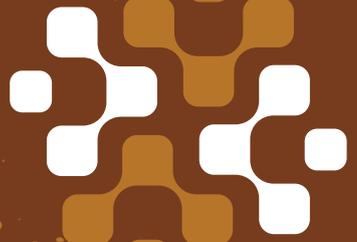


Six Steps to Global Citizenship: A Guide for Youth Workers, Youth Leaders and Trainers

GLOBAL LAB

6 Steps to Global Citizenship



Six Steps to Global
Citizenship:
**A Guide for Youth
Workers, Youth
Leaders and
Trainers**



GLOBALAB

6 Steps to Global Citizenship

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Welcome on Board!

The Context

Today young people face new challenges related to the interconnectivity of people and countries around the world. The recent trends of globalisation make a significant impact on the lives of young people and the local communities they belong to.

Dependency on issues in other regions, as well as increasing diversity in a local society requires rethinking, what new competencies young people need nowadays. Furthermore, current trends require a more active civic participation of youngsters towards meeting challenges of the global society including the growing inequality, injustice and climate change.

To act towards meeting today's global challenges, youngsters need to start thinking beyond the borders of their countries. They need to start perceiving the world as one community and be able to find their role in coping with major issues that the global society is facing today. This can only happen when young people start perceiving themselves not only as citizens of their country but as citizens of the world, which also means taking responsibility for the future of the global society. For this reason, young people need skills to critically assess the issues and identify their approaches in local, national, European and global contexts. Young citizens need to understand the roots of global issues, their consequences to the local and global society and be able to take an active civic role towards making the world more just, peaceful and sustainable.

The Guide

Our GlobalLab project and this guide, in particular, are the response to these needs. Developed by the international team of youth workers in Bulgaria, Cyprus, Lithuania and Spain, this publication has the main goal to provide a framework of competencies young people around Europe need to further develop and strengthen so that they can act better in this interconnected world. These competencies are listed and explained in detail in the next chapter. Furthermore, we aim to provide not only the vision but also the practical tools to go there. For this reason, the main part of this publication offers a number of educational tools which aim to support young learners in their paths towards active and responsible global citizenship. These tools are clustered in four training modules around the themes of *Environment, Technology, Moving and Stuff*. More about the modules, the tools and the overall usage of this guide is available in the chapter *How to Use This Guide*.

Who Is It For?

As visible from the title, the main target groups of this guide are youth workers, trainers and facilitators who run non-formal educational activities with young people and would like to work with them on global issues. The guide can also be useful for youth workers and trainers who have no previous experience with global issues but are looking for opportunities to acquire competencies in this sphere. The processes we propose here might be a great learning opportunity for them. The guide can also be easily used by teachers and school staff who have the possibilities to propose and run extra-curricular activities with students in their respective schools. The variety and flexibility of educational tools can be of great help to shape participatory and student-centred learning processes in such context. Finally, this publication can be partial of help to trainers, facilitators and practitioners who are only searching for different methodological ideas without necessarily being interested in global issues. We hope that while searching for methodological inspiration throughout the following pages, they will also get convinced how useful and important it is to work on global citizenship education!

We've developed this guide for the work with young people aged 13-19. However, both the competencies we strive to develop and the tools to do that are equally important for both younger and older people. Some of the tools offered in this guide could be easily used for age groups outside the one noted, while others can be modified either during the planning or the debriefing of different activities. It depends on the ability of the educators to be flexible while taking into consideration the needs of the young people they work with.

The learning processes offered in this guide can work in both school environment as extra-curricular classes and in non-formal structures engaging young people in educational activities of youth organisations, centres or service providers. Collaboration between schools and youth organisations is also possible and, actually, something we encourage.

P.S. Enjoy!

GlobalLab Framework for Global Citizenship Education

This guide is developed on the basis of a Framework for Global Citizenship Education (GCE) in youth work. It aims to build competencies of young people necessary to act towards meeting today's global challenges, as well as make them promoters of the fundamental values of solidarity, respect for diversity, equality, justice and peace.

The framework for Global Citizenship Education provided below is based on the views, opinions, and ideas of young people and other actors active in youth and education sectors in Bulgaria, Cyprus, Lithuania and Spain, as well as the observations of the staff members, facilitators and experts involved in the GlobalLab project. It overlaps with some of the existing frameworks on global education and global citizenship education. However, it brings the added value of the perceptions, understandings, hopes and fears of young people themselves. It is a bottom-up framework, where the expert work feeds on the input of young people. Our research findings are available in the online publication *The Picture of a Future Global Citizen*, available at <http://www.globalab.org/materials>.

The proposed framework is applied to the training activities within the GlobalLab project, but it also has its value outside of it. It can be of use to organisations, trainers and youth workers working on global learning.

The Meaning of Global Citizenship

Citizenship is usually understood in the context of a national state and represents the stable link between a country and a concrete person, its citizen. This link comprises rights and responsibilities. In the classic case, the national government is supposed to ensure individual's rights as a citizen, while a person owes a set of obligations (e.g., pay taxes). Furthermore, we could easily be sanctioned, if we don't follow these obligations. Pretty easy, isn't it? However, when we talk about global citizenship, things are not as simple.

We are all global citizens, citizens of the world, regardless of whether we realise it or not. Our behaviours influence people on the other side of the globe, and we are dependent on different actors and communities across borders and oceans. As there is no 'global government', our global citizenship is a link between us and 'the world'. Again, this link comprises rights (privileges, benefits) and responsibilities. The first category includes stuff we take for granted, but which are easily accessible to us thanks to the globalised world – the Internet, cell phones, fruits and drinks from the other side of the world, etc. But what about the responsibilities? What is the set of rules we need to follow to pay our fair share to 'the world'? And who will sanction us, if we don't?

Global citizenship is guaranteed through our own humanity. We can call a global citizen the one who acknowledges the benefits from being a part of a global community but also recognises personal responsibility towards it and acts on it. The behaviour of a global citizen is based on an understanding of the global interconnectedness and a commitment to the collective good.

Global Citizenship and Youth Work

The GlobalLab project aims to increase the quality of youth work in Europe by introducing the concept of Global Citizenship Education (GCE) into non-formal education (NFE) activities with young people. It is built on the following principles, which comply with the ones of youth work:

1. GCE is built on a lifelong learning perspective. Due to its flexibility and holistic approach it can be implemented in multiple settings, including those of youth work and non-formal education.
2. GCE enables people to develop competencies (knowledge, skills, values and attitudes) necessary to contribute to a more just and sustainable world. It applies a value-based approach while working with young people. It is based on the fundamental values of solidarity, respect for diversity, equality, justice and peace.
3. GCE is a participatory and action-oriented learning process. It allows young people to develop skills for action towards a more just and equal world.
4. GCE, similarly to NFE, relates the learning content to the real life situations of young people.
5. GCE keeps the balance between the understanding of global issues, urge and motivation to address them in a proactive way and active engagement while taking action. It correlates with the essential feature of NFE of balanced co-existence and interaction between cognitive, affective and practical dimensions of learning.
6. GCE is a learner-centred process. It is based on the needs, interests and expectations of young people, while it allows them to reflect on their own learning process and achievements.
7. Similarly to NFE, GCE links individual and social learning. It enables young people to build their global citizenship capacities through personal reflection and experience, but at the same time allows them to observe the perspectives of others, learn from and through them and eventually modify own opinion and behaviour accordingly.
8. Likewise in NFE, GCE engages learners in defining learning objectives and makes sure the methodology, the learning process, eventual assessment and evaluation procedures are explicit and agreed by the learners.
9. Both NFE and GCE put a strong emphasis on the concept of 'learning to learn'. It requires the learner to be aware of the ways they learn, plan and evaluate their learning process and extract learning from different situations and settings.

GlobalLab Framework for Global Citizenship Education of Young People

There are several frameworks of Global Citizenship Education developed by international organisations like UNESCO, Oxfam and the North-South Centre of the Council of Europe. GlobalLab proposes a framework which complies with the ones accepted by the international community of global citizenship educators and policy makers. It provides own view to Global Citizenship Education based on the input of young people, the opinion of the project team and other stakeholders of the project.

The GlobalLab framework for Global Citizenship Education includes a set of competencies that global citizens should strive to further develop for the purpose of a more just and sustainable world. In this framework, the term 'competence' is understood as a combination of personal knowledge, skills, abilities, values and attitudes required for the performance of certain activities or tasks or demonstration of a certain behaviour.

The GLoBaLab framework for Global Citizenship Education presents the competencies of global citizens in clusters so that its users have a clear and structured view of the main characteristics of a global citizen.

Self-awareness

Global citizens should be able to describe own identity (culture, lifestyle, religion, etc.), assess their personal strengths and weaknesses and their own way of behaviour. They should be confident, have a sense of own worth and pride and be able to understand and define personal role towards global change.

Personal development

Personal development is of crucial importance for every global citizen. In the frame of the GLoBaLab project, we understand it as learning to learn, being able to meet challenges, recognise own mistakes and admit them. Moreover, patience¹, persistence² and courage³ are important elements of the personal development of every global citizen.

Maintaining relations

Global citizens should be able to establish and maintain relations with people, including those from diverse backgrounds (culture, language, religion, social status, etc.). This is a pre-condition for the ability of successful communication, cooperation and conflict resolution in a multicultural environment.

Understanding Glocal connections

Global citizens should be interested in the world. They should understand global interconnectedness, the links between local and global realities and obtain a personal relation with the global issues that interest them.

Global citizens should be able to explore the context, the extent and the causes of global issues they are interested in. They should be able to think and act beyond their national borders to employ this knowledge.

Commitment to equality and human rights

Global citizens should be aware of human rights, as well as organisations, structures and standards to protect them. They need to understand the role of different actors that perform towards ensuring equality and promoting respect for human dignity.

Global citizens should also fully respect every human being, believe in equality, be able to treat people equally regardless of their gender, race, belief, nationality, attitude, etc., accept diversity and be fearless of anything that is different.

Challenging stereotypes and prejudices

Global citizens should be able to understand the impact of stereotyping and prejudice and find ways to challenge them. Through this, they can learn how to deal with the social and cultural diversity in the society.

¹ 'Patience' is understood as the ability to wait or to continue doing something despite difficulties, or to suffer without complaining or becoming annoyed.

² We call 'persistence' an ability to continue doing something or trying to do something even though it is difficult or opposed by other people.

³ 'Courage' is the ability to control own fears.

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Respect for the environment

Global citizens should be aware of the effects of individual behaviour on the environment and be able to commit towards sustainable development.

Critical thinking

Global citizens should be aware of different sources of information and the ways to access them. They should be able to critically assess, question and rethink what they read, watch and hear in public. This is necessary to form their own independent opinion and not to get manipulated by the media and the authorities.

Maintaining independent opinion

Global citizens should be able to form their own opinion based on arguments, express, debate and defend it. They should be able to dismiss extremism, be open-minded and able to listen, reflect and accept different perspectives of other people.

Empathy

Global citizens should be able to get into someone else's shoes, to understand and respect different points of view. They should be able to treat other people and act towards the global justice with sensitivity and compassion.

Solidarity

Global citizens should have a collective mentality as well as the ability to demonstrate solidarity and commitment to social justice through their own behaviour. They should be able to control and reduce their own egoism while taking action towards helping the ones in a disadvantaged position.

Creativity

Global citizens should be able to think 'outside the box': raise innovative ideas and look for creative and non-traditional solutions. They should be able to employ their own creativity into an action process.

Active participation

Global citizens should have the necessary skills for active civic participation. They should be able to define alternatives for action and set priorities, make smart and informed decisions and implement them. Furthermore, global citizens should be able to cooperate and share tasks with others based on mutual trust.

Taking action

Global citizens should be aware of ways for opposing injustice and meeting global challenges. They should have a belief and motivation to contribute to making a difference. Such citizens should value volunteerism, be able to take the initiative and act towards raising awareness of other people on global justice.

GlobalLab Approach to Educating Global Citizens

Global Citizenship Education is an active learning process which aims to foster changes in our society. It is a problem-based learning process which encourages people to ask questions, reflect on issues that do not have absolute answers and explore the complexity of real-world situations. Furthermore, it encourages every learner to take action towards global change.

To educate global citizens who are not only aware of world realities but are also able to act and make a difference in the society, GlobalLab follows a 6-steps approach to global citizenship. This approach is also known as the *Get Global!* process provided in the publication *Get Global! A Skills-based Approach to Active Global Citizenship*. This concept of the global citizenship education process includes key elements that need to be gained by young people to become promoters of global solidarity and justice and to be able to take action towards a more just and sustainable world.

The process of global citizenship education is structured into 6 key steps. The description of each step below is based on the key principles described in the *Get Global!* publication and the views of the GlobalLab project team:

Step 1. Get connected!

This step provides young people with an opportunity to make links between their own lives, the life of their local community and its relation to people and things in a wider world. In this step young people also explore their identities in a global context, as well as personal values and attitudes towards their ability to make a difference.

Step 2. Choose an issue!

This step allows young people to brainstorm important issues affecting their lives, compare them in different contexts and question their importance both locally and globally. In this step young people also prioritise and choose one issue to take action on to improve the situation.

Step 3. Explore more!

In this step young people have a chance to investigate in-depth the main features of the chosen issue. They draw a multi-perspective picture of the chosen issue, deeply explore its causes and effects, relate them to their own values and attitudes.

Step 4. Look for solutions!

This step allows young people to think of possible solutions to make a difference on the chosen issue. They are engaged in group decision-making process where they look for possible actions, discuss their feasibility, choose the best alternative and make a plan to implement it.

Step 5. Act!

In this step young people turn their plans into action.

Step 6. Reflect!

In this step young people reflect on the achievements of the global citizenship learning process, discuss outcomes, effects and sustainability of the action.

6 Steps to Global Citizenship

How is the 6-steps approach to global citizenship connected with the GlobalLab framework for Global Citizenship Education? In the following table we will try to show how the competencies we have identified as important for educating global citizens are linked to each step of the learning approach we are applying. Such categorisation is always conditional, as many of the competencies in our framework are transversal and relate not only to one of the six steps. However, this categorisation might be a hint how we could better utilise some of the steps to further develop specific competencies. We take a similar approach further in the Guide and further show how every tool we suggest relates to developing these competencies.

| Competence | Key characteristics of the competence | 6-Steps Approach | | | | | |
|---|--|------------------|--------|--------|--------|--------|--------|
| | | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 |
| Self-awareness | Ability to describe own identity (culture, lifestyle, religion, etc.) | X | | | | | |
| | Ability to assess personal strengths and weaknesses | X | | | | | X |
| | Ability to define personal role towards global change | | | X | X | X | |
| | Confidence | | | | X | X | |
| Personal development | Sense of own worth and pride | X | | | | | |
| | Learning to learn | X | X | X | X | X | X |
| | Being able to meet challenges | | | | X | X | |
| | Being able to recognise own mistakes and admit them | | | | | | X |
| | Patience | X | X | X | X | X | X |
| | Persistence | | | | X | X | |
| Maintaining relations | Courage | | | | | X | |
| | Successful communication | | X | | X | X | |
| | Cooperation | | X | | X | X | |
| Understanding Global connections | Conflict resolution | | | | X | | |
| | Understanding global interconnectedness | X | | X | | | |
| | Understanding the links between local and global realities | X | | X | X | | |
| | Obtaining a personal relation with the global issues of one's interest | X | | X | X | | |
| | Ability to explore the context, the extent and the causes of issues | | X | X | X | | |
| Commitment to equality and human rights | Ability to think and act beyond national borders | | X | X | X | X | |
| | Awareness of human rights and the ways to protect them | | X | X | | | |
| | Respect for every human being | X | | | X | X | X |
| | Commitment to treat people equally | X | | | X | X | X |
| Challenging stereotypes and prejudices | Acceptance of diversity | X | | | X | X | X |
| | Understanding the impact of stereotyping and prejudice | X | | X | | | |
| | Ability to challenge stereotypes and prejudices | | | | | X | |
| Respect for the environment | Dealing with social and cultural diversity | X | | | | | |
| | Awareness of the effects of individual behaviour on the environment | X | | X | | | |
| Critical thinking | Commitment to sustainable development | | X | X | | X | |
| | Awareness of different sources of information | | | X | | | |
| | Critical assessment and the ability to question information | | | X | | | |
| Maintaining independent opinion | Recognising manipulation by media and authorities | | | X | | | |
| | Ability to form an opinion based on arguments | | X | X | X | | |
| | Ability to express opinions and debate | | X | X | X | | |
| | Open-mindedness | | X | | X | | X |
| Empathy | Ability to listen, reflect and accept different perspectives | | X | | X | | X |
| | Ability to get into someone else's shoes | | | | X | | |
| Solidarity | Ability to act towards global justice with sensitivity and compassion | | | | | X | |
| | Collective mentality | X | | | X | X | |
| | Ability to demonstrate solidarity | | | | | X | |
| Creativity | Commitment to social justice through own behaviour | X | | X | X | X | |
| | Ability to control and reduce own egoism | | | | X | X | |
| | Ability to raise innovative ideas and non-traditional solutions | | | | X | | |
| Active participation | Ability to employ own creativity into an action process | | | | X | X | |
| | Ability to define alternatives for action and set priorities | | | | X | | |
| | Ability to make smart and informed decisions | | X | | X | | |
| Taking action | Ability to cooperate and share tasks with others | | | | X | X | |
| | Knowing ways to oppose injustice and meet global challenges | | | | X | X | |
| | Belief and motivation to contribute to making a difference | | | | X | X | X |
| | Value of volunteerism | | | | | X | |
| | Ability to take the initiative and engage others | | | | | X | |

How to Use This Guide

This guide consists of four main modules, each one including 19 to 21 different educational tools, planned to take the participants through the six steps to global citizenship (see the previous chapter).

The Themes

The themes of the modules were selected based on the high interest of young people expressed during the research phase of the GlobalLab project. The themes are quite broadly formulated, which is intentional – it allows the participants to explore them in their broad context and interconnectedness with a number of issues. At the same time, different tools will facilitate a process where the participants will select a more specific issue within the broader theme, explore it in details and tackle with a local action.

The four themes are:

- *Environment*. That's a huge topic covering everything from saving polar bears to pollution, deforestation, gas emissions and individual practices of using, reusing and recycling. The topics covered include:
 - Identifying problems in the environment;
 - Causes of environmental destruction and pollution;
 - Impact of environmental destruction and pollution;
 - Types and interconnectedness of pollution (land, air, water);
 - Providing solutions.
- *Technology*. Technology can bring solutions to many of our global problems, but it can also create them. You don't have to be high-tech to explore this module. The topics covered include:
 - Origin of technology (including resources, rights);
 - Access to technology;
 - Technology justice;
 - Use and excessive use of technology;
 - Use of technology for social justice topics;
 - Media and media literacy.
- *Moving*. People move across borders, and that's a fact – sometimes they travel for pleasure, and sometimes they run from war and prosecution. People never move alone; they move with their language, culture and ideas. The topics covered include:
 - Migration;
 - European mobility;
 - Learning to live in diverse societies.
- *Stuff*. We have so much stuff! Gadgets, clothes, furniture, souvenirs – some of them we really need, and some of them we rarely ever use. But where did they come from? Who made them and how did this affect their lives? The topics covered include:
 - Production line;
 - Equal access to goods;
 - Fair share of cost in the production line;
 - Workers' rights;
 - Waste and recycling.

