that will be well-known to your group and not highly controversial and ask individuals to "compete" by asking personality questions about 3-5 celebrities.

Tip: tell participants to use the handouts of 16 personalities descriptions which were given right after taking the 16 personality test.

MODULE 4: SESSION 2

Session Procedure	<ul style="list-style-type: none">• https://www.huffpost.com/entry/famous-personality-types_n_56056a9fe4b0768126fd3778• Examples of celebrities found in the link above:<ul style="list-style-type: none">● Hillary Clinton (ESTJ)● Mother Teresa (ISFJ)● Donald Trump (ESTP)● Bill Gates (ENTJ)● J. K. Rowling (INFP)• After every celebrity, the facilitator will tell participants about the personality type they are.• The idea has been to create a kahoot with at least one or two minutes for a response, if that is possible. We recommend taking each personality separately, and each of the four dimensions, so the people can vote for which they think they have. In kahoot, this could immediately prove right or wrong for the people. At the very end, we would always reveal the personality of each of the celebrities. And maybe tell a little more about who the person is and how that is linked to their personality type. We have chosen persons from all over the spectrum, so they are very specific.
Learning Outcomes	<ol style="list-style-type: none">1. Increased self-awareness2. Empower participants to know their own type of personality
References	<ol style="list-style-type: none">1. https://www.16personalities.com/2. https://www.huffpost.com/entry/famous-personality-types_n_56056a9fe4b0768126fd3778
Duration	60 minutes

MODULE 4: SESSION 2

Overview

Participants will undertake a SWOT analysis in order to figure out their strengths, weaknesses, opportunities available and any possible threats.

Objectives

1. Ability to self-assess yourself
2. Carry out an internal analysis

Topic

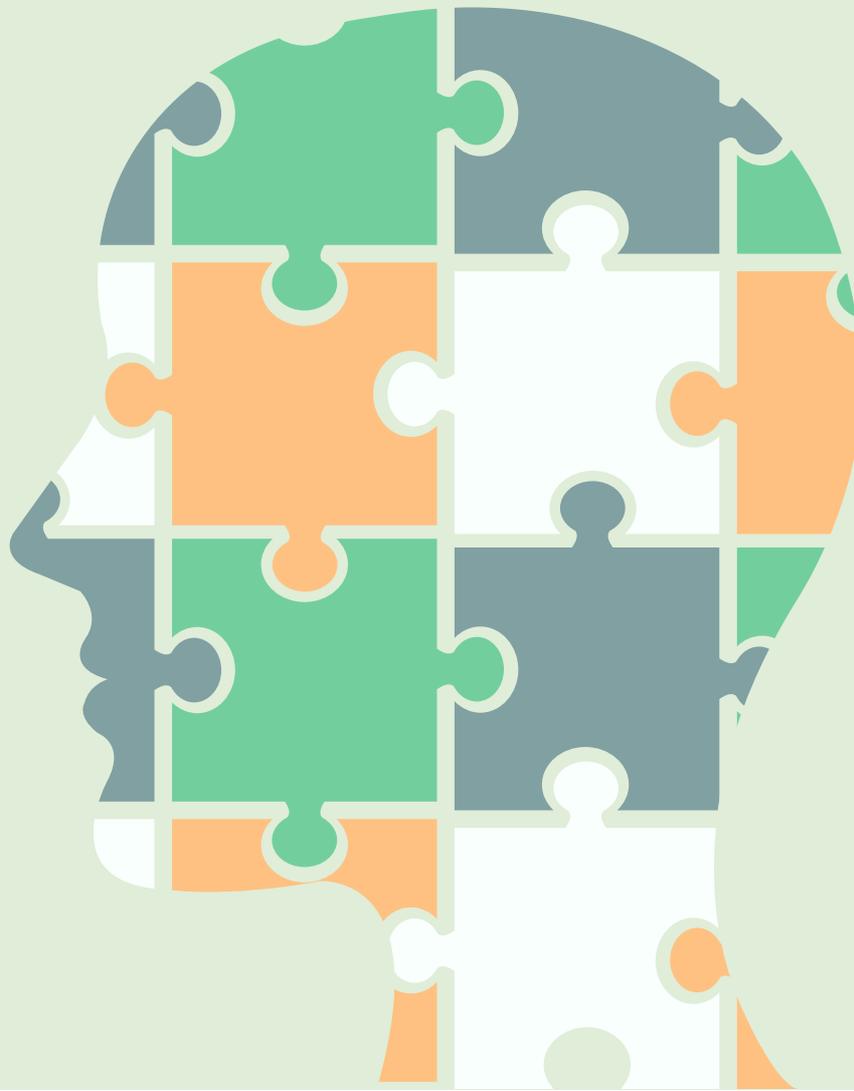
Inner strengths, weaknesses, opportunities, threats

Session Procedure

- Introduction to the SWOT model – 15 mins
- This would take a form of another presentation,
- where we show the four different parts of the SWOT
- analysis, together with several helping questions to
- guide participants throughout the process.
- Strengths
- What are your competitive skills?
- What is your experience?
- What are your best abilities and that differentiate
- you from your peers?
- Try to list as many strengths as you can
- Weaknesses
- In what areas do I need to improve?
- What expertise do I lack?
- Try to list as many weaknesses as you can.
- Opportunities
- What can I do different, so I can take advantage
- of more opportunities?
- In which (new) areas can I improve myself and
- find new opportunities?
- Try to list as many opportunities as you can.
- Threats
- What kind of challenges may prevent me to
- achieve my goals?
- Am I in a good shape, both physically and
- mentally?
- What kind of (negative) world events may impact
- my professional/personal career?
- Participants fill out the SWOT diagram, in-depth
- analysis of themselves using the handout in
- Annexes – 20 mins Discussions between
- participants, sharing their strengths/weaknesses, etc
- – 15 mins

MODULE 4: SESSION 2

Session Procedure	<ul style="list-style-type: none">• Discussions between participants, sharing their strengths/weaknesses, etc – 15 mins• Debriefing, open discussion, brainstorming – 20 mins• Another mentimeter: ask how are their strengths and weaknesses related to their personality, according to the 16 personalities test. This way, we will also nicely connect this part with the previous session.
Learning Outcomes	<ol style="list-style-type: none">1. Being able to make a summary analysis of external and internal factors2. Identify potential opportunities and threats
References	<ol style="list-style-type: none">1. https://www.mindtools.com/pages/article/newTMC_05_1.htm
Duration	70 minutes