The Modules

All the four modules are designed in a way to take participants through all the six steps to global citizenship: from connecting personal to global (step 1) to asking questions and generating issues (step 2), exploring specific issues in-depth (step 3), generating possible actions, planning (step 4) and taking action (step 5). All processes end up with the reflection of both the action and the overall process (step 6).

Each module starts with an overview and general remarks on the groups of participants, timing and other factors to be taken into consideration. We also offer suggestions for the work programme where a breakdown of tools into different meetings is provided. These are just suggestions and facilitators are free to follow, amend or build their own programmes. To showcase possible variations of the module, we have also suggested a visual programme in the module *Moving*, which gives you an idea of (at least) two ways in which you can run the module – a shorter way and a more in-depth way. Saying that, it is not necessary to strictly implement all the tools from the module. However, make sure that there are tools covering each of the six steps and in the right chronological order. The work programmes we offer at the beginning of each module also provide an overview of how tools answer the needs of the different steps in the 6-steps approach to global citizenship. These are conditional, as based on the small modification or the direction of the debriefing, you can partly or fully cover another step with a specific tool. Finally, each module offers an overview of how the different tools relate to the global citizenship competencies, as developed in our GlobalLab Framework for Global Citizenship Education, presented in the previous chapter. This table gives a fast orientation of what competencies the different tools are meant to develop, while it also serves as a table of content for the relative module.

In the end, we highly recommend that the same facilitator (team of facilitators) runs the whole learning process, as it usually follows a specific flow, some tools build on what has been generated by previous tools, while a couple of tools have 2 parts in different time periods of the learning process. For the same reason, it is important that the group of participants is also permanent throughout one module.

The Tools

The essence of the different modules are the 80 tools that are offered on the following pages. Each tool is described in the following way:

- **Title.**
- **Step:** Relevant step from the 6-steps approach to global citizenship.
- **Time:** Approximate length of the tool. Please, note this is conditional and may vary based on the size and level of engagement of the group, the facilitation style and the approach you take in the debriefing.
- **Space and materials:** Practical things you need to run the tool. Where space requirements are not mentioned, it means there's nothing specific to be taken into consideration.
- **Description of the tool:** A step-by-step instruction on how to run the tool. Where a specific information needs to be introduced (read, shown or given in print) in an exact way to the participant, this is presented in *Italic*.

- **Additional remarks:** Practical suggestions on possible modifications as well as ideas how to strengthen the specific impact of the tool or use it in the framework of other themes. They are not included in the descriptions of every tool but only where most relevant.
- **Annexes:** Where specific materials need to be printed or introduced to the participants in other ways, they are presented at the end of the relevant tool.

It needs to be noted that some tools in the different modules are based on similar methodologies. For example, tools based on the moving debate methodology can be found in both the modules of *Environment and Moving*, while tools based on the snowball methodology can be found on the modules of *Moving and Technology*. We have decided to keep them intentionally as proof that many of the tools are universal in their nature and with some modifications and adaptations can be applied for different themes both within and outside of the themes in this Guide.

As a rule, the different tools can be used independently from one another. However, we would like to highlight once again that the modules follow a specific logic, and in some cases, different tools can only work if other ones have been used before that, as they build on content which has already been generated. Similarly, in three of the four modules, there are tools which have two parts, and part two only makes sense when part one has been conducted. Those cases are noted both in the titles of the tools and in the descriptions.

The Actions (Step 5)

The 6-steps approach to global citizenship that we have employed in building all of the following modules has the specific of requiring a concrete local action on a concrete global issue. It is a manifestation of the idea that we should not only learn and talk about the global issues but also behave accordingly and take action. The idea behind this is that the participants, based on their research, interests and capabilities, will decide by themselves what action to undertake and how. This process is being prepared by the steps before that and especially Step 4, where different tools facilitate both generation of action ideas and concrete planning of an action. To leave this bottom-up (e.g., coming from the participants) approach, we have, as a rule, left step 5 empty in the modules. However, just to give some possible ideas, two action-like tools are included in the module of *Environment*. In all cases, the group should not be bound to these suggestions and should be invited and encouraged to come up with own ideas about possible actions, however small they are. Coming up with action ideas and actually implementing them are very important for developing the competencies of *creativity*, *active participation* and *taking action*, as described in our GlobalLab Framework for Global Citizenship Education.

Evaluation

The evaluation of the different modules is embedded in their fabric, and each module offers tools (mainly in step 6) which facilitate it. Furthermore, almost all of the reflection and evaluation tools included in the different modules are universal and can be used for other themes both within and outside the four themes of this Guide.

For us, a central part of the evaluation is how the learners build and/or improve different competencies of the GlobalLab Framework for Global Citizenship Education. For this reason, we

especially favour and recommend using tools which make reference to these competencies – in particular, *Fill It In* (parts 1 and 2) in the *Technology* module and *Global Citizen's Backpack* (parts 1 and 2) in the *Stuff* module in its variations where all competencies from the framework are reviewed.

What Next?

Once you and your group have completed a module, you can freely move to the next one, should you detect interest of the group in another theme. You can also introduce another theme outside of the four we have offered here while still using modifications of the tools. If you feel the group is advanced enough, you can also engage them in modifying and/or coming up with new tools that can facilitate a path to global citizenship and developing of global citizens' competencies.

Furthermore, there is something very concrete you can offer to your learners as a follow-up – and that is using the GlobalLab mobile application. It is created with the intent to guide users through the walk of fame towards global citizenship. The mobile application uses many concepts of this Guide. It is based on the 6-steps approach to global citizenship and also evolves around the four themes which are developed here. However, it offers an individual path rather than the collective, group processes that the tools in this guide facilitate. The application provides only a general frame while the users are invited to be the co-authors of what will happen. It poses questions rather than giving answers. It gives tasks rather than solutions. It requires thinking, acting and sharing and is thus a great follow-up for people who have already undergone global learning processes. The mobile application is free and is available for Android and iOS – download links can be found on <http://www.globalab.org/>.



Module 1: Environment



Module 1: Environment

Introduction

'The earth has enough to satisfy every man's need, but not every man's greed'. In the greatness of his words, Mahatma Gandhi perhaps tried to help us acknowledge that through the efficient and carefully calculated management of the earth's resources, we can achieve survival, prosperity and growth of our species and of the living organisms that surround us. In the last century of excessive industrialisation, we have begun observing intensive environmentally destructive processes and the gradual and stable degradation of some of our natural resources. The environment is constantly changing and although some of these changes can be attributed to the Earth's natural course. Numerous reliable scientific research proves that the vast majority of environmental changes and pollution are the outcome of human activity.

If we consider our current lifestyle and the concept of ever-expanding growth as an ultimate socio-economic goal, it becomes quite clear that this model cannot be sustainable. Despite constant technological advancements and push for 'green growth', we are pushing the planetary boundaries. Our industries, including the increasingly industrialised and globalised food production, are taking a huge toll on the environment. This interconnectedness is a phenomenon that we constantly come across when dealing with global education topics, highlighting how interconnected we are with one another in a multitude of ways that can range within the spectrums of commerce, education, policy implementation and social relationship formation. However, it seems to us that the greatest example of interconnectedness can be witnessed most accurately when referring to the environment, something we are integrated into and ever dependent upon.

The current module presents some tools and activities that have a thematic focus on land, water and air pollution. Even though each environmental aspect is tackled separately, we consider them as a major interconnected entity, each one affecting the other, and as a whole impacting the collective existence of life on earth. Having adequate knowledge and understanding on environmental topics is an absolute necessity for the youth of tomorrow. By learning about the environment, we can observe to a great extent how our actions can have relative reactions or impacts on a certain environmental aspect and therefore understand the interconnectedness of the different counterparts of our environment.

Aims and objectives of the module

Through the present module, we aim to raise awareness on current global realities that affect the environment in order to enhance the capacity of young people to understand the importance of these issues, their causes, their impact and their role as global citizens and global actors that can work towards various solutions for these issues. More specifically, the module has as its objectives among others:

1. To help young people understand the interdependencies and the interconnectedness of the earth's environmental dimensions;
2. To improve the understanding of how our consumption patterns are part of a bigger cycle that impacts the environment negatively;
3. To raise awareness on common environmental issues that our world is currently facing;
4. To improve young people's understanding of the impact of our actions towards the environment and their skills to better address these issues;
5. Enhance the capacity for the commitment of young people towards protecting the environment in a pro-active way and their capacities to behave more environmentally friendly.

Number of participants

10-25

Duration and time requirements

12-14 hours

Suggestion for a Work Programme

| N | Event/meeting | Step | Name of the tool | Timing per tool | Timing per event |
|---|---------------|----------|---------------------------------|-----------------|------------------|
| 1 | Event 1 | Step 1 | Reaching Out to the World | 30 min | 1 h, 45 min |
| | | Step 1 | Thoughts on the Environment | 20 min | |
| | | Step 1 | See the Big Picture | 25 min | |
| | | Step 1 | Breathe In, Breathe Out | 30 min | |
| 2 | Event 2 | Step 2 | Rank the Statement | 25 min | 2 h, 25 min |
| | | Step 2 | Thematic Tree – Part 1 | 30 min | |
| | | Step 2 | Collective Self Mandala | 1 h | |
| | | Step 3 | What Causes Pollution? | 30 min | |
| 3 | Event 3 | Step 3 | Which Environmental Issue Am I? | 20 min | 2 h |
| | | Step 3 | Product Analysis | 50 min | |
| | | Step 3 | From Pollution to Solution | 30 min | |
| | | Step 3 | Thematic Tree - Part 2 | 20 min | |
| 4 | Event 4 | Step 4 | News from the Future! | 40 min | 1 h, 35 min |
| | | Step 4 | The Battle of the River | 45 min | |
| 5 | Event 5 | Step 4/5 | Clean It! | 1 h | 3 h |
| | | Step 4/5 | Don't Waste the Waste! | 2 h | |
| 6 | Event 6 | Step 5 | Make Your Own Product | 1 h | 1 h |
| 7 | Event 7 | Step 6 | Learning Bubbles | 20 min | 45 min |
| | | Step 6 | Pantomime | 25 min | |

Overview of tools and their relation to global education competencies

| GlobalLab Framework competencies | | Self-awareness | Personal development | Maintaining relations | Understanding Global connections | Commitment to equality and human rights | Challenging stereotypes | Respect for the environment | Critical thinking | Maintaining independent opinion | Empathy | Solidarity | Creativity | Active participation | Taking action |
|----------------------------------|------|----------------|----------------------|-----------------------|----------------------------------|---|-------------------------|-----------------------------|-------------------|---------------------------------|---------|------------|------------|----------------------|---------------|
| Tools in this module | | | | | | | | | | | | | | | |
| Name | Page | | | | | | | | | | | | | | |
| Reaching Out to the World | 20 | X | | | X | | | | | | | | | | |
| Thoughts on the Environment | 22 | X | | X | X | | | | | X | | | | | |
| See the Big Picture | 23 | | X | X | X | X | X | | | | X | | | | |
| Breathe In, Breathe Out | 25 | X | | | | | | X | | | | | | | |
| Rank the Statement | 26 | X | X | X | X | | | X | | X | | | | | |
| Thematic Tree – Part 1 | 28 | | | X | X | | | X | | X | | | | | |
| Collective Self Mandala | 29 | X | | | | | | X | | | | | X | | |
| What Causes Pollution? | 30 | | | | X | | | | | X | | | X | X | |
| Which Environmental Issue Am I? | 31 | | | X | X | | | | | | | | X | | |
| Product Analysis | 32 | X | | X | X | | | X | X | | | | | | |
| From Pollution to Solution | 33 | | X | X | X | | | X | | X | | | | | |
| Thematic Tree - Part 2 | 38 | | | X | X | | | X | X | | | | | | |
| News from the Future! | 39 | | | X | | | X | X | | X | | | X | X | X |
| The Battle of the River | 40 | | X | X | X | | X | X | | | X | X | | X | X |
| Clean It! | 42 | | | | | | | X | | | | | | X | X |
| Don't Waste the Waste! | 43 | | | X | | | | X | | X | | | X | | X |
| Make Your Own Product | 44 | | | | | | | X | | | | | X | | X |
| Learning Bubbles | 47 | X | X | X | X | | | | X | X | | | | | |
| Pantomime | 49 | | X | X | X | | | | | | | | X | X | |

Reaching Out to the World

 **Step:** One - Get Connected!

 **Time:** 30 min

 **Space and materials:**

- World map (point of reference);
- Copies of blank world maps – as many as participants;
- Sticky dots in different colours;
- Blu-tack.

 **Description of the tool**

The idea of the current tool is to enable the participants to pinpoint their connection with the wider world.

1. Ask the participants to indicate individually certain connections that they have on the map including countries they may be connected to using different colours of sticky dots. Request the participants to indicate on the map the following in a colour-coded way:
 - Countries they have been (green);
 - Countries they have family/relatives/friends in (blue);
 - Countries they know that are facing environmental problems (red);
 - Countries that some of their favourite products/items/foods are being produced (orange).
2. Ask the participants to make small groups of 2 or 3 and discuss and compare their maps.
3. Place the maps on a wall, on a board or a large area of the floor so that the whole group can engage in a discussion about how their lives connect with the rest of the world.
4. Engage the participants in a discussion and debriefing using the following questions:
 - Which are the most prevalent elements that can be identified by looking at the maps?
 - How are these connections more feasible at the times that we are living?
 - What do you believe were the differences 20 or 30 years ago?
 - Are there any countries that are more coloured than others? Why do you think is that so?
 - With which people do you come in contact on a daily basis based on what has been discussed above?

 **Additional remarks**

You can add, remove or edit the categories according to the overall objective of the activity.

 Annex: World map



Figure 1. World Map⁴

⁴ Source: http://www.johomaps.com/world/worldblank_bw.html

Thoughts on the Environment

 **Step:** One - Get Connected!

 **Time:** 20 min

 **Space and materials:**

- Large room or space;
- Printed papers displaying 'Agree' and 'Disagree';
- List of statements about the environment.

 **Description of the tool**

1. Stick the 'Agree' and 'Disagree' papers on two walls across the room.
2. Explain that you will read a list of statements. The participants who will be standing in the middle of the room will have to move accordingly to each side of the room depending on whether they agree or disagree with each statement. They will be able to state the extent to which they agree or disagree by standing right next to the wall (strongly agree/disagree) or by positioning themselves somewhere in the middle (neither agree/disagree, somewhat agree/disagree). Let them know there are no 'right' and 'wrong' answers.
3. Start reading the statements one by one:
 - *Human activity has very little to do with climate change.*
 - *Humanity can sustain itself with clean energy sources.*
 - *It is hard to imagine our world functioning without fossil fuels.*
 - *Eating meat is worse for the environment than driving a car.*
 - *There are political and financial forces that control the access and distribution of natural sources.*
 - *There is nothing that I can do to improve the environment.*
 - *The mass deforestation that occurs in Asian countries does not affect me in Europe.*
 - *My consumption patterns have nothing to do with harming the environment.*
4. After participants position themselves according to their beliefs for each statement, ask them to explain their thinking behind their beliefs and why they feel that way. A small debate can emerge from the opposing teams.

 **Additional remarks**

You may ask the individuals who agree to state why they feel like there is nothing that they can do to help in improving the current environmental situation. A discussion may occur in which the group that disagrees can state how every little action can contribute to improving the environment. It is possible to witness participants getting convinced and moving from one pattern of thought to another.

See the Big Picture

 **Step:** One - Get Connected!

 **Time:** 25 min

 **Space and materials:**

- Large room or an open area outdoors;
- Printed pictures depicting images from the environment cut in half;
- A copy of the same pictures intact (for the facilitator).

 **Description of the tool**

1. Divide the participants into small teams of 2 or 3 around the room.
2. Give each team one (or more) pictures that are cut in half. Give them a few minutes to discuss anything that they see in the picture, such as feelings aroused, where could the picture have been taken and what exactly they see. Once the time is up, start asking them to show their picture(s) to the other teams and discuss their feelings towards it.
3. Introduce the original pictures to all the teams. A discussion will follow from there as some of the participants may have observed contradictory images from the fragment.

 **Additional remarks**

Be creative when selecting the photos. For example, one team could be given a fragment of a picture which shows chopped trees. Naturally, participants may discuss the deforestation issues that occur and the impact on the lives of locals, indigenous tribes and animals inhabiting the area. The team may discover in the end that the actual picture depicts a coppice forest with controlled wood-cutting and forestry. Depending on the nature of the photos, the tool can also be used for other themes beyond the environment.

The tool is adapted from <https://www.cranfield.ac.uk/About/Cranfield/Themes/Energy/Environmental-Impacts>.

 Annex: Sample photos⁵

⁵ Photos taken from Pixabay

Breathe In, Breathe Out

 **Step:** One - Get Connected!

 **Time:** 30 min

 **Space and materials:**

- A place in a natural setting (park, forest, lake, sea) – the less crowded, and the least noisy, the better; optional twist – a place in the heart of the city (opposite of above) and as noisy as it gets;
- Post-its;
- Board/poster.

 **Description of the tool**

1. Arrange for the participants to spend some time outside in a natural setting. Once you arrive there, ask them to explore the natural setting and to take some time (up to 10 minutes) to sit still, close their eyes and take deep breaths. They can do it in any arrangement they wish (individually, pairs, small teams, etc.). When you ask the participants to explore the setting, ask them to listen to the sounds that surround them and question where those sounds come from and what causes the evident movement.
2. After the 10 minutes ask them to 'return' and proceed back to the room or workshop area for discussion.
3. Discussion can take place in the setting of exploration or the space participants were before 'tuning out'. During the discussion, you can ask the participants to write on post-it's the feelings and thoughts that they have experienced, the importance of what they have experienced and the bigger picture and stick them on the board. Alternatively, you can have them engage in discussion while you take important notes on the board for further reflection.

 **Additional remarks**

For an alternative twist and depending on the group, you can apply the same principle as above in a crowded, noisy and polluted urban environment and see/compare the effects.

Rank the Statement

 **Step:** Two - Choose an issue!

 **Time:** 25 min

 **Space and materials:**

- Large room or space;
- The question 'How can we eliminate pollution?' written on a laminated sheet, PowerPoint slide or a white/black board;
- A4 laminated sheets or cards providing possible answers to the question (include examples and statements from various types of pollution-air, water, and land).

 **Description of the tool**

1. According to the number of participants, divide them into groups of two or three.
2. Give the groups several statements (annexed) that depict answers to the question 'How can we eliminate pollution?'
3. Give some time for the participants to rank the statements from top (most important) to bottom (less important).
4. Ask them to explain their view on each statement and the overall procedure.
5. Engage in discussion and debriefing using the following questions:
 - Did you find any difficulty while prioritising the statements? If yes, where and why?
 - Do you already use any of these solutions in your daily life? Which ones and how did you start?
 - Do you plan to follow any of these solutions and why?
 - Are there solutions outside of the ones provided and what?

 **Additional remarks**

The groups can be given statements on the same exact topic or slightly altered ones. Essentially, this activity is great for discussion within the group and for further discussion within the larger group, where participants will be able to express and justify their views both in individual and group context.

You can use slightly diversified questions for the different groups, such as 'How can I help eliminate air pollution?' or 'How do my actions contribute to water pollution?', and go through the same process, but in the end to have each group contribute to each other one's ideas.

The tool can be used for other themes if the question and the possible answers are changed.

 **Annex: Statements**

| | | |
|--|--|--|
| <p>By cycling/walking to work more</p> | <p>By using public transportation more and driving less</p> | <p>By recycling more</p> |
| <p>By buying products with less packaging</p> | <p>By refusing to buy products from companies that are reinforcing pollution</p> | <p>By only buying what we need and fewer consumables that we do not really need</p> |
| <p>By informing our circles of the current environmental issues and requesting them to change their ways to more environmentally friendly ones</p> | <p>By using less plastic bags</p> | <p>By organising protests and demonstrations on demanding actions to be taken by governments</p> |
| <p>By imposing severe fines and taxes to companies that carry out actions that are harmful to the environment</p> | <p>By becoming vegetarian</p> | <p>Having laws that require extended transparency from companies in regards to their actions</p> |

Thematic Tree – Part 1

 **Step:** Two - Choose an issue!

 **Time:** 30 min

 **Space and materials:**

- Posters;
- Large printouts of designs of trees;
- Colour markers.

 **Description of the tool**

A thematic tree is a great tool that can be used to record and structure research on a specific topic.

1. Draw a tree which comprises a visible root, a tree trunk and the branches. Explain to the participants that the trunk represents the topic/problem (e.g., water pollution), the root represents the causes of the problem, and the branches define the outcomes or the results of the specific problem. Part 1 of the tool will be conducted before the actual research is carried out by the participants further in the process.
2. Divide the participants into 3 small groups and give them a poster and colour markers. Since the topic covered in this case is the environment, the teams can be allocated a topic each (water pollution, air pollution and land pollution). Give time to the groups to explore their topic and visualise its causes on the roots and its consequences on the branches.
3. After the teams complete their trees, invite them for a joint discussion on their findings and understanding and try to observe any similar root causes or outcomes from the three subtopics that can be discussed further. Part 1 ends here with the facilitator requesting the participants and their teams to investigate and research the topic further.

 **Additional remarks**

The methodology can be used in several ways. For instance, on certain occasions, the facilitator can design the tree or use one of the templates. Another alternative is to divide a larger group into teams and ask them to design their own thematic trees by breaking a big topic into sub-topics and exploring them in-depth.

Collective Self Mandala

 **Step:** Two - Choose an issue!

 **Time:** 60 min

 **Space and materials:**

- A large sheet of paper (A0 size);
- Pens, pencils, paints, scissors, brushes, glue, transparent adhesive tape;
- Old newspapers and other materials that can be useful for making a collage (optional).

 **Description of the tool**

Participants will create a mandala with visual representations of their positive and negative impacts on the environment and the ways to minimize their negative impact.

1. Prepare the template of mandala according to the below given example:

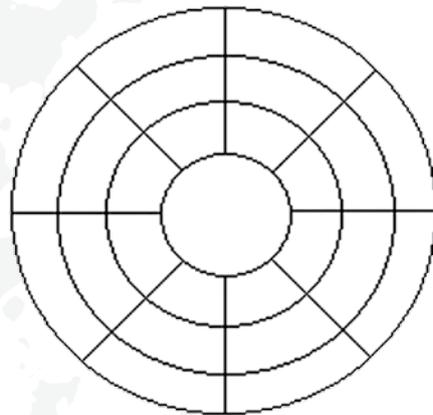


Figure 2. The template of mandala for 8 participants

2. Cut the mandala into pieces in the shape of pizza slices excluding the centre.
3. Give each participant one piece of mandala with three designated spaces. In the smallest space (closest to the middle) participants should individually draw (or create a collage) which will represent their negative impact on the environment, in the middle space – their positive impact on the environment and in the biggest one – ways to reduce their negative impact on the environment.
4. Afterwards, participants will decide together about the content and create the centre of the mandala, as well as glue all the pieces together with transparent tape.
5. Discuss the outcome of the activity with the whole group, compare the input of the different participants. Try also to identify more specific issues in which participants show bigger interest.

 **Additional remarks**

If there are too many participants, you can split them into smaller groups and create several mandalas.

What Causes Pollution?

 **Step:** Three - Explore more!

 **Time:** 30 min

 **Space and materials:**

- Large room or space;
- The question 'What causes water pollution?' written on a large sheet, PowerPoint slide or a white/black board;
- Voting tokens (could be small pebbles, nutshells, etc.);
- A4 sheets or cards providing possible answers to the question.

 **Description of the tool**

The general idea of the tool is to present the participants with the statements, provide them with three tokens and ask them to vote for the three most important ones out of the 8 or 10.

1. Ask the participants to stand in a circle and ask them 'What causes water pollution?'. Ask them to think about it for a few seconds individually.
2. Ask the participants to pair up and discuss the question with their peers, after which you can invite them for a group discussion.
3. Provide the participants with 8-10 statements and ask them to think about them so they can vote for them later on. Give three tokens to each participant and ask them to use their tokens and vote for 3 statements.
4. After the voting, count the tokens, record them and eventually generate a percentage (this can happen later). In the end, ask the participants to volunteer and explain their choices and encourage discussion.

 *** Annex: List of statements**

- Industrial waste.
- We use excessive amounts of fossil fuels.
- Oil spills contaminate the water on a large scale.
- There is an excessive demand for fossil fuel.
- Many chemicals are used to enhance the growth of fish that pollute the water.
- Big industries and companies do not take the necessary measures to prevent pollution.
- People consume more than they actually need leading to intense production that directly or indirectly contaminates the water.
- There are so many interests in the commerce of fossil fuels.
- There is not enough information available for the public on the ways to reduce pollution.
- There is a lack of clean energy resources.

Which Environmental Issue Am I?

 **Step:** Three - Explore more!

 **Time:** 20 min

 **Space and materials:**

- Self-adhesive cards with the names of the specific environmental issues.

 **Description of the tool**

The aim of this activity is to energise the group while exploring different environmental issues.

1. Give each participant a self-adhesive card with a name of an environmental issue written on each. Examples of issues: overfishing, deforestation, ocean acidification, sea level rise, ozone layer, climate change, etc.
2. Ask the participants to place their cards on their foreheads without looking at them.
3. Participants mingle with the aim to guess which environmental issue they are. In order to do so, one can ask questions about the characteristic of the issue, its causes and effects. Other participants can answer only with 'Yes' or 'No'.
4. Follow the activity with a short discussion. Start with the following questions:
 - Was it easy or difficult to guess what issues you were? How did you manage to figure it out?
 - Were there issues you were not aware of and which ones? (At this point the facilitator should be able to explain and/or give details and examples)
 - Are you personally affected of some of these issues? Which ones and how?
 - Do you or can you influence some of these issues? Is your influence positive or negative?

 **Additional remarks**

The tool can be used with other themes where different issues are generated and placed on the cards.

Product Analysis

 **Step:** Three - Explore more!

 **Time:** 50 min

 **Space and materials:**

- Any products ranging from household cleaning, healthcare and body products, food packages and any other available consumables;
- World map;
- Pictures of polluted areas (optional);
- Pictures of production process (optional);
- Materials and resources on the production of certain products.

 **Description of the tool**

1. Divide the participants into small groups and give each group a different product. Ask them to analyse the top ingredients of the product (ideally for food products), the packaging in terms of recyclability, layers of packaging and impact on the environment when disposed.
2. Ask the participants to find information online (if possible) about the origin of different ingredients. The map can be used to indicate the distance a certain product has travelled and the connection between the producing and selling countries.
3. Use the pictures of production to indicate the manufacturing procedure of each product and raise awareness on the processes involved in packaging, making, etc.
4. Use the pictures of polluted areas to indicate the environmental impact of disposing of certain items (e.g., toothpaste packaging, etc.).
5. Start a discussion using the following questions:
 - Does the production of the materials pose any environmental threat (minor or major)?
 - Does the production of plastic packages pose any environmental threat? How is it made?
 - How can it be disposed later on?

 **Additional remarks**

A specific example can be toothpaste, an everyday product with many ingredients. The participants will be asked to identify the main ingredients, conduct basic research on their production and the source of the materials. They can match their findings with the map to observe the origins and also examine some pictures from the factories involved in the production.

From Pollution to Solution

 **Step:** Three - Explore more!

 **Time:** 30 min.

 **Space and materials:**

- Laminated cards depicting reasons, outcomes and solutions for environmental pollution;
- Bigger cards depicting the name of the problem.
- Blu-tack.

 **Description of the tool**

The activity is designed to accommodate a variety of topics that include an issue, its possible reasons, outcomes and potential solutions to tackle the specific problem.

1. Prepare the cards and scatter them on a table or the floor.
2. Instruct the participants to take random cards, read them and proceed to begin a conversation with other participants and see whether their cards match.
3. Ask the participants to stick their cards on a wall or a board and create a visual map of how problems are caused and how they can be possibly solved. The activity requires discussion and thought processing on behalf of the participants which may lead in identifying more solutions to different problems. Allow for participants to access the Internet, if possible, so that they can reference terms and processes.

Example:

Participants will, for instance, select a card that says 'Industrial waste ends up in the ocean'. Another participant will have a card that reads 'Death of aquatic (water) animals', and there will be a card reading 'Try buying environmentally safe cleaning liquids' somewhere in the group. These three participants have the cards for problem cause and solution that can be grouped together on the wall around the issue of 'WATER POLLUTION'.

4. After the activity is done, discuss with the participants their learning, the challenges they faced throughout the exercise and the complexity of issues. You can discuss the effectiveness of the different solutions proposed, brainstorm other solutions and discuss the impact of the participants' individual behaviour on the whole picture.

 **Additional remarks**

Depending on the size of the group, you can decide to only limit the activity to a couple of issues rather than exploring all of them – the more issues are included, the more complicated the exercise gets.

Pay attention that the activity is multidimensional, meaning that there may be common reasons for a problem and various possible solutions.

WATER POLLUTION

| | | | | | |
|--|---|---|--|-----------------------------------|---|
| Oil Pollution by oil industries (routine shipping, run-offs and dumping of oils on the ocean surfaces) | Industrial waste such as Sulphur, Asbestos, Lead and Mercury, Oils, Nitrates and Phosphates | Sewage and waste water | Atmospheric deposition (pollution of water bodies caused by air pollution) | Ocean and marine dumping of waste | Underground storage of petroleum products and tube leakages |
| Death of aquatic (water) animals | Disruption of food-chains | | Diseases (hepatitis, cholera) | | Destruction of ecosystems |
| Stop discarding various chemicals, oils, paints and medicines down the sink drain, or the toilet | Try buying environmentally safe cleaning liquids | Dispose of rubbish in the correct waste bin | | Use water wisely | Avoid using pesticides and fertilisers |

OVERFISHING

| | | |
|---|-----------------------------------|---|
| Unsustainable fishing | Overcapacity of fishing companies | Economic and food needs |
| Ghost fishing | Reducing biodiversity | Negative economic impact on small companies |
| Pressure governments to monitor and punish companies which fish in an unsustainable way | | Try to lower our demand for fish |

GLOBAL WATER SCARCITY

| | | | |
|--|--|---|-----------------------------------|
| Urbanisation | Pollution | Vegetation destruction and deforestation | Climate change |
| Insects like mosquitos that can spread malaria breed on still, dirty water | People that don't have access to clean water can get contaminated with different diseases (also the life threatening) after drinking the dirty one | Water is necessary to grow plants and breed animals, so its lack leads to hunger | Negative influence on the economy |
| | Enormous issues of sanitation | In many countries, children are responsible for bringing water for the family. To do so, they need to walk several miles. This reduces the time they could spend at school. | |
| | Use water wisely | Get involved in campaigns and organisations that aim to preserve the water | |

OCEAN ACIDIFICATION

| | | | |
|---|--|--|--|
| Change of ecosystems comprising calcifies | Reducing the ocean's capacity to perform its role as a carbon sink | Absorption of CO2 by water | Economic losses |
| Cut Carbon Dioxide emissions | Move subsidies on Fossil Fuels to Renewables | Shells' dissolving potentially altering the food webs | Bring awareness about things happening in the oceans |
| | | Sustainable fishing must be enforced to reduce by-catch, overfishing and destructive fishing practices | |

NOISE POLLUTION

| | | | |
|---|--|--|--|
| Household sources | Social events | Commercial and industrial activities | Transportation |
| Hearing impairment | Anxiety and stress reaction | Headaches, irritability and nervousness, feeling of fatigue and decreases of work efficiency | Injuries and deaths of whales and other marine animals |
| Soundproof rooms for noisy machines in industrial and manufacturing installations | Ban using horns with jarring sounds, motorbikes with damaged exhaust pipes, noisy trucks | Place noise producing industries, airports, bus and transport terminals and railway stations away from inhabited areas | |

AIR POLLUTION

| | | |
|--|---|---|
| Emissions from industries and manufacturing activities | Burning fossil fuels | Household and farming chemicals |
| Acidification (ongoing decrease in the pH of the Earth's oceans) | Eutrophication (when the environment becomes enriched with nutrients) | Irritation to the eyes, nose and throat, upper respiratory infections, headaches, nausea, allergic reactions, chronic respiratory disease, lung cancer, heart disease, damage to the brain, nerves, liver, or kidneys |
| Green energy | Energy efficient cars | Use public transport or a bike instead of a car |
| | Less polluting manufacturing activities | Wise usage of energy at home and workplace |
| | | Recycle and reuse things |

LAND POLLUTION

| | | | | | | | | | |
|---|--|---|--------|------------------|---------------|-----------------------------|----------------|----------------------|-------------------------------------|
| Waste produced by crop, animal manure and farm residues | Chemical leftovers of pesticides, fertilisers and insecticides | Ashes produced while waste and solid fuels are burned | Mining | Garbage or waste | Deforestation | Chemical and nuclear plants | Oil Refineries | Construction sources | Sewage treatment Industrial sources |
| Health problems in the human respiratory system, skin and various types of cancer | | | | | | | | | |
| Landfills are the sources of bad smell, can pollute the air while being burnt, and are the places where insects and rats breed which can, later on, spread diseases | | | | | | | | | |

LIGHT POLLUTION

| | | | | |
|--|---|--|-------------------------------------|-------------------|
| Electronic advertising boards and commercial centres | Night sports grounds | Streetlights and car lights | City parks, airports, public places | Residential Areas |
| Health implications like disability glare, eye strain, loss of vision and stress | Artificial lights can negatively influence lives of the sea turtles and distract animals living close to the roads, like deer, which in consequence can lead to their death in a car accident | | | |
| Reduce amount of lights escaping upwards through using a new lighting technology | | Reduce the usage of lights, use motion sensor and saving energy lights | | |

WASTEWATER

| | | | | |
|---|---|--|---|--|
| Domestic sewage | | Non-sewage (water from floods, rain water, water from swimming pools, water from car garages and cleaning centres, etc.) | | |
| Water pollution and scarcity | Eutrophication of fresh water bodies and oceans | Negative impact on ecosystems | Water-related diseases | |
| Reduce the volume of wastewater (through designing new laws, policies and advocacy) | Capture the wastewater immediately | Recycle and reuse water | Treatment of wastewater before discharging into the environment | |

CLIMATE CHANGE

| | | | | |
|---|---------------------------------|--|---|---------------------------|
| Greenhouse gas emission (for example from using cars and electricity at home) | | | | |
| Rising sea and water levels | More extreme weather | | Distortion of the natural habitats and lives of many plants and animals | |
| Protect and plant trees | Recycle, reduce and reuse items | Reduce emissions of CO2 (by using bus, bike or your own legs instead of the car) | | Improve energy efficiency |

POOR WASTE DISPOSAL

| | | | | |
|---|--------------------|---------------|---------------------------------|---|
| Producing too much waste and bad waste management | | | | |
| Surface water contamination | Soil contamination | Air pollution | Health problems | Poor living standards in the cities filled with waste |
| Leachate (harmful liquid that forms as water trickles through contaminated areas) | | | Lack of revenues from recycling | |

Reduce, reuse and recycle

HUNGER AND MALNUTRITION

| | | |
|---|-----------------------------|-----------------------------------|
| Extreme weather and climate change | Wars and conflicts | Poverty |
| Diseases and deaths | Migration and social issues | Negative influence on the economy |
| Support organisations which deal with the issue | | |

DEFORESTATION

| | | |
|---|--|------------------------|
| Logging | Making room for human settlement and urbanisation | Making room for mining |
| Soil erosion destruction | Negative influence on the atmosphere, water bodies and the water table | Climate change |
| Loss of biodiversity | | |
| Join organisations, forest-preservation societies and pressure groups that aim to help preserve the rest of our natural resources | Reduce the use of artificial items, recycle and reuse more | |

FOREST DEGRADATION AND FRAGMENTATION

| | | |
|---|--|--------------------|
| Climate change | Forest fires | Pests and diseases |
| Soil erosion destruction | Negative influence on the atmosphere, water bodies and the water table | Climate change |
| Loss of biodiversity | | |
| Join organisations, forest-preservation societies and pressure groups that aim to help preserve the rest of our natural resources | Reduce the use of artificial items, recycle and reuse more | |

OZONE DEPLETION

| | | |
|---|---|---|
| Chemicals from cars, power plants and factory emissions | | |
| Skin cancer | Cataracts | Negative effects on biogeochemical cycles |
| | Negative impact on phytoplankton and development stages of fish, shrimp, crab, amphibians and other animals | Negative influence on water ecosystems |
| Reduce the usage of CFCs | | |

Thematic Tree - Part 2

 **Step:** Three - Explore more!

 **Time:** 20 min

 **Space and materials:**

- Posters;
- Large printouts of designs of trees;
- Colour markers;
- Posters from the same tool in Part 1.

 **Description of the tool**

1. A thematic tree is a great tool that can be used to record and structure of research on a specific topic. It uses a tree which should comprise a visible root, a tree trunk and the branches. The trunk represents the topic/problem (e.g., water pollution), the root represents the causes of the problem, and the branches present the outcomes or the results of the specific problem. Part 1 of the tool will be conducted before the actual research is carried out by the participants.
2. Following up from part 1, participants in their respective teams conduct research on the topics that were discussed in Part 1.
3. Instruct the participants to use a new (empty) tree to record the findings of their research. The point of the current activity is to follow-up and observe whether there have been any differences recorded after the teams have conducted their research.
4. The tree from Part 1 should be previewed next to the new one. The participants should spend some time considering the differences on their perceived and assumed recordings and compare them with the facts they have discovered.
5. Ask the participants to share their findings and try to find the similarities in the causes and outcomes of each problem. Questions for discussion:
 - What are the differences between the pre-research and the post-research tree?
 - If there were differences, where do they come from?
 - What sources were used to research the issue(s)?
 - Are there any interconnections? If yes, which ones can be identified?