MODULE 4: SESSION 3

Overview	Participants will undergo the Belbin Team-Role Test in order to assess their capabilities of working in teams.
Objectives	Evaluating participants' own behaviour when it comes to teamwork.
Topic	Assessing one's teamwork abilities & skills
Session Procedure	<ul style="list-style-type: none">• Introduction to team role test -15 mins Belbin team role test. The Team Role test will measure participants' aptitude for different team behaviors. Team Roles modelling is one of the most widely used measures in organizational psychology and are frequently used in corporations and educational settings, including higher education.• Taking the test online – 20 mins The test is available by scanning this QR code (available in Annexes in larger format, suitable for printing):<ul style="list-style-type: none">◦ After the test is completed, hand-out the printout with all the 9 roles. Participants can read the full description of each roles directly on the website, after they complete the test.• Analyzing results, brainstorming, open discussion – 25 mins Mentimeter:<ul style="list-style-type: none">▪ Do you prefer working alone or in a team?▪ How do you think you work better: alone or as a team?▪ What are the biggest challenges that you face while working in a team?▪ To what extent do you think we can get out of our roles when facing challenges while working in a team?

MODULE 4: SESSION 3

Session Procedure

What are the nine Belbin team roles?

- The nine Belbin team roles are descriptions of job duties that fall into three broad categories: thought-oriented roles, action-oriented roles and people-oriented roles.

Understanding each role a team member can play may help you to work more efficiently as a team:

- The Monitor Evaluator (thought-oriented)
- The Specialist (thought-oriented)
- The Plant (thought-oriented)
- The Shaper (action-oriented)
- The Implementer (action-oriented)
- The Completer/Finisher (action-oriented)
- The Coordinator (people-oriented)
- The Team Worker (people-oriented)
- The Resource Investigator (people-oriented)

Thought-oriented team roles

Thought-oriented team members are critical thinkers. They may present new ideas or a new perspective, analyze ideas by weighing the pros and cons or have specialized knowledge or skills.

Hand-out the 3-page illustrations with each role for all participants/group of participants.

Thought-oriented roles include:

1. The Monitor Evaluator

Monitor Evaluators make decisions based on facts and rational thinking as opposed to emotions and instincts. They are normally serious individuals who excel at critical thinking and strategic planning. If there is a challenge in a project, Monitor Evaluators will carefully consider all angles and possibilities and then devise an insightful solution. These individuals tend to be loners who prefer not to get involved in the lives of coworkers, which contributes to their objectivity.

Monitor Evaluators work best when challenges arise that require advanced analytical ability and astute problem-solving. Because of their ability to consistently make effective decisions, these individuals often hold managerial positions.

MODULE 4: SESSION 3

Session Procedure

2. The Specialist

The Specialist is a team member who is an expert in a specific field. Since they have in-depth knowledge in a narrow subject, they will usually only contribute when a task requires their area of expertise. Like Monitor Evaluators, Specialists tend to be loners, so being part of a team does not often come naturally to them.

Specialists are invaluable assets, as they provide expert technical knowledge that few else can. Often, senior management will create proposals and projects based on the knowledge of these Specialists. Although Specialists find the idea of being in a team challenging, they become very engaging and helpful when it comes to their field of expertise and will likely have no issue in sharing their knowledge with junior members who want to learn.

3. The Plant

Plants are free-thinkers and creative people who produce original ideas and suggest innovative new ways of doing things. As is the case with the other two thought-oriented roles, Plants prefer to work alone. However, most teams and companies accept this, as the Plant's creative thinking typically leads to innovative solutions and groundbreaking concepts.

Although Plants may not fit into the traditional concept of how a team member should act, they are nevertheless invaluable to a team or organization. As the name suggests, Plants are the team members who bring about growth and progress.

Action-oriented team roles

Action-oriented team members strive to get things done. They can be counted on to complete a task, meet a deadline and see a challenge as an exciting opportunity.

MODULE 4: SESSION 3

Session Procedure

Action-oriented roles include:

4. The Shaper

Shapers are extroverts who tend to push themselves and others to achieve results. They are dynamic and driven individuals who can motivate and inspire passion in team members. Despite any challenges that may come their way, Shapers remain positive and seem to thrive under pressure. They enjoy challenging norms to create unique goals and strategies. It is usually vital to have one Shaper to help the team progress in its mission.

Because Shapers are born leaders who tend to get results, they quickly move upward in organizations. They are ideal management material, as they act decisively in crises and drive progress.

5. The Implementer

Implementers are organizers who like to structure their environments and maintain order. Because they are practical people, implementers like to make concrete plans from abstract ideas. Implementers are highly disciplined and self-controlled individuals who can disregard their self-interest to focus on the needs of a team or an organization. Although Implementers normally prefer established ways of doing things, you can likely persuade them to change if you can prove that it would yield positive results.

Implementers are usually the backbones of organizations since they implement workable strategies to ensure the team completes tasks quickly and effectively. These practical and diligent team members are the ones who ensure that goals become tangible successes.

6. The Completer/Finisher

Completers, also called Finishers, are introverted individuals who perform quality assurance during key stages of a project. They are often perfectionists who can notice fine details, which enables them to scrutinize finished tasks or products for errors. Since these individuals strive for perfection, they tend to expect the same from those around them.

MODULE 4: SESSION 3

Organizations need these individuals to ensure that teams produce high-quality work. Completers are especially valuable in work environments where precision and adherence to deadlines are essential.

People-oriented team roles

People-oriented team members use networking and relationship-building skills to complete tasks. They may be excellent active listeners and provide support to other team members to build cohesion in the group.

People-oriented team roles include:

7. The Coordinator

Coordinators are mature individuals who have excellent interpersonal and communication skills. They are normally in management positions, but their management styles are very different from those of Shapers. Where Shapers manage through directives, Coordinators prefer a more democratic approach that includes open communication.

Instead of focusing on the achievement of the organization's goals, Coordinators tend to concentrate on helping team members accomplish their individual objectives. They are normally good at identifying talent in a team and utilizing it to achieve the group's objectives. Coordinators are normally calm and trusting individuals who are adept at delegating work.

Coordinators are necessary to ensure that the team utilizes each member's strengths appropriately. As they tend to have broad perspectives, Coordinators can direct teams with diverse personalities and skills.