 **Additional remarks**

Another alternative is to divide a larger group into teams and ask them to design their own thematic trees by breaking a big topic into sub-topics and exploring them in-depth. This methodology is the same as the one in Part 1.

News from the Future!

 **Step:** Four - Look for solutions!

 **Time:** 40 min

 **Space and materials:**

- Posters;
- Colour markers;
- Blu-tack.

 **Description of the tool**

1. Divide the participants into smaller groups and ask them to think of ideas for the headlines of the news related to environment that will be visible in newspapers in the next 30 years. To come up with ideas for future headlines, they will have to imagine certain scenarios, some of which may relate to what they have learned about the environment from previous activities. For instance, you can ask them to imagine that there has been a global shift to alternative sources of energy, which has led to the significant decline in oil use. But they can also imagine the exact opposite.
2. After allowing 10 minutes for brainstorming, give the groups 10 more minutes to write down their ideas on the posters and place them on the wall.
 - Ask the participants to review all headlines and share their thoughts. Questions for discussion:
 - What headlines do you imagine?
 - Are there more positive or negative headlines and why?
 - Are there more realistic or more unrealistic headlines and why?

How do you believe the positive headlines can be achieved and the negative - avoided?

 **Additional remarks**

During the brainstorming session, ask the participants to go through a hypothetical action-planning process. The question 'how' is really important in terms of enabling the participants to come up with ideas of potential actions that can be taken into consideration. This type of question adds up to the Step 4 'arsenal' of activities, as it allows the participants to conceptualise several actions that can be potentially applied in step 5.

The Battle of the River

 **Step:** Four - Look for solutions!

 **Time:** 45 min

 **Space and materials:**

- Cards with the description of roles;
- List of arguments (optional).

 **Description of the tool**

The activity is based on the concept of role play. The participants will negotiate and try to influence each other.

1. Divide the participants into four subgroups and assign them with roles (annexed).
2. After the groups are formed and instructed with their roles, give them 15 minutes to prepare the arguments and select speakers (optional). Then the groups will start negotiating with each other.
3. Let the participants negotiate in their roles until they reach an agreement or run out of arguments.
4. Invite the participants to get out of their roles and discuss what happened. Questions for discussion:
 - Is the result of the meeting satisfactory and to whom?
 - Was the argumentation good?
 - Did the discussion allow to see the issue from another perspective and understand the problems of other groups?
 - Was the meeting realistic and how are issues like this usually resolved?
 - Are you aware of similar cases in real life? Were they resolved and how?

Annex: Roles

You are the **representatives of the big factory producing toothpaste (or any other product)**, from which the chemicals are drained into a nearby river. You aim to maintain the current situation unchanged.

You need to discuss within your group why the current situation is satisfactory, what are the benefits and what arguments you will use to avoid being influenced by the local community and organisations which protect the environment.

However, you know that your practices are neither appropriate nor lawful.

You are the **representatives of organisations which protect the environment** and are concerned about the extinction of the fish in the river and the sea. You have conducted field research and studied the chemical composition of water. You are convinced that the activity of the factory is a cause of fish mortality and illness of the people in a nearby village.

Your goal is to influence the factory not to contaminate the river.

You are the **representatives of the local community** living next to the river recently suffering from several health problems. Your aim is to find the best solution for the problem of your community. On one hand, more and more people your from village have health problems, and there are suspicions that it is due to the activities of the factory. On the other hand, most of the residents are employees of the factory and want to keep their jobs.

You represent the **local authorities (government, police)**. You are somewhat neutral but can be influenced by the representatives of the local community in order to ban the activities of the factory, which are detrimental to the overall prosperity of the village. On the other hand, you could be bribed from the factory and all the key stakeholders that can have a share.

Clean It!

 **Step:** Five - Act!

 **Time:** 50 min

 **Space and materials:**

- Bags to collect garbage and recyclable materials;
- Latex gloves (or reusable gloves);
- Motivational pictures - before and after of polluted areas (optional).

 **Description of the tool**

1. Together with the participants identify an area that requires cleaning. It could be a local park or a beach or even a busy street where people can observe the action and possibly become influenced.
2. Divide the participants into teams and start the cleaning process. Give clear instructions on separating the garbage from the recyclable materials.
3. Once the selected area is cleaned, ask the participants how they felt about the process, what they think could be done to encourage cleaner public spaces and collect concrete ideas. Select volunteers to follow up on these ideas.

 **Additional remarks**

After the activity, it may be a great opportunity to create a list of recommendations for further actions – e.g., demand from municipalities (school administration) to have more bins for recycling in outdoor areas (pedestrian lanes, parks, beach, etc.).

Keep the collected recyclable materials as it can be used in the next exercise.

Don't Waste the Waste!

 **Step:** Four - Look for solutions!
Five - Act!

 **Time:** 110 min (20 min for part 1 and 90 min for part 2)

 **Space and materials:**

- Cans, paper boxes, metal boxes and other recyclable materials;
- Glue, nails, hammers, scissors;
- Creative ideas gathered from various media sources (pictures, articles, Youtube videos).

 **Description of the tool**

Participants will be asked to come up with new ways of processing and reusing waste. Afterwards, they will create their own crafts out of used and recyclable materials collected by the participants in the previous activities.

1. During the first part of the activity, divide the participants into 3 smaller subgroups. Each subgroup will receive several items (such as non-functioning keyboards, bottle caps, plastic bottles, glass bottles, old newspapers, mattress's springs, cables).

*The **first group** will receive the task to imagine that they are engineers and come up with as many ways as possible of processing and reusing given items.*

*The **second group** will receive the task to imagine that they are artists and designers and devise as many ways as possible of processing and reusing given items.*

*The **third group** will receive the task to imagine that they are shipwrecked on a deserted island and create their new living environment using given items.*

2. In the second part of the activity, participants will individually or in subgroups create any object using waste previously collected by them.

Make Your Own Product

 **Step:** Five - Act!

 **Time:** 60 min

 **Space and materials:**

- Recipes;
- Materials as described in the different recipes.

 **Description of the tool**

For this activity, the participants will be presented some recipes and asked to make their own products using ingredients that will be provided to them.

1. Divide the participants into groups and ask them to discuss the following questions:
 - What healthcare/cosmetic products do you use every day?
 - Which ingredients do you think are used to produce them?
 - What happens to their packages when we discard them?
2. After allowing 10-15 minutes for the discussion, start discussing the possibility of making our own products. Would there be any benefits in that and what?
3. Give the participants the recipes and the required ingredients to make toothpaste, a deodorant, a face-cream or anything else that is feasible. Several products (e.g., soaps) may be harder to make as they require a longer time for the ingredients to mend together, and they may require technical assistance that could perhaps be conducted under the instruction of the school's chemistry teacher.

Recipe 1: Toothpaste

- 2/3 cup baking soda
- 1 tsp fine sea salt (optional – direct application of the minerals in sea salt is great for teeth, but can be left out if the taste is too salty)
- 1 – 2 tsp peppermint extract or 10-15 drops peppermint essential oil (or add your favourite flavour – spearmint, orange, etc.)
- filtered water (add to desired consistency)

Recipe 3: Toothpaste

- 1/2 Cup Virgin Coconut Oil (not hydrogenised)
- 2-3 Tablespoons of either baking soda or 1 tablespoon of fine pumice
- Xylitol* to taste, depending on how sweet you like your paste
- 15-20 drops of essential oil

Soften coconut oil with gentle heat, add ingredients and mix well, place in a glass jar and allow to cool.

Recipe 5: All-Natural Deodorant with Tea-Tree

- 3 spoons Coconut Oil
- 3 spoons Shea Butter
- 1/4 Cup Arrow Root Powder or Cornstarch
- 1/4 Cup Baking Soda
- 1 spoons Bee's Wax Optional: works well if using an old deodorant container
- 20-30 Drops Tea Tree Essential Oil or Lavender if you don't have tea-tree on hand

Melt the coconut oil and shea butter (and bee's wax if using) in a glass jar. To do this, sit the jar in a pot of boiling water--this will create a double-boiler effect.

Once they have melted together, remove from heat, and stir in the baking soda, arrowroot powder and tea-tree oil.

Pour the mixture into silicone moulds, a jar, a small container or an old deodorant stick. If using an old deodorant stick, wait a few minutes until the mixture has thickened a bit - this will make it easier to work.

Let the mixture set for several hours or overnight before using.

Recipe 2: Whitening Peppermint Sage Tooth Powder

- 2 tablespoons bentonite clay
- 2 tablespoons baking soda
- 1 tablespoon dried, finely ground sage leaf
- 1 tablespoon xylitol (optional, for adding sweetness)
- ½ tablespoon pure sea salt
- 15-20 drops peppermint essential oil

Recipe 4: Simple Homemade Deodorant

- 3 spoons Coconut Oil
- 3 spoons Arrow Root Powder or Cornstarch
- 3 spoons Baking Soda
- 10-20 Drops Tea Tree Essential Oil or Lavender Essential Oil

Melt the coconut oil using the double-boiler effect in the first recipe. Once melted, remove from heat, and stir in the remaining ingredients. Pour the mixture into a small glass jar or container and let it set for a couple of hours. Apply with fingers.

Recipe 6: Homemade Facial Cleanser with Avocado Oil & Honey

- 1/2 Cup Organic Avocado Oil (use Organic Grape Seed Oil for more severe acne prone skin)
 - 3 spoons Honey (raw and unpasteurized, and as always, preferably local)
 - 2 spoons Organic Castile Soap
- Whisk all ingredients together until they're fully combined. This may take a couple of minutes. Transfer to a small squeeze or pump bottle.

Recipe 7: Hydrating Face Mask for All Skin Types

- 2 spoons cucumber puree (puree a chunk of cucumber in a blender, or grate and muddle it up)
- 2 spoons Aloe Vera
- 1 spoon Plain Yogurt with active cultures (make your own)
- 1 spoon Raw Honey

Mix all ingredients until you have a smooth paste. Apply it to face, avoiding eyes, using your fingertips or a small spoon. Let it sit for 15-30 minutes.

Recipe 8: Face Mask for Minimising Scars and Dark Spots

- 1 spoons Raw Honey
 - 1 spoons Lemon juice (from a real lemon)
- Mix ingredients in a small dish. Apply the mask with your fingertips or a small spoon. Leave it on for 15-30 minutes, then rinse with cool-warm water.

Recipe 10: The Best Homemade Shaving Cream (for Guys and Gals)

- ½ Cup Oil (olive, grape seed, almond, etc.)
 - ¼ Cup Honey
 - ¼ Cup Liquid, Castile Soap
 - 10 Drops of Essential Oils (Optional)
- Combine ingredients in a bowl and rapidly whisk for several minutes until all of the ingredients have fully emulsified. Transfer to a pump or squeeze bottle. This shaving cream will not expire, as all of the ingredients have a very long shelf life.

Recipe 9: Soothing Body Butter with Aloe Vera

- 3 spoons Shea Butter
 - 2 spoons Coconut oil
 - 1 spoon Vitamin E Oil
 - 3 spoons Aloe Vera
 - 1 spoon Avocado Oil (or Olive, Jojoba or Almond Oil)
 - 10-15 Drops of Essential oils of choice (optional)
- Melt coconut oil and shea butter in a double boiler. You can create this by putting the ingredients in a small glass jar and then placing the jar in a pan of simmering water. Remove from heat once melted and let the mixture cool until it's opaque (to speed this you can put it in the fridge, but don't let it become solid.). Next, add the remaining ingredients and the coconut/shear mix to a stand mixer bowl and whip until ingredients are well combined, and the mixture is light and fluffy (about 5-10 minutes.) It's finished when the body butter can stick to a spoon when held upside-down. Transfer to a small container or jar and store in a cool place.

Recipe 11: Natural Hazelnut Coffee Sugar Scrub

- 1½ cups sugar
 - ½ cup dry coffee grounds
 - 1 spoon coffee extract
 - 1 spoon hazelnut extract
 - ½ cup sweet almond oil
 - optional: 1 spoon chocolate extract – for a Hazelnut Mocha Scrub:
- In a medium bowl combine sugar and coffee grounds. Stir well to combine. Add the coffee extract and the hazelnut extract to the bowl and stir well. Slowly pour the sweet almond oil into the bowl, stirring constantly. If you notice your scrub has reached the desired consistency, you can reserve the rest of the sweet almond oil. If your scrub is still too dry, stir in a little more almond oil one teaspoon at a time. Transfer to a small tightly sealed container and label. Store in a cool, dry place for up to 30 days.

Learning Bubbles

 **Step:** Six - Reflect!

 **Time:** 20 min

 **Space and materials:**

- Copies of the "Learning Bubbles".

 **Description of the tool**

Participants will use the learning bubbles to reflect on their experience, their learning outcomes, the satisfaction of the learning process and possible ways to improve it. Participants can either do this individually or in small groups.

1. Ask the participants to sit in pairs. Hand each pair a set of learning bubbles.
2. Give them 5 minutes to discuss the different questions and write their answers into the bubbles.
3. Next, ask each pair to find another pair and form groups of four. In these groups, participants can share their responses and discuss their answers.
4. Then ask for a few volunteers to share their responses in the various bubbles. Discuss altogether.

 **Annex: Bubbles**

I have learned...

I was surprised by...

I liked best...

**I would have liked
better...**

Pantomime

 **Step:** Six - Reflect!

 **Time:** 25 min

 **Space and materials:**

- Enough space for participants to move around.

 **Description of the tool**

1. Ask the participants to split in small groups and discuss briefly what they found the most striking within their recent learning experience.
2. Give the groups 10 minutes to rehearse a small pantomime to reflect their learning experience.
3. Invite all groups to share their pantomime. The other participants can guess what was presented and can ask questions to the presenters.
4. Discuss:
 - Did you manage to represent your key learning experience?
 - Were the experiences different from one group to another? How so?
5. Give a big round of applause for all participants at the very end!

 **Additional remarks**

You can ask the participants to reflect and represent their whole learning experience or choose a moment, a concrete experience or a striking issue that they would like to act out.

This tool is not specific to the theme and can be used with any other theme.

Module 2: Technology



Module 2: Technology

Introduction

Technology was selected as a theme of this guide, based on the high interest young people have shown on the topic. Accompanied by high technology in their everyday lives, young people feel they need to know more about in search of balance and stable identity. This module allows young people to explore deeper the wide theme of technology, trying to stay impartial in the selection of concrete global issues around it – they are expected to be generated by the youngsters themselves. However, there are a couple of tools within the modules where the specific focus is paid on some major issues, which we will briefly present here.

Production path of technology

Smartphones, tablets, music players, computers, kitchen utilities – we are surrounded by e-stuff, and we hardly think about where it comes from. The label 'Made in...' doesn't even start to tell the whole story. Resources are mined in one part of the planet, processed in other, constructed in third, following the know-how of fourth and the design of fifth, then transported, stored, sold, re-sold and so on. This path is full of problematic issues. Using of natural resources, environmental pollution (in production, transportation, waste), violation of human rights (including child labour), dirty money (the popular case of 'conflict minerals' in Congo financing paramilitary violent groups), unequal allocation of profit throughout the chain – just to name a few.

Access to technology

It is very clear that technology makes people's lives easier, but does everybody have access to it? According to different research, technological know-how can lift millions out of poverty and provide better living conditions if it is more social and less profit-oriented. This also raises the question about access to technology as a basic human right. How can we make sure that everybody benefits from technology and not only some?

Use of technology

It is young people's observation that we don't use technology (particularly high technology and the Internet) in its full potential, but mainly for entertainment. Technological solutions can be utilised in our actions for more just and fair world, should we have the awareness and the knowledge to do so. Parts of the module specifically address this question.

The module consists of 19 tools which facilitate the path of the young people towards global citizenship, following the 6-steps approach. Many of the tools can be used for other themes outside of technology. On a couple of occasions the module offers the usage of technological solutions (free software and apps), which we recommend should be followed, so we can also strengthen the capacity of the young people to utilise accessible technology for addressing social issues.

Aims and objectives of the module

The general aim of the module is to guide the participants through a full learning process around the theme of technology and its connection to various global issues.

The specific objectives of the module are:

1. To build horizontal global citizenship competencies of young people as noted below, along with fostering some digital skills;
2. To deepen the understanding of young people around the different global aspects of the theme of technology;
3. To equip young people with the knowledge, skills and awareness to take action on global issues related to technology.

Number of participants

12-25

Duration and time requirements

The overall duration of the module is 14 astronomical hours (approximately 18 school hours of 45 minutes).

The module should be covered in at least 9 meetings. The time breakdown provided below foresees each meeting to be between 1 and 2 hours. This breakdown is provisional and could be altered. There are two tools which require preliminary work and preparation by the participants – *Global Leaders Simulation* and *Online and Offline Research*. The tasks for these tools must be given at a previous meeting.

Suggestion for a Work Programme

| N | Event/ meeting | Step | Name of the tool | Timing per tool | Timing per event |
|---|----------------|--------|------------------------------------|-----------------|------------------|
| 1 | Meeting 1 | Step 1 | What Is a Global Citizen? | 30 min | 1 h, 45 min |
| | | Step 1 | Fill It In (Part 1) | 30 min | |
| | | Step 1 | Characters (Part 1) | 45 min | |
| 2 | Meeting 2 | Step 1 | Around the School | 45 min | 1 h, 45 min |
| | | Step 2 | How Does It Reach Us? | 1 hour | |
| 3 | Meeting 3 | Step 2 | Charades | 45 min | 1 h, 45 min |
| | | Step 2 | Exploring by Theatre | 1 hour | |
| 4 | Meeting 4 | Step 2 | Global Leaders Simulation | 1 hour | 1 h |
| 5 | Meeting 5 | Step 3 | Being Critical | 1 hour | 1 h |
| 6 | Meeting 6 | Step 3 | Online and Offline Research | 45 min | 1 h, 45 min |
| | | Step 3 | Virtual Mind Map | 1 hour | |
| 7 | Meeting 7 | Step 4 | Bottom-up Decisions | 1 hour | 1 h |
| 8 | Meeting 8 | Step 4 | Swimming Plan | 1 hour | 2 h |
| | | Step 4 | If It's Not On a Video... (part 1) | 1 hour | |
| | | Step 5 | Action | | |
| 9 | Meeting 9 | Step 6 | If It's Not On a Video... (part 2) | 10 min | 2 h |
| | | Step 6 | Put-in / Put-out | 30 min | |
| | | Step 6 | High-five | 20 min | |
| | | Step 6 | Fill It In (part 2) | 30 min | |
| | | Step 6 | Characters (part 2) | 30 min. | |

Overview of tools and their relation to global education competencies

| GloLab Framework competencies | | Self-awareness | Personal development | Maintaining relations | Understanding Glocal connections | Commitment to equality and human rights | Challenging stereotypes | Respect for the environment | Critical thinking | Maintaining independent opinion | Empathy | Solidarity | Creativity | Active participation | Taking action |
|-----------------------------------|------|----------------|----------------------|-----------------------|----------------------------------|---|-------------------------|-----------------------------|-------------------|---------------------------------|---------|------------|------------|----------------------|---------------|
| Tools in this module | | | | | | | | | | | | | | | |
| Name | Page | | | | | | | | | | | | | | |
| What Is a Global Citizen? | 54 | X | | X | X | X | | | | | | | | | |
| Fill It In (Part 1) | 56 | X | X | | | | | | | | | | | | |
| Characters (Part 1) | 59 | X | | | X | | | | | X | | | | | |
| Around the School | 62 | X | | X | X | | | | | | | | | | |
| How Does It Reach Us? | 63 | | X | X | X | X | | | X | X | | | | | |
| Charades | 65 | | X | X | X | | | | | X | | | | | |
| Exploring by Theatre | 66 | | X | X | X | X | X | | | | X | X | | | |
| Global Leaders Simulation | 68 | | X | X | X | | | | X | X | | X | | | |
| Being Critical | 69 | | | X | | | | | X | X | | | | | |
| Online and Offline Research | 72 | | | X | | | | | X | X | | | | | |
| Virtual Mind Map | 73 | | | | X | | | | X | | | X | | | |
| Bottom-up Decisions | 74 | | X | X | X | | | | | X | | | X | X | X |
| Swimming Plan | 75 | | | X | | | | | | X | | | X | X | X |
| If It's Not On a Video...(part 1) | 77 | | | X | | | | | | | | | X | X | X |
| If It's Not On a Video...(part 2) | 78 | X | X | | | | | | | | | | | | |
| Put-in / Put-out | 79 | X | X | | | | | | | | | | | | |
| High-five | 80 | X | X | | | | | | | | | | | | |
| Fill It In (part 2) | 82 | X | X | | | | | | | | | | | | |
| Characters (part 2) | 83 | X | | | X | | | | | X | | | | | |

What Is a Global Citizen?