8. The Team Worker

Team Workers are normally extroverts with mild and friendly dispositions. They tend to be good listeners and are adept at getting a team to function well together as a unit. If Team Workers notice that other team members are not coping with their workload, they are likely to step in and assist. These individuals are highly adaptable and versatile, which enables them to interact effectively with diverse people and cope with sudden changes.

Session Procedure

MODULE 4: SESSION 3

Session Procedure	<p>Team Workers are indispensable team members as they establish harmony within a team. They are adept at solving interpersonal issues within a team and also support members who may feel neglected. Because of this, Team Workers tend to be popular with colleagues and often rise to senior positions.</p> <p>9. The Resource Investigator</p> <p>Resource Investigators are extroverts who have a talent for networking. They are positive and enthusiastic people who like to explore new opportunities and investigate new developments. Although they may not necessarily come up with new ideas themselves, they are skilled at picking up ideas from others.</p> <p>Because of their outgoing personalities, Resource Investigators are good at making new business contacts and carrying out subsequent negotiations. They are also talented at finding new ideas and opportunities and bringing these back to the team.</p>
Learning Outcomes	Being able to identify your own behavioral strengths and weaknesses at the workplace.
References	1. https://www.indeed.com/career-advice/career-development/belbin-team-roles
Duration	60 minutes

MODULE 4: SESSION 4

Overview	Participants will play a negotiation skills game in pairs, with the main goal of ending up with a positive score and thus create a win-win situation.
Topics	Negotiation, communication
Objetives	<ol style="list-style-type: none">1. Improve participants' negotiation skills2. Teaching participant about how to reach common grounds in a real-life negotiation
Session Procedure	<p>Mentimeter 5 mins What does negotiation mean for you? How important do you think it is to be able to negotiate in life? Introduction to what negotiation means, its importance – 15 mins Present a short definition of negotiation, video, etc. Brainstorming about the challenges & benefits of the negotiation. Playing Red/blue game – 20 mins (see annexes for game material) The game is played in pairs of 2 players. Each player receives a BLUE card and a RED card to be used in the game. Also, one sheet of paper and a pen are required to keep the score. The objective of the game is that each player ends up with a positive score Further instructions can be found in annexes. Results, debriefing, discussions – 20 mins Ask participants if anyone got a negative score. If yes, then ask why they think this happened. The main idea of the negotiation is to end up with a win-win situation for both parties. Any other outcomes (win-lose ; lose-win; lose-lose) may be detrimental on the long term for both parties.</p>

MODULE 4: SESSION 4

Learning Outcomes	1. Being able to reach a fair agreement with a counterparty. 2. Creating a win-win situation in a negotiation.
References	1. See annexes for game material.
Duration	60 mins

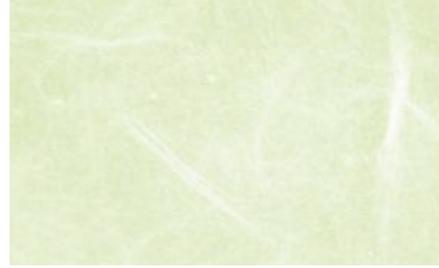
15 mins break

1. SUMMING UP (45 mins)

- Recap of all sessions – 15 mins
- Short final presentation by facilitators
- Summing up all the knowledge/skills acquired – 15 mins
- Mentimeter: Have you learned anything new today? If yes, than what?
Elaborate 😊
- Final questions, wrapping-up – 15 mins
- Feedback/evaluation mentimeter (facilitator has free choice of questions/activities related to evaluation)

Total estimated activity time, excluding breaks : 5h 15 mins
Total estimated activity time, including breaks: 6h 30 mins

ATTACHEMENTS



ATTACHEMENT MODULE 4: SOCIO- EMOTIONAL LEARNING - DEEPENING THE PERSONAL SELF

<https://bit.ly/3gJXFag>

MODULE 5

GLOBAL SOLIDARITY



MODULE 5: GLOBAL SOLIDARITY

Introduction to the Lab

This lab is centered on the concept of global solidarity, which is widely understood to mean coming together as a global community and acting in the spirit of unity and multilateralism.

Acts of global solidarity are all around us. Have you or someone you know ever posted on social media about standing with a vulnerable group such as refugees or persons with disabilities? Did you or someone you know clap for health professionals during the early months of the COVID-19 pandemic when much of the world was locked down? These are examples of global solidarity.

Global solidarity is a key part of global citizenship today. It demonstrates a commitment to respect for diversity and mutual understanding, and acknowledgement of the idea that the global community is stronger when it acts together, rather than when each individual or country looks out for its own and only its own.

Solidarity is critical to the work of international organizations including the United Nations (UN), which was founded on the premise of unity, bringing the world's nations together "to maintain international peace and security." The UN doubled down on its commitment to solidarity in its Millennium Declaration, which states that solidarity is one of the fundamental values of international relations today.

Committed to solidarity as a tool to combat poverty, the UN General Assembly declared December 20 to be International Human Solidarity Day. According to the UN, International Human Solidarity Day is a day to celebrate the world's diversity, remind governments of their responsibility to respect international agreements, and encourage new solidarity initiatives.

MODULE 5: GLOBAL SOLIDARITY

Purpose of the Lab

In today's extremely interconnected world, in which ideas, people, and even viruses easily travel international borders, opportunities and challenges are not isolated. In this context, global solidarity is important because it promotes unity and collaboration on common interests and issues. Global solidarity is also important because it can help combat the effects of the increasing polarization and tribalism that has occurred in recent years.

Understanding global solidarity is not just useful for today's activists, it is also beneficial for general members of the global community since the global community is stronger when it acts as one. However, this lab will be especially useful for young adults because their voices are critical to the international conversation through which members of the global community are determining what the future will look like. Therefore, the purpose of this lab is not only to educate young adults on the topic of global solidarity, but also to inspire them to act in a spirit of global solidarity.

By participating in this lab, learners will gain an understanding of global solidarity, including:

- Its meaning and importance,
- What it can achieve,
- Ways in which it can be undermined,
- How to use global solidarity to achieve a more peaceful, tolerant, inclusive, and secure society, and,
- How to use non-violent communication to achieve greater global understanding and cooperation

Digitalization within the session

The lab on global solidarity will employ a variety of digital tools, including tools for video conferencing/meeting, gamification, production of multimedia resources, and participation through polling, voting, etc.

MODULE 5: GLOBAL SOLIDARITY

In the case that this lab is ever provided online, rather than in-person, it is recommended to use Zoom or another video conferencing platform which has the capability to host several learners and encourage participation through turn-taking (i.e. raising of hand) features and a chat box. It is also important that any video conferencing software used in the future allows for presentation- sharing and the playing of videos. Additionally, it is recommended to host the lab on a platform that features the breakout room feature so that learners can also benefit from small group discussions.

To introduce important information about global solidarity, especially pertaining to its meaning and history, the lab will feature an interactive Prezi presentation, embedded with short videos that will further contribute to the learners' understanding of the lab's theme.

More than one session within this lab will contain an activity conducted through Mentimeter intended to break up long periods of discussion and measure learners' personal feelings towards and comprehension of global solidarity.

The lab is further gamified by an activity hosted on Kahoot, which will serve to both present examples of global solidarity to the learners and test if they are able to accurately interpret the goal of these pre-selected acts of global solidarity.

The final digital tool featured in this lab is the social media platform TikTok, which learners will use to create their own global solidarity plans. Not only will the use of TikTok excite several learners who are likely already active on the platform, the use of TikTok makes it possible for learners to walk away with a learning outcome that is easy to share with others, increasing the possibility that lessons learned from this lab will go beyond the digital classroom.

MODULE 5: SESSION 1

Overview	<p>This session introduces the concept of global solidarity and briefly touches upon its history to help learners grasp how it has evolved and why there is no single definition for it. The session also covers the importance of global solidarity, which will help learners understand the role it plays in global citizenship and its relevance to their lives.</p>
Objectives	<ol style="list-style-type: none">1. Form an understanding of global solidarity2. Uncover and further develop personal perceptions of global solidarity3. Understand its importance and relevance
Units	<ol style="list-style-type: none">1. Meaning of global solidarity2. Global solidarity's importance
Session Procedure	<ul style="list-style-type: none">• Getting started (10 minutes)• Mentimeter word cloud (10 minutes)• “Concentric circles” exercise (Attachment) followed by negotiation of what model to adopt as a group (1 hour)• Mentimeter ranking (5 minutes)• Prezi presentation on meaning, importance, and model proposed by European Solidarity Corps Resource Centre, including videos (20 minutes)• Group discussion: Do learners agree with the model proposed by European Solidarity Corps Resource Centre or still prefer the one adopted by the group during “concentric circles” exercise? (Figure 1) (15 minutes)• “Where does my solidarity come from?” individual reflection (10 minutes)• Group discussion of takeaways and wrap-up (20 minutes)
Learning Outcomes	<ol style="list-style-type: none">1. Comprehension of the concept of global solidarity and why it lacks an internationally accepted definition2. Personal understanding of global solidarity and what factors influence it3. Takeaways about its importance and relevance

<p>References</p>	<p>International Human Solidarity Day 20 December. United Nations. https://www.un.org/en/observances/human-solidarity-day</p> <p>4Thought for Solidarity. European Solidarity Corps Resource Centre. https://www.salto-youth.net/downloads/4-17-4062/4TDS%20Study%2020200501.pdf</p> <p>Common ground on solidarity in a picture. European Solidarity Corps Resource Centre. https://www.salto-youth.net/downloads/7-44-5407/_Solidarity-Image---Illustration--_Coline-Robin%201.jpg</p>
<p>Duration</p>	<p>150 minutes</p>

MODULE 5: GLOBAL SOLIDARITY

Step-by-step breakdown of activities in Session 1:

Getting started: Explain to learners what to expect during this session and what the learning objectives are.

Mentimeter word cloud: Use the Mentimeter word cloud feature to get learners thinking about global solidarity. Being the first activity of the lab, it is likely that learners' understanding of global solidarity will range from a not familiar or a little familiar to very familiar. Therefore, pose a question like "What does global solidarity mean to you?" to get the conversation started. Avoid posing a question like "What is global solidarity?" that could discourage the participation of learners who are unsure. Learners will contribute words to the Mentimeter word cloud by using their smartphones. Watch in real time on the screen as learners make a first attempt to define the topic of this lab.

MODULE 5: GLOBAL SOLIDARITY

Concentric circles: Now that learners have had some exposure to words related to global solidarity, they will be asked to sort them. Use the provided “Concentric circles” worksheet to have learners develop their own models for global solidarity. To complete this activity, learners must write the most important words related to global solidarity in the small circle in the center. Words that serve a more supporting role should be documented in one of the outer circles, once again based on the importance they are perceived to have. As a reminder, more important words should always be closer to the center. Once learners have filled out the worksheet, divide them into two breakout rooms. In the breakout rooms, learners will compare models and decide one model to adopt as a group. The two groups will then come back together to compare the models.

Mentimeter ranking: Learners will have the opportunity to cast their vote for the better global solidarity model. The ranking feature on Mentimeter will provide the group with a visual of which model is favored by the majority. Once the results are in, facilitators can ask learners if it was easy or challenging to make a decision and why?

Prezi presentation: Facilitators will share a Prezi presentation (content for presentation to be included as an attachment) that touches on definitions, the importance of global solidarity, and a new model for global solidarity proposed by European Solidarity Corps Resource Centre.

Group discussion: After the presentation, facilitators should invite learners to share brief impressions of the presentation. Consider asking learners these questions:

1. Do you agree with the model proposed by European Solidarity Corps Resource Centre? Why or why not?

2. Would you change your personal model for global solidarity after being introduced to the Centre’s model?

MODULE 5: GLOBAL SOLIDARITY

Individual reflection: Having considered the definition of global solidarity and the various models for global solidarity, learners are asked to reflect on where their perception of the topic comes from? What values, experiences, and other factors influence their understanding of global solidarity?

Group discussion: In the final group discussion of this session, learners will be asked to share takeaways from their individual reflections or general takeaways from the first portion of the lab. Some questions to consider asking learners:

1. Are you satisfied with the definitions you have seen and/or contributed to?
2. Was there anything in this session that you disagree with or wish to have more clarity on?
3. While reflecting on your understanding of global solidarity, were there any factors that surprised you? Which one(s) and why?

Suggestions for facilitators:

Before conducting session 1, it is recommended that facilitators review the “4Thought for Solidarity” Report by European Solidarity Corps Resource Centre. This will help facilitators confidently deliver the content contained in the presentation on the meaning and importance of global solidarity in addition to the Centre’s model for global solidarity.

Facilitators should also familiarize themselves with Mentimeter and consider setting up the Mentimeter activities in advance, so as not to waste time during the session.

It would also be useful for facilitators to give some thought to their own model and what factors influence their model before administering the session that way they are prepared to share their personal beliefs and experiences, which could further encourage participation from learners during group discussions.