 **Step:** One - Get Connected!

 **Time:** 30 min

 **Space and materials:**

- Room that allows moving and sitting in a circle;
- Printed definitions of a global citizen.

 **Description of the tool**

1. Print or copy the definitions of a global citizen (in the annex) and spread them in different parts of the room.
2. Ask the participants to go around individually, read all the definitions and stand next to the one they like the most. Collect a couple of opinions from people standing to different definitions.
3. Now ask the participants to go around again and stand next to the definition they feel applies to them personally the most. Collect a couple of opinions from people standing to different definitions.
4. Ask the people to sit in a circle for a short debriefing with exemplary questions:
 - If changed positions between the two rounds, why did you do that?
 - Were there definitions that were controversial to one another and which? How did you feel about it?
 - Are there people who don't consider themselves global citizens and why?
 - Is there something missing in all the definitions and what?
 - Are the definitions showing what global citizens are now or what we would like them to be? What's the difference and how can we overcome it?
 - What role does technology play in the life of the global citizens?
 - Would global citizenship be possible without technology and why? Were there global citizenship before the Internet and who? What is the difference?

 **Additional remarks**

If the group is into the topic, you can ask them to draft their own definition of a global citizen, using parts of the other definitions or their own words.

The exercise is universal and could be used regardless of the theme the learning process evolves around. However, additional debriefing questions could be addressed to the participants around a specific theme, similar to the last two questions above.

Annex: Definitions of a Global Citizen

'Global citizen is someone who identifies with being part of an emerging world community and whose actions contribute to building this community's values and practices'

Ronald Israel in <http://www.kosmosjournal.org/article/what-does-it-mean-to-be-a-global-citizen/>

A person who places their identity with a 'global community' above their identity as a citizen of a particular nation or place. The idea is that one's identity transcends geography or political borders and that responsibilities or rights are or can be derived from membership in a broader class: 'humanity.'

Wikipedia on https://en.wikipedia.org/wiki/Global_citizenship

Global citizens nurture personal respect and respect for others, wherever they live. They think deeply and critically about what is equitable and just, and what will minimise harm to our planet.

Rephrase from <http://www.ideas-forum.org.uk/about-us/global-citizenship>

We don't see the global citizen as someone with no identity, but rather someone who has confidence and is proud of his culture and history - and... open to the modern world.

Mozah bint Nasser Al Missned

Global citizen would be the one that acknowledges their benefits from being part of a global community but also recognises their responsibility towards it and acts on it.

GlobaLab definition from <https://www.globalab.org/global-citizenship>

Fill It In (Part 1)

 **Step:** One - Get Connected!

 **Time:** 30 min

 **Space and materials:**

- Printed self-evaluation sheets for all participants;
- Pens/pencils for all participants of the same colour.

 **Description of the tool**

1. Explain to the participants that they'll be going through a long-term learning process, and at the end, they should be able to know if it gave them something. Explain that this learning process is based on a specific educational framework set to educate global citizens (make reference to the previous activity if applicable).
2. Hand over the self-evaluation sheets and ask the participants to fill it in. Make sure to explain any words, terms and phrases they might not understand, support with examples. Make sure they fill in using the same colour (for example blue). Allow enough time.
3. In the end, ask the participants to mark their sheets in a unique way so they should be able to recognise it at the end of the process, which could be weeks later. If they don't mind, they could also put their names on it.

 **Additional remarks**

Keep the sheets and re-introduce them at the end of the process with the tool *Fill It In (part 2)*.

This tool is universal and can be used as a starting point and evaluation tool for all the modules in this guide, as well as for other learning processes which might be based on the GlobalLab Framework for Global Citizenship Education.

 **Annex: Self-evaluation sheet**

| Competence | Key characteristics of the competence | Mark your own level with 1 being the lowest and 10 – the highest | | | | | | | | | |
|---|--|--|---|---|---|---|---|---|---|---|----|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Self-awareness | Ability to describe own identity (culture, lifestyle, religion, etc.) | | | | | | | | | | |
| | Ability to assess personal strengths and weaknesses | | | | | | | | | | |
| | Ability to define personal role towards global change | | | | | | | | | | |
| | Confidence | | | | | | | | | | |
| | Sense of own worth and pride | | | | | | | | | | |
| Personal development | Learning to learn | | | | | | | | | | |
| | Being able to meet challenges | | | | | | | | | | |
| | Being able to recognise own mistakes and admit them | | | | | | | | | | |
| | Patience | | | | | | | | | | |
| | Persistence | | | | | | | | | | |
| Maintaining relations | Courage | | | | | | | | | | |
| | Successful communication | | | | | | | | | | |
| | Cooperation | | | | | | | | | | |
| Understanding Glocal connections | Conflict resolution | | | | | | | | | | |
| | Understanding global interconnectedness | | | | | | | | | | |
| | Understanding the links between local and global realities | | | | | | | | | | |
| | Obtaining a personal relation with the global issues of one's interest | | | | | | | | | | |
| | Ability to explore the context, the extent and the causes of issues | | | | | | | | | | |
| Commitment to equality and human rights | Ability to think and act beyond national borders | | | | | | | | | | |
| | Awareness of human rights and the ways to protect them | | | | | | | | | | |
| | Respect for every human being | | | | | | | | | | |
| | Commitment to treat people equally | | | | | | | | | | |
| Challenging stereotypes and prejudices | Acceptance of diversity | | | | | | | | | | |
| | Understanding the impact of stereotyping and prejudice | | | | | | | | | | |
| | Ability to challenge stereotypes and prejudices | | | | | | | | | | |
| Respect for the environment | Dealing with social and cultural diversity | | | | | | | | | | |
| | Awareness of the effects of individual behaviour on the environment | | | | | | | | | | |
| Critical thinking | Commitment to sustainable development | | | | | | | | | | |
| | Awareness of different sources of information | | | | | | | | | | |
| | Critical assessment and the ability to question information | | | | | | | | | | |
| | Recognising manipulation by media and authorities | | | | | | | | | | |

| Competence | Key characteristics of the competence | Mark your own level with 1 being the lowest and 10 – the highest | | | | | | | | | |
|---------------------------------|---|--|---|---|---|---|---|---|---|---|----|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Maintaining independent opinion | Ability to form an opinion based on arguments | | | | | | | | | | |
| | Ability to express opinions and debate | | | | | | | | | | |
| | Open-mindedness | | | | | | | | | | |
| | Ability to listen, reflect and accept different perspectives | | | | | | | | | | |
| Empathy | Ability to get into someone else's shoes | | | | | | | | | | |
| | Ability to act towards global justice with sensitivity and compassion | | | | | | | | | | |
| Solidarity | Collective mentality | | | | | | | | | | |
| | Ability to demonstrate solidarity | | | | | | | | | | |
| | Commitment to social justice through own behaviour | | | | | | | | | | |
| | Ability to control and reduce own egoism | | | | | | | | | | |
| Creativity | Ability to raise innovative ideas and non-traditional solutions | | | | | | | | | | |
| | Ability to employ own creativity into an action process | | | | | | | | | | |
| Active participation | Ability to define alternatives for action and set priorities | | | | | | | | | | |
| | Ability to make smart and informed decisions | | | | | | | | | | |
| | Ability to cooperate and share tasks with others | | | | | | | | | | |
| Taking action | Knowing ways to oppose injustice and meet global challenges | | | | | | | | | | |
| | Belief and motivation to contribute to making a difference | | | | | | | | | | |
| | Value of volunteerism | | | | | | | | | | |
| | Ability to take the initiative and engage others | | | | | | | | | | |

Characters (Part 1)

 **Step:** One - Get Connected!

 **Time:** 45 min

 **Space and materials:**

- Room that allows moving and sitting in a circle;
- Pieces of paper and pens/pencils for all participants;
- Printed video game characters (optional).

 **Description of the tool**

1. Ask participants to think of a favourite character – it could be from a book, movie, TV series, video games. Ask them to draw it or put their name on a piece of paper.
2. Then ask the participants to think how their favourite character relates to the understanding of a global citizen as explored in the previous tools. Ask them to think about all the ways the character is or is not a global citizen. Ask them to either draw these points or put down keywords.
3. Let each participant present their findings (if the group is bigger and depending on timing, you could break them into smaller groups for presentation and ask for short report). Then debrief with exemplary questions:
 - What have you found about your characters? What makes them global and what not? Give examples.
 - Do characters need to be more global and why?
 - What criteria have you considered when you were selecting your favourite character?
 - If you have not considered how global the character was before, why do you think is that?

 **Additional remarks**

If the group doesn't know each other, the tool could also be used for the introduction. In this case, participants should present themselves along with their favourite character.

You can collect the papers of the participants and use them during *Characters (part 2)*.

To further strengthen the theme of technology, you focus only on video game characters. To do that, make sure that the majority of the participants play video games. Those who don't could use the exemplary characters annexed, but also think about popular characters like Super Mario.

Annexes: Video game characters

Ashe (League of Legends)⁶

As a child, Ashe was always a dreamer. She marvelled at the abandoned fortresses of her ancestors and spent hours by the fire listening to tales of the Freljord's fabled champions. Though her mother chided her foolishness, Ashe swore one day she would join the scattered and warlike tribes of the tundra. She knew in her heart that if her people stood together once more, they would reach greatness again.

When Ashe was only fifteen, her mother was killed while commanding the tribe on a brash raid. Suddenly thrust into the role of leader, Ashe made the difficult decision to follow her childhood vision instead of seeking the revenge she craved.

With her vision of peaceful unification, Ashe's tribe swelled, becoming the largest in the Freljord. Now known as the Avarosan, they stand together with the belief that a united Freljord will once again become a great nation.

"One tribe, one people, one Freljord." -- Ashe



Figure 3

Arthas (Warcraft)⁷

Arthas, Crown Prince of Lordaeron and Knight of the Silver Hand, was the son of King Terenas Menethil II and heir to the throne. He was trained as a paladin but later became one of the most powerful and evil beings.

Arthas was a man of action. He was an inspiring leader, leading his men by example. In conversations with other characters, he appeared witty and easy-going, yet able to hold true to his decisions and make others accept them. Arthas also has a strong sense of loyalty to his men and his kingdom.

He always sought the approval of others (such as his father) and often felt underappreciated. His intentions were good, but the Lich King exploited those faults and desires as soon as he took up Frostmourne.

After the death of his father, Arthas claims he no longer feels remorse, shame, or pity.

I would gladly bear any curse to save my homeland. -- Arthas



Figure 4

⁶ Photo and revised text from <http://gameinfo.na.leagueoflegends.com/en/game-info/champions/ashe/#champion-lore>

⁷ Photo and revised text from http://wowwiki.wikia.com/wiki/Arthas_Menethil

Lara Croft⁸

Tomb Raider (2013)

Lara is the daughter of famous British archaeologist Richard Croft. During her teenage years, she often accompanied her parents on expeditions and decided to study archaeology at the famous University College of London.

Lara is originally a bookworm – a very serious student, who didn't seem to fit in well with her peers. She is a loner and feels uncomfortable when people are paying attention to her.

Her father mentored her for years in field skills: mountaineering and rock climbing, beginner first aid and the basics of archery, firearms handling and wilderness survival.

Young Lara experiences huge enormous growth in character on Yamatai, an island of thousand dangers and horrors. It reveals her to herself as she discovers just how strong and amazingly capable she really is.

'I had to kill some of them; I had no choice (...) It's scary how easy it was.' -- Lara



Figure 5

Ezio (Assassin's Creed)⁹

Ezio Auditore da Firenze (1459 – 1524) was a Florentine nobleman during the Renaissance and the Mentor of the Italian Brotherhood of Assassins.

Initially, Ezio allowed his emotions to get the best of him, going so far as to disrespect the corpse of Vieri de' Pazzi just after his death. However, Ezio did manage to gain control of his anger and, by the time he had become a Master Assassin, could control it almost completely.

However, by the time Ezio confronted Rodrigo Borgia, he had become more dedicated to his role as an Assassin, ceasing to use revenge as a motivation. He became more focused on instilling a sense of fraternity among his apprentices, and a love of the cultures they would defend from the Templars. He also spared the lives of any targets that he concluded had no need to die.

Ezio was also passionately loyal to his family. He always put protecting his mother and sister above his safety and his allegiance to the Assassins.



Figure 6

⁸ Photo and revised text from <http://www.writeups.org/lara-croft-tomb-raider/>

⁹ Photo and revised text from http://assassinscreed.wikia.com/wiki/Ezio_Auditore_da_Firenze

Around the School

 **Step:** One - Get Connected!

 **Time:** 45 min

 **Space and materials:**

- School environment, preferably after-school timing.

 **Description of the tool**

To build connections between the local and the global, the learners should explore the local – in this case, the school environment.

1. Start by asking what students understand by the term ‘technology’ and ask them to give examples. If needed, introduce definitions of technology:
The application of scientific knowledge for practical purposes, especially in industry. Machinery and devices developed from scientific knowledge. (Wikipedia).
2. Make sure the understanding of the participants is not limited only to high technology.
3. Divide the participants into groups and send them on a journey around the school with the task to find physical or non-material evidence/relations/connections to the theme of technology. When sending the participants on the journey, ask them to search for examples of using technology in the school environment. Remind them it should not necessarily be advanced technology, and it might not even be related to electricity. If they have smart phones and cameras, you can also ask them to take photos. Give them enough time to explore and instruct them for any rules they might need to follow depending on the context (being quiet if there are school activities taking place in parallel, not leaving the schoolyard, etc.)
4. Set up a time when the participants should be back and let them present their findings group by group. Debrief with exemplary questions:
 - Is the school using technology and what kind?
 - Where does this technology come from? Not only physical but who thought of it?
 - Were you surprised at a number of connections the school has to the theme and why?
 - What was your most surprising discovery and why?
 - If you have not thought about the connections of the school environment to the theme before, why do you think is that?
 - Does the evidence you’ve found make the school global and why? Why not?
 - If our country was to be isolated physically and informationally from the rest of the world, how would the school look like? What technology would be there and what would be missing?

 **Additional remarks**

If the conditions don’t allow the students to leave the room, a modification can be made where they explore the room and any objects, posters and materials available there (not recommended).

You can use the exercise with other themes, not only technology. During the debriefing, modify the questions and/or leave out the technology-specific questions.

How Does It Reach Us?

 **Step:** Two - Choose an issue!

 **Time:** 1 hour

 **Space and materials:**

- Room allowing to sit in circle and work in small groups;
- Copies of the list of issues – at least one per group;
- Posters and markers.

 **Description of the tool**

1. Divide the participants into smaller groups (up to 4 people). Assign one technological gadget (e.g., a mobile phone) to each group and ask the participants to imagine the journey of this object to their hands. Ask them to be as detailed as possible and to sketch this journey on a poster – the ideas and know-how behind the object, the materials it is made of, where were they mined and by whom, what happened next. They are free to use the Internet and any other sources of information available to complete their task.
2. While the participants work on the task, it is advisable that you do your own research (access to the Internet preferred) to make sure you follow and could contribute to important aspects. After the participants complete the task, invite the groups to present their findings/ suggestions.
3. Introduce the List of Issues and give at least one copy to each group. Ask them to think, discuss and decide if the listed global issues are connected to the journey of the objects they have been exploring and how. Make sure you can explain each of the issues shortly, should the participants ask.
4. Let the groups present their findings and debrief, exemplary questions:
 - How do you feel about the activity and what have you learnt?
 - Do you usually think about where the things we use come from and why?
 - If we find that things WE use are connected to a number of global issues, does it mean WE could also have an influence on solving them? Why? How?

 **Additional remarks**

Mobile phones are very appropriate to explore. In this case, you can get acquainted with questions like 'conflict minerals' used in most of the mobile phones and other devices. Make sure to pay attention not only to the materials but also to access to research, information, know-how, models and designs needed to produce technology. Reflect with the participants how knowledge is (not) transferred throughout borders, who does (not) have access to it and why this is important.

The tool can also be used for other themes, depending on the object you give to the participants for exploration – it can, for example, be a product, food, a piece of clothing, etc.

 **Annex: List of issues**

Environmental pollution

Usage of natural resources

Sustainable development

Biodiversity

Human rights

Labour rights

Child labour

Overconsumption

Animal rights

Poverty and hunger

Wealth allocation between countries

Health

Trade

Active citizenship

Intercultural dialogue

Social justice

Consumerism

Gender equality

Migration

Access to knowledge

Waste (including e-waste)

Charades

 **Step:** Two - Choose an issue!

 **Time:** 45 min

 **Space and materials:**

- Room allowing to sit in circle and work in small groups;
- Pieces of paper and markers;
- Timer (optional).

 **Description of the tool**

This exercise allows participants to think about the issues which constitute one big theme and have fun explaining them to each other.

1. In the beginning, explain to the participants that the theme of TECHNOLOGY is huge, and to explore it, we need to break it down to smaller issues.
2. Divide the participants into smaller groups and ask them to think about the issues which surround the theme of TECHNOLOGY. They could also use the issues they've been referring to in the previous exercise as an inspiration (if applicable), but also – very importantly – their own experience and local reality.
3. Give them time and make sure you go around the group to direct them and give examples, if needed. Each issue they come up with should be readable noted down on a separate piece of paper.
4. When the groups are ready, ask them to present the issues playing Charades, where one person tries to explain the other groups an issue without talking but just using body language. If you want to, you can set time limits and put down the score. In any case, make sure you put all issues together on a poster. After all the groups have presented, you will have the full list of issues for further exploration.
5. Debrief with exemplary questions:
 - How did you enjoy the exercise and how do you find the results?
 - Are there issues still missing and what?
 - Why is it important to break down big themes to smaller issues?