MODULE 5: GLOBAL SOLIDARITY

Personal development takeaways:

Throughout the course of this lab, learners will have various opportunities to refine their listening and discussion skills, however, Session 1 provides the first opportunity to do so. In the group discussions that form part of this session, learners will practice listening, responding to each other with respect, and making thoughtful interjections that advance the group's understanding of the topic.

Learners may also benefit from enhanced negotiation skills after participating in the negotiation to adopt a group model for global solidarity. During the negotiation process, learners will practice advocating for what they believe and how to come to a solution that works for all members of the group.

This session also features a personal reflection activity which will serve to improve learners' abilities to conduct introspection and identify where their beliefs come from. This personal development takeaway is extremely important because exploring and understanding one's personal beliefs improves self-awareness, which helps individuals to both better understand and connect with themselves and others.



MODULE 5: SESSION 2

Overview	This session highlights both the positive outcomes produced by global solidarity and challenges to global solidarity/ways in which global solidarity can be undermined.
Objectives	1. Identify and appreciate the ways in which global solidarity is successful 2. Develop awareness of challenges to global solidarity
Units	1. Strengths of global solidarity 2. Challenges to global solidarity
Session Procedure	<ul style="list-style-type: none">• Getting started (10 minutes)• Read “Refugees and Migrants: A Crisis of Solidarity” article (10 minutes)• Group debate: Do the strengths of global solidarity outweigh the challenges to global solidarity? (45 minutes)• Mentimeter poll to measure positions post-debate (5 minutes)• Group reflection (10 minutes)• Discussion of global solidarity related to COVID-19 pandemic: In what ways has global solidarity succeeded? In what ways has it been challenged or undermined? (35 minutes)• Reflection/wrap-up (15 minutes)
Learning Outcomes	1. Confidence in global solidarity through identification of its strengths/successes with the goal of inspiring learners to engage in acts of global solidarity 2. Awareness of challenges to global solidarity, which will help in understanding its limitations and/or ways in which it could be strengthened

MODULE 5: SESSION 2

References	<p>Refugees and Migrants: A Crisis on Solidarity. United Nations University. https://unu.edu/publications/articles/refugees-and-migrants-a-crisis-of-solidarity.html</p> <p>Solidarity in response to the COVID-19 pandemic. Chatham House. https://www.chathamhouse.org/2021/07/solidarity-response-covid-19-pandemic</p> <p>3 ways coronavirus will test global solidarity. World Economic Forum. https://www.weforum.org/agenda/2020/04/covid19-coronavirus-pandemic-globalization-world-order-economics</p> <p>Greater international solidarity needed to fight pandemic, says expert. Office of the High Commissioner on Human Rights. https://www.ohchr.org/EN/NewsEvents/Pages/IE_Solidarity.aspx</p>
Duration	150 minutes

Step-by-step breakdown of activities in Session 2:

Getting started: Explain to learners what to expect during this session and what the learning objectives are.

Read article: Learners will read the article “Refugees and Migrants: A Crisis on Solidarity” in preparation of the debate. While the article is focused on a specific global challenge, the migration crisis, the point of this activity is to get learners thinking about the general strengths of and challenges to global solidarity.

Group debate: Having warmed up learners with the article, facilitators should next divide the group into two teams and assign each team an argument. Either they are arguing that the strengths of global solidarity outweigh the challenges or vice-versa. First, give each team a few minutes to discuss their argument and come up with some talking points. Before allowing the debate to begin, make sure that learners are aware of the debate’s structure and rules, which can be determined by the facilitators. The most important rule should be that learners respect each other during the debate.

MODULE 5: GLOBAL SOLIDARITY

Group reflection: After the debate and poll, ask learners to reflect on what they have learned so far in this session. Consider asking learners these questions:

- What do you believe to be global solidarity's greatest strength or challenge?
- Did any arguments from the debate surprise you?
- How can some of the challenges be addressed to improve global solidarity's effectiveness?

Discussion of global solidarity related to COVID-19 pandemic: Use the case of the COVID-19 pandemic to facilitate a deeper understanding of the strengths of and challenges to global solidarity. Facilitators can ask learners questions such as:

1. In what ways has global solidarity succeeded during the pandemic? What has it achieved?

2. In what ways has it been challenged or undermined?

If learners need help getting the discussion started, facilitators should ask them to consider testing, vaccines, research, and information-sharing/training. Learners should contribute with concrete examples of successes and failures during the pandemic.

Reflection/wrap-up: Before moving on to the next session, facilitators should have learners reflect on what they have learned about the strengths and challenges. Facilitators can consider asking:

1. Would you consider global solidarity during the pandemic to be a success story? Why or why not?

2. What does the pandemic teach us about global solidarity?

3. What are your main takeaways from this session?

MODULE 5: GLOBAL SOLIDARITY

Suggestions for facilitators:

Facilitators should be familiar with the “Refugees and Migrants: A Crisis of Solidarity” article in addition to the following pieces on global solidarity during the pandemic: “3 ways coronavirus will test global solidarity” and “Greater international solidarity still needed to fight pandemic, says expert”. By reading these documents before conducting the session, facilitators will be better prepared to assist the discussions by posing prodding questions or comments as food for thought.

Again, facilitators should also be prepared for the session by setting up the Mentimeter activity before the session begins; that way all session time is used productively.

Personal development takeaways:

In addition to the same personal development takeaways described in the previous session, learners will walk away from this session with enhanced debate skills. Through the debate activity, learners will express their opinions and need to defend them. Since debates tend to have a competitive nature, learners will likely be motivated to “win” the debate, which will encourage them to build a convincing argument from the start, a process that requires learners to practice creating a strong case with supporting arguments and challenges to refine their strategic communication skills.

The debate activity and the discussion of global solidarity’s role in the COVID-19 pandemic also presents learners with the opportunity to advance their analytical skills by considering whether or not global solidarity is effective.

MODULE 5: SESSION 3

Overview	This session serves to inspire learners to engage in global solidarity by inspiring them with examples and encouraging them to design their own global solidarity action plan.
Objectives	<ol style="list-style-type: none">1. Draw useful takeaways and/or be inspired by examples of global solidarity2. Form individual global solidarity plans taking into account what has been learned over the course of this lab
Units	<ol style="list-style-type: none">1. Examples of global solidarity2. Creating global solidarity plans
Session Procedure	<ul style="list-style-type: none">• Getting started (10 minutes)• Kahoot: Examples of global solidarity: Identifying the cause behind famous acts of solidarity (drawing from sports, art, entertainment, politics, etc.) (20 minutes)• "What would you do?" activity using dilemma cards from IO1 (20 minutes)• Reflection (10 minutes)• Creation of solidarity action plans through TikTok (45 minutes)• Final reflection/wrap-up (15 minutes)
Learning Outcomes	<ol style="list-style-type: none">1. Understanding of what goes into successful acts of global solidarity2. Development of individual global solidarity plans
References	<ol style="list-style-type: none">1. Global Citizenship Education and Social Emotional Learning. DEE-GEAYS. https://deegeays.files.wordpress.com/2021/07/io1-global-citizenship-education-and-social-emotional-learning-finalized.pdf
Duration	120 minutes

MODULE 5: GLOBAL SOLIDARITY

Step-by-step breakdown of activities in Session 3:

Getting started: Explain to learners what to expect during this session and what the learning objectives are.

Kahoot: Facilitators can either use the provided Kahoot or design one that is similar to present famous acts of global solidarity and test learners to see if they can correctly identify what cause is connected to each act. One of the main objectives of this activity is to demonstrate to learners that global solidarity is everywhere, not just in one field. If facilitators choose to create their own Kahoot for this activity, they should consider incorporating at least one example from sports, art, entertainment, and politics. They should feel free to include examples from other fields. The more creative the better!

“What would you do?”: Facilitators will organize learners into small groups and provide each group with a “Dilemma Card” (to be provided as an attachment) for each member of the group. The card will describe a challenge and include several choices of action. Learners will take turns reading their provided dilemma to the group and discussing which action they would choose. Other learners in the group should also weigh in on the challenge and what course of action they would take.

Reflection: Facilitators will ask learners to reflect on the challenges their groups discussed. To guide learners’ reflections, facilitators can pose questions such as:

1. Were there any dilemmas that were especially difficult or that you were not sure about?
2. What was the most difficult dilemma your group discussed and what reasoning did you use to determine your course of action?
3. Were there any decisions in your group that you disagree with? If so, why?

MODULE 5: GLOBAL SOLIDARITY

Solidarity action plans: In this activity, learners will be challenged to create a global solidarity action plan in the format of a TikTok video. Learners should first start by identifying a global challenge, using the United Nations' Sustainable Development Goals (Figure 2) as inspiration. Next, they should come up with a specific objective that contributes to solving their global challenge. For example, someone who chooses gender equality as their challenge may consider "closing the gender pay gap" or "ensuring that women are equally represented in government" as their objective. Once a specific objective is established, learners should select 2-4 related solidarity actions i.e. creating an online campaign to raise awareness, writing letters to elected officials, volunteering skills for the cause etc. Their videos should therefore include what challenge they are addressing, what their specific objective is, and what they plan to do to demonstrate solidarity. Although learners will not be required to share their TikTok solidarity plans outside of the (virtual) classroom, they are encouraged to make a video that they are proud of and would consider sharing on social media. To help learners understand the expectations for this activity, facilitators can share the "TikTok Action Plan Example" video included as an attachment.

Final reflection/wrap-up: Before concluding this session, facilitators should conduct one final reflection/wrap-up discussion during which learners are asked to consider some of the following questions:

- 1.What makes a global solidarity action plan successful?
- 2.How will you apply what you have learned in this session outside of the (virtual) classroom?

MODULE 5: GLOBAL SOLIDARITY

Suggestions for facilitators:

Before this session, facilitators should conduct some research on examples of global solidarity. Even if facilitators choose to use the provided Kahoot, it would be useful for them to have additional examples at their fingertips. The more creative and diverse the examples are, the better. It is important to demonstrate learners that there are many different ways to demonstrate solidarity and that acts of solidarity take place all around us (i.e. in sports, art, politics etc.)

Facilitators should also be prepared to help learners during the creation of their action plans. Some learners may not find it so easy to get started so, in addition to pulling up the Sustainable Development Goals graphic (included as an attachment), facilitators should make themselves available to learners to assist in brainstorming and idea generation. If facilitators feel inclined to, they may also create and share their own TikTok example with the group.

Personal development takeaways:

In this session, learners are challenged to apply what they have learned through the solidarity action plan activity. This activity encourages learners to set forth steps and make commitments that contribute to personal and collective goals. It also requires learners to tap into their empathy for others by trying to understand the challenges faced by others and standing in solidarity with them.

MODULE 5: SESSION 4

<p>Overview</p>	<p>This session introduces the concept of non-violent communication (NVC), which will help learners to connect more empathically with themselves and others, improving cooperation, which is key to global solidarity.</p>
<p>Objectives</p>	<ol style="list-style-type: none"> 1. Identify and learn to prevent communication that is disconnecting and not rooted in empathy and compassion 2. Comprehend the basics of the NVC model and its importance 3. Implement NVC model through practice
<p>Units</p>	<ol style="list-style-type: none"> 1. Introduction to NVC (definition and benefits) 2. Learning NVC, Part 1: Life-alienating communication 3. Learning NVC, Part 2: NVC Model
<p>Session Procedure</p>	<ul style="list-style-type: none"> • Getting started/Introduction to NVC (10 minutes) • Life-alienating communication (10 minutes) • Exercise: Four D's Dialogue (10 minutes) • NVC model, Observation (5 minutes) • Kahoot Exercise: Observation or Evaluation? (10 minutes) • NVC model, Feeling (5 minutes) • Kahoot Exercise: Expressing Feelings (10 minutes) • NVC model, Needs (5 minutes) • Kahoot Exercise: Acknowledging Needs (10 minutes) • NVC model, Request (5 minutes) • Exercise: Practicing Requests (10 minutes) • Group discussion/wrap-up (20 minutes)
<p>Learning Outcomes</p>	<ol style="list-style-type: none"> 1. Understand how to use NVC to communicate more empathically 2. Demonstrate ability to implement NVC model 3. Recognize the role NVC plays in global solidarity
<p>References</p>	<ol style="list-style-type: none"> 1. Key Facts about Nonviolent Communication (NVC). The Center for Nonviolent Communication. https://www.nonviolentcommunication.com/wp-content/uploads/2019/07/key_facts_nvc.pdf 2. NVC Instruction Guide. The Center for Nonviolent Communication. https://www.cnvc.org/sites/default/files/NVCInstructionGuide_Jiva_.pdf

MODULE 5: GLOBAL SOLIDARITY

Step-by-step breakdown of activities in Session 4:

To conduct this session, facilitators will use the “Non-violent communication summary” as their guide. While the basic concepts of non-violent communication are contained in the summary, facilitators should be prepared to add additional explanation and examples.