 **Additional remarks**

If the participants struggle to cut the big theme in issues, ask them to think about how this theme is perceived by different social groups – for example, different nations, different age groups, different genders, people with different income, etc. In case the groups are stuck with identifying smaller issues, you can hint them in different directions: fairness of resources used for technology, use of natural resources, access to technology, child labour in the production chain, internet safety, excessive use of phones, dependency on technology, etc.

The tool can also be used with any other theme.

Exploring by Theatre

 **Step:** Two - Choose an issue!

 **Time:** 1 hour

 **Space and materials:**

- Room allowing to sit in circle, re-arrange theatrically and work in small groups;
- Copies of the 4 parts of the annex (at least one copy per group).

 **Description of the tool**

By using theatre, this tool explores different aspects of the concept 'Technology Justice'.

1. Divide the participants into small groups (3-5 people) and use the annexed materials to assign three dimensions of 'Technology Justice' to different groups.
2. Ask the groups to imagine how their issues influence the real life of people around the world and to act one such situation out with a short theatre play. You can discuss the issue further after each performance or discuss the issues together after all performances.
3. After the theatre performances, make sure to introduce the definition of 'Technology Justice' (part 4 annexed) and discuss it together with the participants. Ask how they understand each point.
4. At the end debrief with the following questions:
 - How do you feel about the idea of 'Technology Justice'? What do you like and don't like about it?
 - Is it realistic for 'everyone to have access to technologies essential to life'? Why?
 - There are predictions that access to the Internet will become a basic right (human right) by 2023. How does this relate to the idea of Technology Justice?
 - Why technological know-how and research mainly happens in the Global North? Try to think of as many factors as possible. (And no, people from the Global North are not 'naturally smarter'!)
 - Find examples of technological innovations that emerged in the Global South. It is important not to picture this part of the world as 'poor, uneducated, undeveloped and sad place'.
 - How do you feel about the exercise and what have you learnt?
 - How did you manage to imagine how the big issues affect the everyday life of people? What experience did you use?
 - If issues affect people, is the opposite true as well? How can people influence issues? How can we?

Annex: Technology Justice aspects and definition¹⁰

Part 1: Inequitable access to existing technology

Billions of people around the world still do not have access to technologies that could assist them to meet their basic needs. The energy sector provides a clear example: 1.2 billion people have no access to electricity, although the technology, the knowledge, and the means for everyone on the planet to have access to some form of modern energy exists.

Traditionally, improving energy access is focused on connecting households to the electricity grid. This approach often neglects those living in remote, rural locations where grid connection is not prioritised, nor, in some cases, possible. It means that for hundreds of millions of people energy access will be as difficult as it was decades ago.

Part 2: Innovation ignoring the poor

One trillion dollars were invested in research and technological development in 2010. This investment remains mostly physically located in the global North and is more likely to be driven by the market than by global priorities. Health research is one clear example of this: just 10 per cent of worldwide expenditure on health research is devoted to the problems that afflict 90 percent of the world's population – this is the so-called 10/90 gap. One positive trend is a growing proportion of research and development taking place in the Global South, but national innovation and research capacity still need to be strengthened. If it is not, then the South will still need to rely on technological transfer from the North which can create a dependency on external knowledge and capacity and put communities at risk.

Part 3: Unsustainable use of technology

The choice and use of technology can have both positive and negative impacts, on us, on those sharing the planet with us, and on future generations. Those who produce and use technology don't always bear the full costs of its production and use. One clear example is climate change, in part caused by a systematic reliance on fossil fuel-based technologies, particularly by industrialised states. Yet, it is some of the world's poorest people, often in countries with limited access to those same technologies, who are already bearing the devastating effects of climate change. These people, as well as generations to come, will be forced to deal with the environmental impacts of the technology choices we are making today. How technologies are designed, produced, and used can cause negative impacts at a more localised level, too.

Part 4: Definition of Technology Justice

The world with Technology Justice would be one in which:

Everyone has access to existing technologies that are essential to life; and

The focus of efforts to innovate and develop new technologies is firmly centred on solving the great challenges the world faces today: ending poverty and providing a sustainable future for everyone on our planet.

¹⁰ Annex (with adaptations) from <http://infohub.practicalaction.org/oknowledge/handle/11283/556995>

Global Leaders Simulation

 **Step:** Two - Choose an issue!

 **Time:** 1 hour

 **Space and materials:**

- Room allowing to sit in a circle and work in small groups;
- Poster and markers;
- Laptop and projector (optional).

 **Description of the tool**

1. Divide the participants into teams and let them know they will be part of a global leaders gathering on the theme of Technology.
2. Each group needs to select one issue/aspect of this theme, or you can assign issues to the groups (use the issues generated in the previous tools, particularly *Charades*). It is good if the teams receive their assignment in advance, so they have time to prepare (in this case, they can also make a digital presentation).
3. Explain that the main purpose of the gathering is to come up with the common decision on one issue, which is the most important within the explored theme. The groups need to persuade one another that their issue has importance and personal influence on a lot of people, so it needs to be the one to be tackled. Encourage the participants to be creative in preparing and delivering their presentations so they could impress the rest.
4. Each group should present their case within 5-8 minutes. You can either moderate the gathering or assign a moderator from the participants (they should not be part of any group). Questions and answers should follow each presentation as well as an overall debate. If needed, introduce rules for the debate, and the moderator should follow them strictly.
5. After the debates, ask the participants to vote for each of the issues. The one with the most votes would be the issue to be further researched and worked on for the rest of the process.
6. After the decision is taken, make sure participants have calmed down and out of their simulation mode. Debrief using exemplary questions:
 - How do you feel about the activity?
 - What was the quality of the presentations? Were the teams prepared? What could you do better?
 - What was the quality of the debate? Were rules broken, which ones and why? How did this affect the overall process?
 - Is everybody satisfied with the results? What compromises were made?
 - What is the point of deciding on only one issue and not work on all of them?

 **Additional remarks**

Exploring the theme of technology, you can be more specific and put the participants in the situation of 'Google Board of Directors'. The Board of Directors should decide which global issues connected to Technology should get the attention of the company, further researched and addressed. In all cases, make sure the issues the groups work on (potentially) affect them in their everyday life.

Being Critical

 **Step:** Three - Explore more!

 **Time:** 1 hour

 **Space and materials:**

- Room allowing to sit in a circle and work in small groups;
- Printed Fake News materials.

 **Description of the tool**

1. Divide the participants into teams and give each group a text with clearly manipulative nature on most popular myths around technology and globalisation. Give them time to read through and discuss the questions there.
2. Let each group present their findings and discuss together, using the following exemplary questions:
 - How do you feel about the exercise?
 - Have you come across a similar situation in your life? What and where? How did you deal with it?
 - Do you trust the information more if there are visual materials (photos, videos)? Why? Are there certain criteria that something is true?
 - What are the things we need to do before believing a certain piece of information is a fact? (Work with the participants to compile a list)
 - What the source of one information can tell us about its validity?
 - Why would somebody lie or manipulate information? What is their interest? Is there a bigger picture and what it is?
 - What can we do about it?
3. Move to more specific questions on technology:
 - All quoted sources are fake, but the news themselves are real, just from other sources. Was it confusing? How did it make you feel? How do we know the real source of something?
 - One of the fake sources is Wikipedia. While very helpful, Wikipedia is not always the most reliable source of information. Why? How does Wikipedia work, how is the content generated? Who is responsible for the content there?
 - Why are there a lot of conspiracy theories around technology?
 - Does technology scare people more than nature and why?
 - How can we, using technology, avoid being manipulated? (instant search for other sources, ownership of media and research centres, different perspective, checking origins of photos)

 **Annex: Fake News materials¹¹**

Note: All media sources quoted in the annex are FAKE!

PART 1: Microchips

On May 2014, through Europe newborn children will be compelled to take in a subcutaneous RFID chip.

Public clinics in the European Union are to be alerted. The chip in inquiry will be contributed with the report sheet on the newborn.

This chip will also be an impressive GPS sensor that will task with a micro-disposable battery every 2 years in state clinics. GPS chip grants an edge of error of 5 meters, as a statement that it is excellent.

It will be linked straight to a satellite, which will guide the networks. As forecasted, this chip will be essential for all kids born after May 2014, but with a present confirmation date until December 2016.

Source: CNN

Questions to discuss:

- *Is the information true? How do we know?*
- *What are the signs hinting the information might be true?*
- *What are the signs hinting the information might not be true?*
- *How can we be sure if it is true or not?*

PART 2: Facebook

Facebook just released their price grid for membership. \$9.99 per month for gold member services, \$6.99 per month for silver member services, \$3.99 per month for bronze member services, free if you copy and paste this message before midnight tonight. When you sign on tomorrow morning, you will be prompted for payment info... It is official it was even on the news. Facebook will start charging due to the new profile changes. If you copy this on your wall, your icon will turn blue, and Facebook will be free for you. Please pass this message on if not your account will be deleted if you do not pay!

Source: Facebook

Questions to discuss:

- *Is the information true? How do we know?*
- *What are the signs hinting the information might be true?*
- *What are the signs hinting the information might not be true?*
- *How can we be sure if it is true or not?*

¹¹ Parts 1, 2, 3 are quoted and debunked in <http://www.snopes.com/>
Part 4 from <http://www.geoengineeringwatch.org/scientist-speaks-on-the-record-about-haarp-caused-floods/>

PART 2: War

Ukrainian government officials confirmed a nuclear blast was detected in Ukraine Sunday. No other news is coming out of the area.

Three videos just uploaded show the small nuclear blast below. Nothing more is known at this time, including who launched the weapon or against which target.

The materials appear to have originated from the war-torn region of Ukraine, where separatists are attempting to return control of the former Soviet nation to Russia.

Russia's new military doctrine reserves the right to use nuclear weapons in a conventional attack that endangers the state's existence, but some in the military were reportedly calling for a "first strike option."

Source: BBC

Questions to discuss:

- Is the information true? How do we know?
- What are the signs hinting the information might be true?
- What are the signs hinting the information might not be true?
- How can we be sure if it is true or not?

PART 4: HAARP

"Today the HAARP* system was turned off, expect earthquakes in the next several days", stated Serbian professor and scientist Velimir Abramovic during a radio broadcast on May 19th.

Abramovic said while the rain lasted in Serbia, there was not a single thunder, which according to him is highly unusual. The rain that fell, he says, didn't appear like normal rain, rather it fell as if someone was unleashing an entire swimming pool each second. This, according to professor Abramovic, is characteristics of an artificially created weather pattern designed by the HAARP systems.

"It seems as if the sky opened, and a sea of water fell from it. These were not rain droplets that you would typically expect to see. This was a designed weather pattern which I might add is not the first, nor will it be the last by HAARP." says Abramovic.

Source: Wikipedia

*HAARP stands for High Frequency Active Auroral Research Program – an ionospheric research program jointly funded by the U.S. Air Force, the U.S. Navy and others with the purpose to analyse the ionosphere.

Questions to discuss:

- Is the information true? How do we know?
- What are the signs hinting the information might be true?
- What are the signs hinting the information might not be true?
- How can we be sure if it is true or not?

Online and Offline Research

 **Step:** Three - Explore more!

 **Time:** 45 min (requires group work in advance)

 **Space and materials:**

- Room that allows sitting in a circle.

 **Description of the tool**

The group of participants has already selected an issue to work on during *Global Leaders Simulation*. This tool will support them in researching it further.

1. Divide the participants into groups of 3-4 people with the task to get as much information as possible on the selected issue. They should have at least 1 or 2 weeks to do their research. Half of the teams are allowed to use the Internet, while the other half is not.
2. After the groups have conducted their research, ask them to present their findings (ask the teams presenting later only to provide information which has not been mentioned yet by the other teams).
3. Then debrief using the following exemplary questions:
 - What have you learnt from your own research and the research of the others?
 - Which teams had more difficult tasks – the ones researching online or the ones researching offline?
 - Was there a difference between the information found online and offline? What was it and why?
 - What is our usual way of searching for information? Are there any problematic aspects of our usual way and what?

Virtual Mind Map

 **Step:** Three - Explore more!

 **Time:** 1 hour

 **Space and materials:**

- Access to devices (computers, laptops or smartphones) and the Internet;
- Alternatively, big poster and markers, pencils, post-its.

 **Description of the tool**

The participants have collected a lot of information during their own research (in the activity *Online and Offline Research*) in advance. Now it needs to be structured and analysed.

1. Introduce the participants what a mind map is – a visual way to organise information around a central issue. The main issue is put in the centre, and sub-topics are identified and put around. Then each sub-topic is further developed under smaller topics/issues. Some levels might be presented as causes to the issue or factors influencing it. The mind maps need to be illustrated with different colours or connections. Show some existing mind maps to the participants, so they get an idea of how it looks and works.
2. Ask the participants to draw a common mind map, structuring the information they have collected in previous exercises. It can happen in two ways:

Option 1: *If participants have access to devices and the Internet, introduce free mind-mapping virtual platforms (we recommend <https://coggle.it/>, www.mindmup.com, www.stormboard.com). You can also propose another online tool, but make sure it is free, and it allows real-time collaboration for multiple users. Another option is to let the participants research, propose and decide on the online tool they would like to use. If you go for this option, you can only start the process (it will take time to get to know the tool and set up the mind map), and the participants can work on it from a distance.*

Option 2: *Make it the old-fashioned way on paper with marker, post-its and pencils.*

3. When the map is ready, take time for everybody to review it carefully and debrief with exemplary questions:
 - Are you happy with the mind map and why?
 - How do you feel about the research now? Is it different than before the mind map was created and how?
 - Did you make any connections through the mind map that you didn't recognise before? What?
 - How is the mind map different from – let's say – a written report? What are the positives and negatives of each?
 - How do you feel about the collaboration of different people in one process? What are the positives of that? Are there negatives and what?
 - Do you understand the issue better now? How and why?
 - If you are to do it again, would it be different? How and why?

 **Additional remarks**

If you work on a virtual mind map which is recommended, you can include the following specific questions for debriefing:

- How do you feel about a collaborative online process?
- Technology can bring very positive tools that allow us to think, work and decide together. Do we use them enough and why?
- What other opportunities technological advances might give us to work on social issues?

Bottom-up Decisions

 **Step:** Four - Look for solutions!

 **Time:** 1 hour

 **Space and materials:**

- Room with the possibility to sit in a circle, move and work in small groups;
- Small pieces of paper or cartoons (3 per participant);
- Pens/pencils (one for each participant);
- The mind map as generated in *Virtual Mind Map*.

 **Description of the tool**

1. Display the mind map participants have created and ask them to review it once again.
2. Ask the participants to think individually and put down the three problems connected to the issue, which: 1) are important; 2) could be somehow tackled by them (pay attention – not necessarily solved, but tackled). Ask them to write down each problem on a different piece of paper.
3. Then ask participants to form pairs, present the issue and agree in the pair about three problems (three will drop out).
4. Then ask the pairs to form fours and come up with three problems.
5. Ask the fours to form eights and agree on three problems and so on until the whole group comes up with three problems. Note them down so that they are visible to everyone.
6. Ask the participants to come back and think individually about possible actions they can take as a group to tackle one of the three selected problems. If they struggle, you can list a couple of examples of actions (information campaign, event, petition, video, etc.), but better leave them to come up with their own ideas. Make them aware that their ideas should not be too big but rather realistic and doable. Repeat the whole process described above (pairs, fours, etc.) until you come up with three ideas.
7. Organise a small debate and ask participants to take the final decision which action is the most realistic and they would like to undertake. At the end of the activity, there should be a concrete idea for a realistic action the participants can undertake to tackle a problematic issue connected to technology.
8. Debrief the process if needed.

 **Additional remarks**

In deciding upon a common action, if the opinions are too polarised and the consensus is impossible to make, move to voting. If the idea seems too big or unrealistic, ask the participants to suggest changes. It is crucially important that the idea for their action is low in resources, doable and realistic!

Swimming Plan

 **Step:** Four - Look for solutions!

 **Time:** 1 hour

 **Space and materials:**

- Room with the possibility to sit in a circle, move and work in small groups;
- Copies of *Activity Plan Sheet*;
- Markers, pencils/pens;
- Posters.

 **Description of the tool**

The participants have already decided what action to take previously.

1. Ask the participants to visualise this action together on a poster. Let them draw or write how they imagine this action and what will change when they implement it. Ask the participants to provide as many details as possible.
2. Then ask the participants to think and share about plans they have made in the past – either individually or in groups (could be friends, siblings, family). Let them share what their experience was and if their plans worked.
3. Ask the participants to move on one of the sides of the room. Put their visualised action on the other side of the room. Let them know that there is a swamp in-between and they can only cross it with a stable path, which consists of the activities they need to implement as a preparation for their action. Make references to some of the examples they gave from their previous experience in planning.
4. Divide the participants into smaller groups and hand them the copies of the 'Activity Plan Sheet'. Each group should work on their set of steps to reach the final goal. They should leave the part 'Who will do it?' empty.
5. When the groups complete the task, ask them to present their work. While presenting, they need to put the steps on the floor from one to the other side of the room chronologically. In the end, there should be a couple of parallel paths connecting the participants and their goal.
6. Discuss together which steps are a must and if there's anything missing. Remove repetitive steps and add more steps, if needed. Finally, there should be only one path (ideally including steps from different groups). Once all activities are agreed, assign roles and responsibilities together, including people from the whole group. In the end, ask volunteers to copy the steps in a single poster or virtual document.
7. Debrief if needed.

 **Additional remarks**

To strengthen the technological aspect, ask a volunteer to put the action plan in a virtual table, shared with everybody in a cloud service (for example Google Drive) or in a shared Facebook group (in this case, it would be better if the plan is visualised in a picture format, rather than a text document).

 **Annex: Activity plan sheet**

What needs to be done?

By when it should be done?

Who will do it?

If It's Not on Video, It Didn't Happen (part 1)

 **Step:** Four - Look for solutions!

 **Time:** 1 hour

 **Space and materials:**

- Room with the possibility to sit in a circle, move and work in small groups;
- Laptop and projector;
- A couple of smartphones and access to the Internet.

 **Description of the tool**

1. Start by asking the participants about the last short video/clip they saw on the Internet and really liked. Discuss with them what makes videos go viral and what not.
2. Explain that it is important to record the process of their action planning and building, which is why they need to plan to fill some parts of it.
3. Ask the participants if they use apps for creating videos and what. You can either go with some of the apps they use or propose other ones (make sure they are free). We recommend Magisto (iOS, Android) Power Director (Android), Adobe Premier (iOS, Android) or even Vine (iOS, Android, Windows – you can only make videos up to 7 seconds). If you have time, you can explore some apps with the participants and decide together on the one to be used. They can also use different apps.
4. Divide the participants into smaller groups and give them the task to shoot and edit up to 20-seconds trailer of their upcoming action. Don't give them a lot of time for shooting and editing. They should act fast and creatively. Make sure at least one smartphone is available in each group.
5. In the end, screen the movies and discuss. If participants like them and agree, disseminate the videos on social media as a trailer/invitation for the event or the action.
6. Take 10 minutes to plan who will make sure to record and edit some videos during the action. If you have time, you can collect some ideas on the content of the videos so that it increases its chances of going 'viral'.