Facilitators will work chronologically through the summary handout, first explaining what NVC is and what its benefits are and then transitioning into life- alienating communication and finally the model itself. The instructions for each exercise in the session can be found below:

Four D’s Dialogue: Have learners write down a dialogue (of about 6-8 lines) that isn’t going well between two people. It could be a dialogue between them and another person in their own life (but it does not have to be). After the learners have completed writing down the lines, have them re-read them and determine if either person has communicated using one of the Four D’s.

Kahoot Observation or Evaluation?: Set up a Kahoot with the following (or other similar) statements. Each Kahoot question should be one statement. Ask the learners to vote on each statement, identifying it as an observation without an evaluation or an observation with an evaluation. Once the Kahoot is finished, return to any statements that contained an evaluation and ask learners to express the same thing without an evaluation.

Yesterday morning, 577 migrants arrived at a port in Greece.

Donald Trump is aggressive.

Young people without jobs are lazy.

Women’s rights activists often practice global solidarity. China had the most coronavirus cases this month.

The British left the European Union for no reason.

MODULE 5: GLOBAL SOLIDARITY

Kahoot Expressing Feelings: Once again, use Kahoot to test the learners' comprehension of the content. Use each statement below (or other similar ones) as questions and ask the learners to determine whether or not the statements express feelings. They can vote "Yes, it does" or "No, it doesn't." Once the Kahoot is finished, facilitators should return to the statements that did not contain a feeling and ask learners how they would change it to verbally express a feeling.

I am sad that there are families without access to clean water.

I feel like protesting because the new laws are unfair.

I feel unsafe when people around me use racist language.

I am happy that countries are working together to slow down climate change. I feel that the conflict in Ethiopia is horrible.

I am grateful that my generation cares about gender inclusivity.

Kahoot Acknowledging Needs: Facilitators should have the learners review the following statements on Kahoot, set up similarly to the previous two activities. Ask the learners to vote on whether each statement acknowledges responsibility for a need or not? At the end, go back to those that didn't acknowledge responsibility for a need. How would the learners change it to verbally express responsibility for one's needs?

I feel happy when you congratulate me because my need for appreciation is being met.

I am grateful that you offered me your guest room because I needed a place to stay.

I am scared when you do not drive responsibly.

I feel disappointed when you litter.

I am encouraged because I see the progress I was hoping for.

I feel angry when I see people bullying others online.

MODULE 5: GLOBAL SOLIDARITY

being met. Ask them to complete these sentences: “When I see that _____ I feel _____ because my need for _____ is not being met. Would you be willing to _____?”

Group discussion/wrap-up: To wrap up the session, facilitators should encourage learners to discuss their takeaways on non-violent communication. Facilitators can consider posing these questions:

1. What did you learn about your values, feelings, or needs during this session?
2. Did you find that you use life-alienating communication? If so, how do you feel about this discovery?
3. How will you implement non-violent communication in your life?
4. Do you feel that non-violent communication is important to global solidarity? Why or why not?

Suggestions for facilitators:

Facilitators will greatly benefit from reading the “NVC Instruction Guide” all the way through in order to fully understand the model, the examples, and what the exercises are meant to accomplish. Again, it would be useful for the facilitators to do the exercises before working through them with the learners.

Personal development takeaways:

This session is perhaps the most important in terms of social and emotional learning takeaways. Learners should walk away from this session with an increased understanding of their values and a greater ability to identify and comprehend their feelings. By developing this deeper understanding of oneself, learners will be able to pinpoint their needs and make requests that help meet their needs or the needs of others. These takeaways contribute to the development of empathy and compassion and empower learners to establish and maintain supportive relationships. In the context of global solidarity, this will position learners to foster global cooperation and create solutions that work for everyone.

ATTACHEMENTS

ATTACHMENT MODULE 5: ACTIVATING PERSONAL SELVES

<https://bit.ly/3JrVzbf>

EVALUATION & DEBRIEFING

We'd like to propose to the youth workers who will run the workshops to pay a special attention to the post-lab evaluation as we believe a guided self-reflection of the participants is a crucial part of their learning process. Evaluation and debriefing process after the sessions will help provide a systematic understanding of the purpose of each activity and help the youth workers to determine better what works well and what could be further improved.

Evaluation plays an enormous role in any learning process: along with helping the learner to facilitate own self-reflection process and better comprehend own learning progress, it is crucial for us as the learning providers to have a larger overview of the labs' impact and measure the effectiveness of the activities we propose. Thanks to this measurement that shall serve us as one the quality indicators for the current project final deliverables, we will be able to improve the methodology in the future, if necessary, and offer more quality learning process to the young people with low or medium, according to their self- evaluation, sense of belonging to the global community. What we strive to measure throughout the evaluation process is to which extent the participants deepen their feeling of belonging to the global community and to which extent they share the values attributed to global citizenship.

We thus believe that evaluation and debriefing shall be a natural and even crucial part of the learning cycle proposed within this methodology, that will serve as an additional instrument for the participants to self-reflect on the knowledge received and get a deeper understanding of the global citizenship education and its dimensions. The partnership will use the evaluation forms for labs quality analysis, the evaluation forms can be filled in anonymously.

Focus group for 10-15 people

Focus group discussion is frequently used as a qualitative approach to gain an in-depth understanding of a given question, while the data received is descriptive but not quantitative: what we search for are the perceptions, insights, experiences, attitudes of the learners. The method aims to obtain data from a purposely selected group of individuals rather than from a statistically representative sample of a broader population.

The post-lab focus group discussion is intended to set up an enabling environment for a collective debriefing and thus also facilitate the self-reflection and knowledge exchange between the labs participants. At the same time it will help the facilitator to better evaluate which activities and digitalization elements worked well during the sessions (which kind of virtual learning seems to be more appropriate for the different age groups of digital natives, how to attract long-term focus and attention, etc) and thus will provide us with idea on elements of GCED to be improved in prospect.

Few select questions on the labs and its implementation addressed to learners and discussed in groups (open group discussion) by the end of each lab:

1- Did you learn something new today?

2- What did you learn from your peers?

3- What did you learn about yourself?

4- What do you think global citizens might have in common (values, attitudes, visions)?

5- Which activity could have been converted into digital or run online, to your opinion?