 **Additional remarks**

Debrief with the participants on the different possibilities technologies give us to promote social causes and issues, how we (don't) use them and what can change in this direction. Ask them to think of examples of how technological possibilities of promotion have contributed to tackling global issues.

If It's Not on Video, It Didn't Happen (part 2)

 **Step:** Six - Reflect!

 **Time:** 10 min

 **Space and materials:**

- Room with possibility to sit in a circle;
- Laptop and projector.

 **Description of the tool**

This activity is only applicable if you have videos from the action the participants have previously planned and implemented. In case they did not make a video themselves, but there's video media coverage, you can screen that instead.

1. Screen the video(s) taken and edited during the action of the participants. Then ask:
 - How do you feel about the action? How is it different to see (parts of) it on video?
 - What are the thoughts that come to you now regarding the action?

Put-in / Put-out

 **Step:** Six - Reflect!

 **Time:** 30 min

 **Space and materials:**

- Room with possibility to sit in a circle and move;
- Post-its;
- Poster and markers.

 **Description of the tool**

This activity is a reflection on the action which the participants have planned and implemented in previous exercises.

1. Draw a funnel on a poster, similar to the one below:

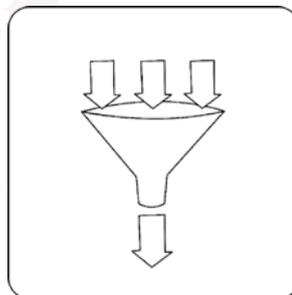


Figure 7. Example of a funnel

2. Distribute post-its to the participants and ask them to think about all the things (resources) invested in their action and all the things (results) they have achieved. Ask to note them down on different post-it each and put it above the funnel for resources or below - for results.
3. In case the participants don't come up with it themselves, ask them to also include their time as a resource, including the time for research, learning and planning.
4. Review the post-its, group similar or remove repetitive ones and give an overview to the group. Discuss, using the following exemplary questions:
 - How do you feel about the balance between what you invested and what you achieved?
 - Do you think it is possible to get better results with the same resources or the same results with fewer resources? How?
 - Is 'learning' part of the results? Should it be? What else might be missing? (motivation, emotions, experience, fun)
 - Make sure the participants understand that not everything can be and should be quantified!

 **Additional remarks**

This tool can be used for any other theme, not only for the theme of technology. In the case of technology, however, you can also ask the participants to reflect specifically on the technological resources used within the whole process – for planning, decision-making, dissemination, capturing, etc. Ask them to imagine if they were to repeat the action without using technology – what would be different. What is the role of technology in tackling global issues?

High-five

 **Step:** Six - Reflect!

 **Time:** 15 min

 **Space and materials:**

- Room with possibility to sit in a circle and move;
- High-five Sheet for each participant;
- Pens/pencils.

 **Description of the tool**

1. Disseminate the High-five sheets and give the participants 5 minutes to fill it in individually. Then ask the participants to go around and pair with other people, sharing either their critical or satisfying findings. Ask them to high-five as a sign of a great job after completing the conversation!
2. After the participants complete some sharing, ask them how they feel and if anybody wants to share similarities or differences they have detected when speaking with others.

 Annex: High-five sheet



The worst thing about the action was....

I didn't feel comfortable doing....

The part I could have learnt more....

The boring part was when....

It would have been better if...

The best thing about the action was....

I felt really comfortable doing....

The most interesting part was when....

The part I learnt a lot....

It was great because...

The image features two large black handprints on a white background with light purple splatters. The top handprint is oriented with fingers pointing up, and the bottom handprint is oriented with fingers pointing down. Each handprint has several text prompts placed around it, corresponding to the fingers and palm. The prompts are: 'The worst thing about the action was....' (top left), 'I didn't feel comfortable doing....' (top right), 'The part I could have learnt more....' (middle left), 'The boring part was when....' (middle right), 'It would have been better if...' (bottom right), 'The best thing about the action was....' (bottom right), 'I felt really comfortable doing....' (bottom left), 'The most interesting part was when....' (bottom left), 'The part I learnt a lot....' (bottom right), and 'It was great because...' (bottom left).

Fill It In (part 2)

 **Step:** Six - Reflect!

 **Time:** 30 min

 **Space and materials:**

- Room with possibility to sit in a circle;
- Self-evaluation sheets for all participants as filled in *Fill It In (part 1)*;
- Pens/pencils for all participants with the same colour but different than the one used in *Fill It In (part 1)*.

 **Description of the tool**

1. Hand over the self-evaluation sheets the participants have filled up in *Fill It In (part 1)*, ask them to identify their own sheet, revise it and fill it in again. Make sure to explain any words, terms and phrases they might not understand, support with examples.
2. Ask the participants to share, if they have found improvement since the beginning of the module and in what spheres predominantly.
3. Discuss the biggest learning achievements, as well as any failures.
4. Collect the sheets and make copies for your own reporting. If participants are interested, they can keep a copy of their own sheet too.

Characters (part 2)

 **Step:** Six - Reflect!

 **Time:** 30 min

 **Space and materials:**

- Room with possibility to sit in a circle;
- Pieces of paper for all participants;
- Pens/pencils.

 **Description of the tool**

This tool allows a deeper reflection of the learning and experiential process throughout the whole module but makes sense only if *Characters (part 1)* was done in the beginning.

1. Remind the participants that they have selected and analysed their favourite characters in regards to global issues at the beginning of the module. If you have collected and kept their papers from *Characters (part 1)*, you can now disseminate them so that participants can revise them.
2. Now ask them to create a brand new character – one that represents their learning progress through the module and that can be defined as a global citizen. Let them describe, draw or build the character in any other way.
3. Let the participants present their characters. Discuss differences between their character in the beginning and now.

Module 3: Moving



Module 3: Moving

Introduction

People can move in many different ways, for different reasons and with different impact on those who don't move. There are different types of migration: economic, rural-to-urban and migration connected to globalisation and the creation of the global labour market. As countries of the Global South have experienced change within their economies, this change often results in migration. The dual labour market also contributes to the inequalities between people, since it introduces the hierarchy in the societies and creates a culture where some people are perceived as better or worse, based on their employment status, type of employment, and wealth.

However, employment and economic security are not the only reasons why people move. Since March 2011, when the war in Syria started, there is an estimate of 9 million people who were forced to move due to the political situation in their countries. Although asylum seekers are not a new thing in the world, in the past years the number of people trying to seek asylum reached very high levels in Europe and the European Union.

And then we have *mobility*, a somewhat European concept, where the opportunities of moving from country to country are highly promoted, especially for but not limited to young people. On the web page of the flagship programme of the EU *Youth on the Move*, we can find the promotional statement: 'Move to achieve – a degree, a new job, a training, your own business. Every year the European Union supports more than 400,000 young people to work, train and study abroad.'¹²

This module has been designed to help the learners understand the interconnection between the movement of people and different global problems. It is about how the whole concept of moving affects our societies. Do we still suffer from racism and xenophobia? Are we living in Europe, where one has more privileges than another? Is European mobility really fighting racism, or does it reinforce it while homogenising the European culture? Do we know how to live in diverse societies?

We don't have an answer for you, but we would like to offer you the space for reflection and finding your own position.

The activities in the module are quite general and constructed in a way that allows you to apply them in a variety of cases.

Aims and objectives of the module

This module aims to help participants to explore the interrelation of MOVING of people and the everyday life of all of us. It will help to enable participants to live in a diverse world and cherish diversity. It furthermore aims:

1. To develop better understanding among young people about global challenges connected with moving of people;
2. To prepare young people for living in a diverse world;
3. To develop empathy and solidarity among young people;
4. To motivate youth to take action.

¹² <http://ec.europa.eu/youthonthemove/>

Number of participants

12-25

Duration and time requirements

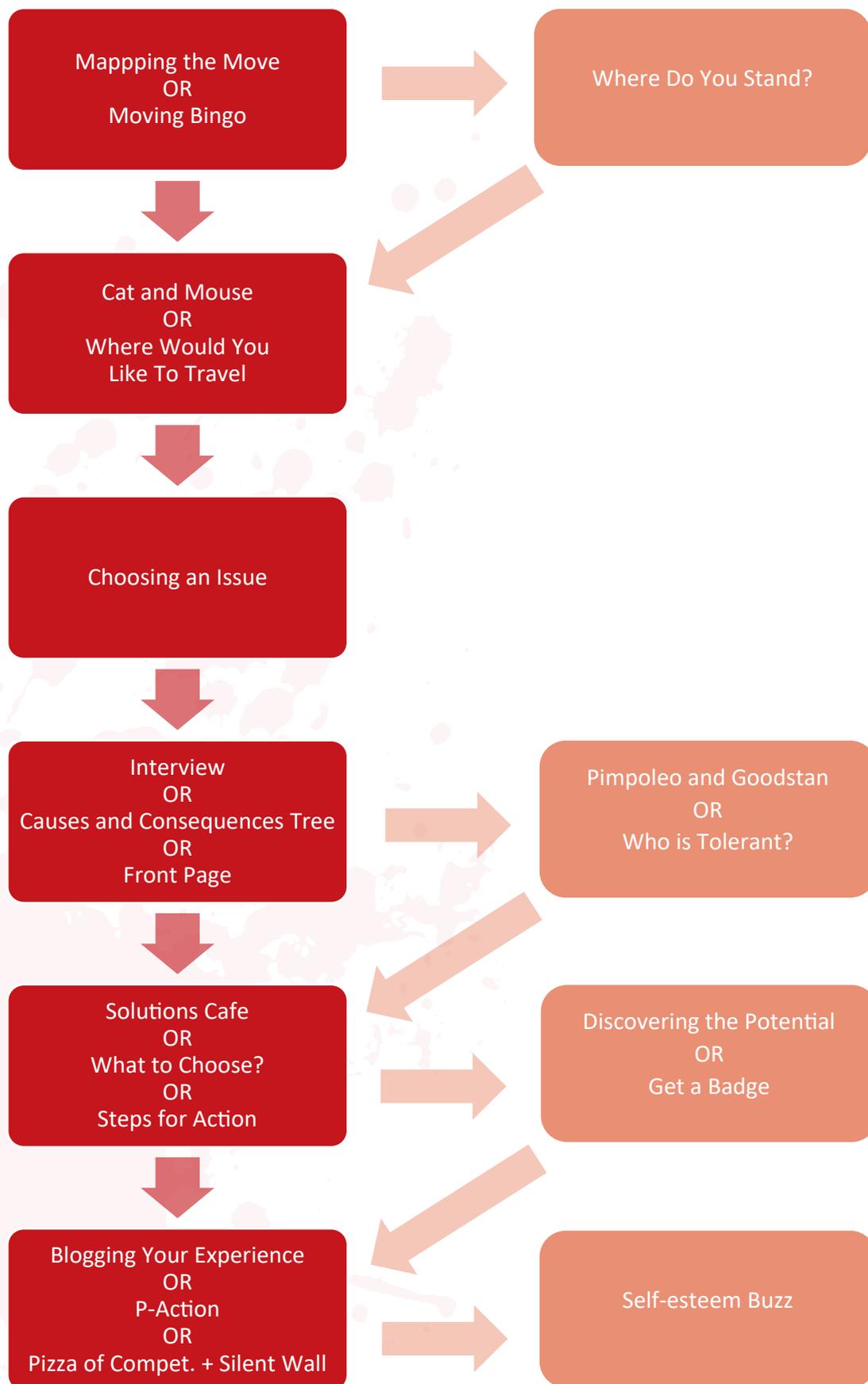
All the activities offered in the module are designed to fit within one 45-minutes session. The exact duration may vary depending on the facilitation style and the content you want to cover in the debriefing.

It is possible to modify the activities and compose your own module from the described activities. You just need to keep in mind that it is essential to go through all six steps, which means at least one session should be implemented per step. If you design your own work programme based on the proposed activities, we suggest you to dedicate more time for step one, so the participants can explore different aspects of moving before going into details.

Full List of the Work Programme

| N | Step | Name of the tool | Timing |
|----|--------|----------------------------------|--------|
| 1 | Step 1 | Mapping the Move | 45 min |
| 2 | Step 1 | Where Would You Like to Travel | 45 min |
| 3 | Step 1 | Where Do You Stand? | 45 min |
| 4 | Step 1 | Cat and Mouse | 45 min |
| 5 | Step 1 | Moving Bingo | 45 min |
| 6 | Step 2 | Choosing an Issue | 30 min |
| 7 | Step 3 | Causes and Consequences Tree | 45 min |
| 8 | Step 3 | Pimpoleo and the Goodstan States | 45 min |
| 9 | Step 3 | Who Is Tolerant? | 45 min |
| 10 | Step 3 | Interview | 45 min |
| 11 | Step 3 | Front Page | 45 min |
| 12 | Step 4 | Discovering the Potential | 30 min |
| 13 | Step 4 | Solutions Café | 45 min |
| 14 | Step 4 | What to Choose? | 30 min |
| 15 | Step 4 | Steps for Action | 45 min |
| 16 | Step 4 | Get a Badge! | 45 min |
| | Step 5 | Action | |
| 17 | Step 6 | Blogging Your Experience | 45 min |
| 18 | Step 6 | P-Action | 45 min |
| 19 | Step 6 | Pizza of Competencies | 20 min |
| 20 | Step 6 | Silent Wall | 20 min |
| 21 | Step 6 | Self-esteem Buzz | 20 min |

Possible Variations the Work-Programme



Overview of tools and their relation to global education competencies

| GloLab Framework competencies | | Self-awareness | Personal development | Maintaining relations | Understanding Glocal connections | Commitment to equality and human rights | Challenging stereotypes | Respect for the environment | Critical thinking | Maintaining independent opinion | Empathy | Solidarity | Creativity | Active participation | Taking action |
|----------------------------------|------|----------------|----------------------|-----------------------|----------------------------------|---|-------------------------|-----------------------------|-------------------|---------------------------------|---------|------------|------------|----------------------|---------------|
| Tools in this module | | | | | | | | | | | | | | | |
| Name | Page | | | | | | | | | | | | | | |
| Mapping the Move | 89 | | | X | X | | | | | | | | | | |
| Where Would You Like to Travel | 91 | | | | X | X | X | | | | X | X | | | |
| Where Do You Stand? | 92 | | | | | | X | | X | X | | | | | |
| Cat and Mouse | 93 | | | X | | X | | | | | X | X | | | |
| Moving Bingo | 95 | | | | X | | | | | | | | | | |
| Choosing an Issue | 97 | | | | | | | | | X | | | | X | |
| Causes and Consequences Tree | 98 | | | X | X | | | | X | X | | | | | |
| Pimpoleo and the Goodstan States | 99 | | | | X | X | X | | | X | | | | | |
| Who Is Tolerant? | 100 | | | | | X | | | | X | X | | | X | |
| Interview | 101 | | X | X | | | | | X | | X | | | X | X |
| Front Page | 102 | | | | | | | | X | X | | | | X | |
| Discovering the Potential | 103 | X | | X | | | | | | | X | | | | |
| Solutions Café | 104 | | | | | | | | | X | | | X | X | |
| What to Choose? | 105 | | | X | | | | | | X | | | | | |
| Steps for Action | 106 | | | | | | | | | | | X | X | X | |
| Get a Badge! | 107 | X | X | | | | | | | | | | | X | |
| Blogging Your Experience | 109 | X | | | | | | | X | | | | | | X |
| P-Action | 110 | X | | | | X | | | X | | | | | | X |
| Pizza of Competencies | 111 | X | X | | | | | | X | | | | | | |
| Silent Wall | 112 | X | | X | | | | | X | | | | X | | |
| Self-esteem Buzz | 113 | | X | X | | | | | | | X | | | | |

Mapping the Move

 **Step:** One - Get Connected!

 **Time:** 45 min

 **Space and materials:**

- Posters;
- Markers.

 **Description of the tool**

1. Ask the participants what they associate with the word *moving*. Who and what can move? What are the limitations of moving? Do we all have the same right to move?
2. Ask the participants how they think moving is connected with global issues. Write down the word MOVING on the whiteboard and note the participants' responses in the form of a *mind map*.
3. Divide the participants into groups of five to six people and ask them to make a tag cloud with all the elements they connect with moving.
4. Ask the participants to present their work. Debrief the activity with the following questions:
 - How do you understand the concept of moving now?
 - Did you realise anything you didn't know before? What?
 - How does moving influence your everyday life?
 - What are the current global challenges related to the concept of moving?

Where Would You Like to Travel

 **Step:** One - Get Connected!

 **Time:** 45 min

 **Space and materials:**

- Paper and pens.

 **Description of the tool**

1. Introduce the participants the following story:

Imagine that next year you will be able to move wherever you want for five months. You can do an EVS project, a VET internship supported by the European Commission or even spend one semester abroad as an ERASMUS student. Maybe you would like to go somewhere for work. You can also decide to stay in a foreign country and rest, join a volunteering programme, practice hobbies that you didn't have time for in the past or even write a book. There are many possibilities, and you know that!

2. Ask the participants to take a moment and imagine their trip abroad. Ask them to take a piece of paper and make a sketch of their trip with as many details as possible.

3. After the participants complete the task, ask them to visualise the place where they are going to stay, to think of how people around treat them and how they would like to be treated. You can use the following supporting questions:

- Have you integrated within the local community?
- Do you have local friends or/and a partner?
- Do you feel comfortable being yourself on the street?

4. Finally, ask the participants to imagine there is a refugee – similar age as them and with a very limited knowledge of the local language - living in the neighbourhood. How do they think he will be treated in the hosting community?

5. Open up a discussion and debriefing using the following questions:

- Would we be different if we lived in a different place on Earth? How?
- Being 'different', how would we like to be treated?
- Are there people in your surrounding who are considered 'different'?
- What makes us perceived as different?
- How do you treat people who are 'different'?

 **Additional remarks**

The introduction can be done in the form of guided reflection, where the facilitator asks participants to close their eyes and imagine the situation.

Depending on the time you have, you can ask them to create groups of 3 and present the imagination to others after they finish the first drawing. You can do the same after the step 4.

Where Do You Stand?

 **Step:** One - Get Connected!

 **Time:** 45 min

 **Space and materials:**

- Big space where participants can freely move;
- Signs 'I Agree' and 'I Disagree';
- List of statements.

 **Description of the tool**

The activity is one of the forms of conducting a discussion, finding out one's own position towards different issues, and generating arguments that defend this position.