EVALUATION & DEBRIEFING

6– Say one word (phrase, quote, make a drawing) that you associate with global citizenship trying not to repeat in group (proposed option for activity: to use a flipchart with GCE in the centre and ask participants to write their associations in the “onion way”; use different marker colour after each lab);

7– Chose together in the group one word that will represent the group spirit of today and will include everyone’s state of being; (time proposed for group discussion is 5 minutes)

8– If you have to pitch global citizenship (global solidarity, social-emotional learning) to people who have never heard about it, how will you convince them it is important? (proposed option for activity: give the group 5 minutes to discuss it and ask to delegate one person from the group who will say the pitching arguments)

9– Share one quote, song, book, movie, anything that you’d like to recommend to the group, that you think might inspire your peers (proposed option for activity implementation: 2 minutes of individual thinking and putting a postit with own contribution on a wall)

Individual evaluation form

This evaluation form is a suggested pattern while it can be used as inspiration only and changed by the youth worker who leads the lab according to the learning needs of the group. The partnership will use Google forms to collect the replies digitally from the participants after each lab in order to measure proposed methodology impact on the learners and to conclude quality analysis that will present an annex to current intellectual output.

EVALUATION & DEBRIEFING

General questions that can be used as the introduction for each out of the 5 labs (including labs on SEL and global solidarity):

1- On the scale from 0 to 10 please indicate your understanding of global citizenship before the lab:

0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 –
10 (space for comments)

2- On the scale from 0 to 10 please indicate your understanding of what does it mean to be a global citizen after attending the lab:

0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 –
10 (space for comments)

3- On the scale from 0 to 10 please indicate your feeling of belonging to global community before the lab:

0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 –
10 (space for comments)

4- On the scale from 0 to 10 please indicate where, to your opinion, is your feeling of belonging to global community after attending the lab:

0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 –
10 (space for comments)

EVALUATION & DEBRIEFING

5- Please chose which activity you liked the most and explain why (open question)

6- Please chose which activity you did not enjoy and explain why, if willing (open question, list of sessions from the lab)

7- What are the values to your opinion obtained by a global citizen? (open question, no correct answer);

8- Did the lab of today match your overall expectations? To which extend from 0 to 10?

0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 –

10 (space for comments)

9- Which competence do you think you developed the most throughout this day and why? (open question)

10. Would you recommend participating in similar activities to a friend?

1.Yes

2.No

3.Struggle to answer

(space for comments)

11. Please provide any comments that you think might be useful for the facilitators in the future (open question).

PARTNERS

ASSOCIAZIONE INCO



An Italian NGO and the project coordinator for DEE-GEAYS, has been working for more than 10 years in the field of international mobility, volunteering, and non-formal education. Thanks to the activities they have coordinated, hundreds of young people have had the opportunity to acquire new skills, develop personally and professionally.

INCO MOLFETTA



Is an Italian NGO and a youth organization, born in 2016, thanks to a group of members moving to Apulia region after several years of mobility experience abroad. The aim of the association is to promote and support mobility abroad, contacts, exchanges and meetings at international level; mutual tolerance and intercultural sensitivity among young people and adults; to support the unformal process of European integration in the local community. In addition InCo-Molfetta activities are addressed to create intercultural abilities and non-formal competences for all the participants.

ASSOCIATION FOR EUROPEAN COOPERATION, DEVELOPMENT AND COMMUNICATION (CODEC VZW)



A Belgian NGO, is a youth organization with a very experienced professionals working to promote European policies and values to improve the economical and social well-being of people across the world. CODEC vzw works to take an idea and disseminate among the protagonists and empower them to get actively involved using design thinking, non-formal education and technology.

DANISH YOUTH TEAM



Is a non-profit organization with an international background, targeting youngsters from all across Denmark. Their aim is to involve both youngsters and students into various international projects in order to expand their horizon in matter of knowledge and interpersonal skills. They try to reach this aim by engaging young people in inter-cultural learning through non-formal education, promoting human rights, fostering youth participation and through improving the competences (digital, technological and entrepreneurial competences) of youths.

PARTNERS

ASSOCIATION FOR RESEARCH, EDUCATION AND DEVELOPMENT 'MARKETING GATE'



A North Macedonian Not for Profit NGO, has a vision of the world without economic borders, human rights respected and a world without discrimination. The organization tries to realize these goals through various projects that deal with social entrepreneurship, sustainable development all within the non-formal educational method.

KERIC



Is a non-profit non-governmental organization working mainly with children and youth aged 4-30 as well as adults. They offer a wide range of activities with an extra added international dimension which develops the personality of children and youth and differs based on the needs of participants. With the mission is to connect our region Kysuce with Europe and the whole world.

XUL FOUNDATION



aims to develop actions of communication for social change and drive social transformation processes that promote environmental and social sustainability, contributing to the collective and participatory construction of a plural, just society, and solidarity.

***"Individually, we are one drop.
Together, we are an ocean."***

– Ryunosuke Satoro

ACKNOWLEDGMENT

We would like to thank the support and the involvement of all the team members, research partners, organizations and volunteers that made this intellectual output happen. Each of the partner has invested own knowledge, human capital and energies on developing their unique modules and we are proud to see the final result of how the modules coherently complement each other. We chose to believe that the activities proposed by our partnership in this document will reach many young people from different backgrounds, age and countries and will inspire you, the reader, for spreading around the values of global citizenship and solidarity.

We'd like to say a special thanks to Sagar Ghimire, former volunteer of Association InCo, for his contribution to this particular output and to the DEE-GEAYS project evolution on different phases, to the current volunteer of Association InCo, Laila Serroukh, for the patience and hard work on the layout of this document. A special thanks goes to Jose Castillo who inspired DEE-GEAYS team to discover and apply the Theory U to our labs structure, we believe it brought some fresh perspective on popularizing global citizenship education.

And most importantly, we'd like traditionally thank you for being a youth worker who reads this document and who wants to make this place a better world!

CONTACT US

DEE-GEAYS: Digital Education Era - Global citizenship Education for Activating Youth online Space

Write us an email:
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Visit our digital platform: <https://deegeays.com>

Check our social media:
<https://www.facebook.com/DEEGEAYS>
<https://www.instagram.com/deegeays/>



“Everything can be taken from a man but one thing: the last of the human freedoms — to choose one's attitude in any given set of circumstances, to choose one's own way.”

Viktor E. Frankl



Funded by the
Erasmus+ Programme
of the European Union