1. Prepare the room. Place chairs in two different parts of the room facing each other. Place the sign 'I agree' on one side of the room and 'I disagree' on the other.
2. Inform the participants that they are going to participate in a discussion. They will hear different statements and will need to decide if they agree or disagree with them by taking a seat on the respective side of the room. They will be asked to explain their choice. It is possible to move from one side to the other during the discussion, if the arguments of the opposite side are convincing.
3. Read the first statement (it is always good to have the statements written down on the flipchart or projected) and ask the participants to take their positions. Ask volunteers from both sides to explain their choice and encourage them to discuss. Finish when the participants run out of arguments, or they spent over 10 minutes on one statement.
4. Ask the participants how they felt during the activity and whether it was difficult to take positions. You can focus the debriefing on the topic of critical thinking. Questions to debrief the activity:
 - Based on what kind of information were you taking positions?
 - Were you influenced by the position of others while taking yours?
 - From what sources do you usually get the information on these topics? How reliable are they?
 - What can we do to ensure that we can trust our sources of information?

 **Annex: List of Statements**

- Equality means no special treatment – for anyone.
- I don't judge the people by the way they look.
- Multiculturalism doesn't work.
- Not all the countries need to accept refugees. Poor economy can be an excuse.
- We should accept all expressions of people's culture.
- Human Rights stand above culture.
- I can make a difference.

Cat and Mouse

 **Step:** One - Get Connected!

 **Time:** 45 min

 **Space and materials requirement:**

- A quiet space where participants could sit comfortably;
- A copy of the text for visualisation.

 **Description of the tool**

1. Inform the participants that you are going to tell them a story. They will need to follow your voice and imagine the things you are saying or asking.
2. Take a poster, divide it into two parts with a line and draw a cat on one side and a mouse on the other. Ask the participants about all their thoughts, feelings and actions when looking at the cat and the mouse. Write them down in the respective part of the poster.
3. Start a discussion asking:
 - Did you get into the role of a mouse and a cat? How did you feel as a mouse?
 - How did you feel as a cat?
 - What did you think when you were a mouse? What did you do?
 - In which situation did you feel weak?
 - In which situation did you feel powerful?
 - How do you understand the relationships of dominance and submission? Which one of those is more appreciated at in the society? Why?
 - Why do we like power? Why do we consider power to be sexy and weakness not?
 - Are people who do not enter into the cycle of dominance and submission admired in the society?
 - Who in the society is in the position of power? And who is in the position of submission?
 - What are the reasons for the people in submissive positions to be there? And why are those in power positions over there?
 - How can we create a space where power relations don't exist?
 - Where would you prefer to live - in a world where cats eat mice or where they can live together?
 - Who are cats and mice in your local community?

 **Annex: Text for the visualisation**

Breathe. Try to relax your body. Close your eyes. Make yourself feel comfortable.

I imagine I leave my classroom and go out from my school. There is a small road that I never took before. I decide to take it now. The small road goes to an old, abandoned house. I am at the door, I open it, and I get inside the house. I find a very large, dark room. I get to walk around the room, and my body starts shaking. I get smaller. I'm already the size of a notebook, and I'm still getting smaller. I grow hair all over my body, my teeth grow, and I realise that I have become a little mouse. How do I feel in the position of a mouse? How do I see the world from this position?

Suddenly, the door of the house opens, a big cat appears and begins to walk around the house. How do I feel? What do I think? The cat suddenly looks at me and starts walking in my direction. It is coming closer and closer. What can I do? How do I feel?

When the cat is almost by my side, my body transforms again. I become a cat, and the cat becomes a mouse. How do I feel right now? How do I see the world now when I am a cat? How do I see the mouse?

I decide what I will do with the mouse. Then I go ahead and do it. My body shakes again and begins to regain its form and size. After I have regained my shape and size, I leave the house and go back to school. I climb the stairs to my class and sit down...

Little by little open our eyes.

Moving Bingo

 **Step:** One - Get Connected!

 **Time:** 45 min

 **Space and materials:**

- *Bingo* sheets for every participant;
- Pens/pencils.

 **Description of the tool**

Bingo is a tool which helps participants to discover, how much the topic of MOVING is related to their personal lives.

1. Distribute *Bingo* sheets to the participants and explain the rules of the activity. The *Bingo* sheet includes 12 statements. The participants need to find people in the group who fit the description of each statement. They should walk around the room and ask the others, if they fit the description. The game finishes when the first person completes all the fields and says BINGO!
2. Invite the participants to stand up, start moving and carry out their task. You can play some music.
3. After some or all the participants complete their *Bingo* sheets, ask them to sit down and discuss:
 - Are all the statements connected to MOVING? How?
 - Which statements were most difficult and why?
 - How is this activity connected to the concept of global citizenship?

 **Additional remarks**

If any of the descriptions are not likely to be present in the group (e.g., having the stamp in the passport), you can change the rule and ask the group to cover 10 out of the 12 statements. You can also modify the statements.

 **Annex: BINGO**

| | | |
|--|--|---|
| <p><i>Someone who heard at least one piece of news last week about someone whose moving rights were limited</i></p> <p>_____</p> | <p><i>Someone who has a friend in another country</i></p> <p>_____</p> | <p><i>Someone who has a neighbour with a different citizenship</i></p> <p>_____</p> |
| <p><i>Someone who participated in a mobility project</i></p> <p>_____</p> | <p><i>Someone who has a visa stamp in their passport</i></p> <p>_____</p> | <p><i>Someone who knows what 'refugee' means</i></p> <p>_____</p> |
| <p><i>Someone who ate something produced not in the country where he/she bought it last week</i></p> <p>_____</p> | <p><i>Someone who used something produced not in their country of residence last week</i></p> <p>_____</p> | <p><i>Someone who knows at least one Human Right related to MOVING</i></p> <p>_____</p> |
| <p><i>Someone who has never crossed any border</i></p> <p>_____</p> | <p><i>Someone who watches foreign TV shows right after their release</i></p> <p>_____</p> | <p><i>Someone who uses communication channels (WhatsApp, etc.)</i></p> <p>_____</p> |

Choosing an Issue

 **Step:** Two - Choose an issue!

 **Time:** 30 min

 **Space and materials:**

- Paper and pens.

 **Description of the tool**

This tool helps participants to select the issue that is most related to them and their local activity and to decide on what issues they would like to follow up. The tool is based on the snowball methodology.

1. Explain the task. Participants will have to form pairs, discuss and decide what are the most relevant issues in their local community connected to MOVING and why. They should write them down on a piece of paper.
2. Groups start merging. Two pairs merge into one group. They should present what they discussed and decide which of the issues are the most relevant for the whole group. The merging continues until the whole group is divided into two groups with two statements each.
3. Ask each group to write down their choices on a big piece of paper and put it so that everybody can see them. Give the participants the space to explain their choices and ask questions if needed.
4. Discuss the process and the results using the following questions:
 - How do you feel about the selected issues?
 - Why do you think you ended up with this list of issues?
 - If you came from other places in the world, would you have selected similar issues? What would be different and why?

Causes and Consequences Tree

 **Step:** Three - Explore more!

 **Time:** 45 min

 **Space and materials:**

- Paper;
- Markers.

 **Description of the tool**

The tool aims to support participants to understand causes and consequences of different global issues.

1. Explain to the participants that they will be analysing the issues around the topic MOVING that are relevant to them. Present a list of issues that they can choose from and encourage them to propose their own (if relevant, you can also use the issues generated during the *Choosing an Issue* exercise). The examples of issues that can be offered to the group:
 - Access to European mobility programmes*
 - Living in a multicultural city*
 - Moving from rural to urban areas*
 - My country accepts refugees*
 - The large and increasing amount of refugees on the global level.*
2. Divide the group: each participant should work on the topic that interests them the most. Therefore write down all the topics proposed on a piece of paper and place them in different parts of the room. Ask the participants to stand next to the paper that best reflects their interest. If one group is too big, divide it into two smaller groups with the same topic.
3. Explain the activity: draw an example tree of causes and consequences, where the core issue is the one selected by them. Give participants 20 minutes to draw their own trees, find out as many causes and consequences as possible and place them in the roots and on the branches respectively.
4. When the groups complete with their trees, ask them to present their work.
5. After the presentations, start a discussion, asking the participants:
 - Did you discover anything you didn't know before?
 - How do you see the consequences you have defined? Are they positive or negative?
 - Although there are universal rights to moving acknowledged by all countries, there is still a big variation in the reality of the access and the possibility given to people to move. Why is it so?

 **Additional remarks**

If the group is very big, and you don't want to make so many presentations of the trees, you can always make a tree gallery and invite the participants to go around and find out what others did. You can as well switch the trees between different groups so they can revise each other's work.

Pimpoleo and the Goodstan States

 **Step:** Three - Explore more!

 **Time:** 45 min

 **Space and materials:**

None

 **Description of the tool**

This tool aims to help the participants to understand better the topic of refugees and asylum seekers by participating in a theatre activity.

1. Explain to the participants that they will be divided into three groups and will be performing the following scene:
During a cold, rainy night, at the border between Pimpoleo and Goodstan, there was a group of asylum seekers trying to escape the war. They were hungry, wet and exhausted. They had neither money nor food, only their passports. Immigration officers from Goodstan, where the group wanted to enter, had different opinions. Half of them thought they should let them enter, while the other half were of the opposite opinion. The asylum seekers were desperate and used different arguments to convince the officers to let them in.
2. Divide participants into 3 groups and assign them the roles: immigration officers who want to let asylum seekers in, officers who are against and asylum seekers. Give them 20 minutes to make the list of arguments that they can use during the scene.
3. Ask the group to play the scene. If you have time, you can play one more scene switching the roles of the groups.
4. Ask the participants to get out of their roles and open a discussion using the following questions:
 - How did you feel as asylum seekers?
 - How did you feel as Immigration officers?
 - According to the Geneva Convention of 1951, asylum seekers have a right to protection. Did they use it in their scene?
 - Why did we get to the point that situations like this happen in real life? Aren't there any other ways? Can this be prevented? How?

Who Is Tolerant?

 **Step:** Three - Explore more!

 **Time:** 45 min

 **Space and materials:**

- Posters;
- Markers of different colours;
- Post-its.

 **Description of the tool**

The tool aims to explore values and attitudes of people living in diverse societies.

1. Ask the participants to close their eyes and think about the most tolerant person they have ever met in their lives. What made this person so special, what kind of competencies – knowledge, skills, attitudes and values – does this person have?
2. While the group keep their eyes closed, you can stick post-its with pictures of animals on their backs, one animal for every sixth participant. It will help you create groups. After the participants open their eyes, they should find the rest of the people from their groups (the ones having the same animal as them) by emitting the sounds of their animals.
3. Give posters and colour markers to the groups and ask them to draw the picture of a role model personality who lives in a diverse society and who truly accepts others.
4. After the groups complete their task, ask them to present their work. You can also run the discussion what we can do to make our societies a place worth living in, where everyone feels good and accepted.

Interview

 **Step:** Three - Explore more!

 **Time:** 45 min

 **Space and materials:**

- Space out of the room/school/centre where participants will be able to interact with people from the outside.

 **Description of the tool**

This tool aims to help the participants to understand the opinions of their peers on the issues related to moving.

1. Ask the participants to form couples and choose one topic related to the concept of moving. Explain that they should choose it based on their interest. It can be economic migration, refugees, living in diverse societies, having friends from different cultures, etc.
2. Ask the participants to design an interview they would like to do with their peers. The interview should contain at least 3 important questions around the issue they have selected.
3. Inform the participants that they should go outside and implement the interview. Give instructions when they should be back.
4. After all the couples are back, invite them to share the most important findings and talk about their experience:
 - How was the experience of talking about these issues with people you don't know? How did you feel about it?
 - What did you discover from the opinions of others?
 - Did you find opinions different from yours? Why would that be? How did it make you feel?

 **Additional remarks**

If the activity takes place at school, the participants can do interviews during the breaks between classes. If the activity is taking place outside the school, invite the participants to go outside and talk to strangers.

Front Page

 **Step:** Three - Explore more!

 **Time:** 45 min

 **Space and materials:**

- Old newspapers/magazines, pictures and photographs;
- Large sheets of paper (A3) or posters;
- Markers of different colours;
- Glue, scissors.

 **Description of the tool**

The participants become journalists, investigating issues that interest them and share their findings with the rest of the group.

1. Ask the participants what they usually find on the front page of newspapers. You can bring few newspapers to help the recall how the front page looks.
2. Inform the participants that now they will be responsible for making a front page of their thematic newspaper MOVING. Each edition has one main topic of focus, like migration, refugees, European mobility programmes, diverse societies, etc. Ask the group about the themes that they would like to propose for the new newspaper edition. Write down all the answers and spread them around the room. When the group runs out of ideas, ask them to stand up and walk to the topic that interests them the most. That way you create working groups.
3. Give the groups 10-15 minutes for an editorial meeting, where they should discuss the content, the title and the layout of their front pages. Then give the groups 10-15 more minutes for the creation of the front page. They can use the materials you gave them, make a collage or simply draw and write everything on their own. They don't have to write full articles, just make the front page.
4. Invite all groups to present their front pages. Start a discussion, asking:
 - How did you decide which information is the most important?
 - Do you think your front pages are objective?
 - Where did you get the information? Are you 100% sure that the information you provided is objective?
 - What did you do to attract the readers to buy your newspaper? Did you have to compromise with accuracy or mislead potential readers, so they buy your newspaper?
 - Are those questions relevant for real media? How does media cover news related to moving?

Discovering the Potential

 **Step:** Four - Look for solutions!

 **Time:** 30 min

 **Space and materials:**

- Paper;
- Markers of different colours.

 **Description of the tool**

The tool aims to help learners to realise all the things they are good at and boost their motivation for action.

1. Let the participants know that they are going to design a frame, which will later be filled by the whole group. Give them materials and ask to create their frame. They can draw and paint the frame as they prefer, just keeping in mind to make it big enough to contain some sentences and/or words.
2. Ask the participants to think and select five of their personal qualities they are good at and can be useful in developing the actions. Ask them to write down these qualities within their frame.
3. To help the participants to realise their own potential, ask them to place their frames on the tables. Ask them to go around and add what they think is the greatest potential of the person who owns the frame. It is important to underline that we look forward to talking only about good qualities.
4. Ask everybody to review the contributions from the others on their frames and then invite them for a discussion, starting with the questions:
 - How do you feel now?
 - Did any of the qualities in your frames surprise you?
 - How do you think this exercise can help you being more effective in planning your action?

Solutions Café

 **Step:** Four - Look for solutions!

 **Time:** 45 min

 **Space and materials:**

- 3 tables and chairs for all participants;
- Posters;
- Pens or markers.

 **Description of the tool**

This activity can help participants to plan their own actions.

1. Explain to the participants that they are going to participate in a group brainstorming session to collect their ideas. Participants will walk around three tables. They will find a poster with a question to discuss on each of the tables. The group will have ten minutes to stay on each table, discuss the topic and write down the main ideas.
2. Set up the tables with the following questions:
 - *What are the problems in my local community in relation to Moving that I want to tackle?*
 - *What are our strengths and weaknesses as a group? What are the opportunities and threats in our local community?*
 - *What kind of actions can we do to address the problems of our community around Moving?*
3. Ask the participants to divide into three groups and to pick one table. Give them ten minutes to note down their ideas. When the times passes, ask all groups to rotate. At each table, they need to reflect on the topic and share all the ideas they can come up with.
4. After all three rounds, let the groups go back to their initial tables and review what their peers have added. Let the groups know that the next step will be to choose a problem and an action that they are interested in and start planning it.

What to Choose?

 **Step:** Four - Look for solutions!

 **Time:** 30 min

 **Space and materials:**

- Sticky colour papers.

 **Description of the tool**

Sometimes it might be challenging to decide upon one action that the participants would like to do. This activity helps them to take a decision.

1. Ask the participants to brainstorm, while you make a list of all the possible ideas of actions around the topic of Moving that the group can come up with. It is better, if the list of ideas is big and easy to access.
2. Give each participant three stickers (you can cut small circles from tape or sticky papers). Each participant can individually vote for three ideas that resonate the most with them. Voting is proceeded by putting a sticker next to the idea.
3. The facilitator counts the votes and announces the three most popular ideas. Afterwards, each group chooses the idea they would like to work on (the participants should divide themselves into groups according to their preference) and can move to the concrete planning of their action.

 **Additional remarks**

If the group of participants has done the previous activity (*Solutions Café*), you can skip the brainstorming and take the list of the activities that have already been generated there.

Steps for Action

 **Step:** Four - Look for solutions!

 **Time:** 45 min

 **Space and materials:**

- Posters;
- Markers of different colours;
- Coloured paper;
- Scissors.

 **Description of the tool**

This tool helps the group to visualise the action they would like to take and plan the detailed steps to implement it.

1. Put a poster on the floor and write down in the middle the title of the action that the group is planning to implement (this should be already done through previous exercises). Ask the participants to place themselves on this paper and try to draw as many details of the action as possible.
2. Place the big picture on the wall and ask the participants to think about concrete 'steps' that they need to undertake to implement the plan. To make a 'step', they need to draw their foot on a piece of coloured paper, cut it out and decorate, if they want.

Example:

ACTIVITY: awareness raising campaign

Step 1 – get more information about the issue

Step 2 – try to make the information more accessible and catchy

Step 3 – plan a street action and material for spreading online

Step 4 – implement the action

Step 5 – evaluate the organisation and the impact of the action

3. Ask the participants to create the path to their action by taking individual steps, writing the contribution of each person from the group to the common goal on their footprint and placing them in the logical order so that the action can be well implemented.

In line with the example above, other steps could be: participant X – make posters; participant Y – think about slogans; participant Z – contact NGOs that are working on the topic, and so on.

 **Additional remarks**

This tool should be implemented after the activity where the group selects the main issue around Moving they would like to address, as well as the action they would like to undertake. This activity can help visualise and specify this project.

Get a Badge

 **Step:** Four - Look for solutions!

 **Time:** 45 min

 **Space and materials:**

- Examples of badges;
- Badge template;
- Various materials for creating badges.

 **Description of the tool**

Following the idea that change always starts from the personal level, this tool offers the participants with the possibility to plan their small actions and be recognised for their implementation.

1. Ask participants if they know what a badge is. Let them know that badges are the visual representation of various achievements. You can print some examples of badges and show them to the participants.
2. Explain to the participants that this will be an individual activity. Each person should first reflect on the small action that they would like to undertake and then use the template for badge design to guide them through the steps that need to be undertaken.
3. Play some nice background music and give the participants about twenty minutes to create their own badges.
4. Ask the participants to present their work to the whole group. You can leave all the badges in the room and stick them to the wall or board in the 'PENDING' space. Whenever a person completes all the criteria in their badge, you can move the badge to the part 'COMPLETED' so it will be visible to all the participants.

 **Additional remarks**

You can encourage the participants to select tasks/criteria for their badges, which are related to the implementation of the common action (e.g., if participant X is responsible for creating posters for a campaign, they can create a badge for a 'creative designer'). Alternatively, participants might take on personal challenges connected to the topic of Moving.

There are many different ways to make badges: they can be with a modest design, or if you have a badge machine, you can convert the picture into a physical badge (button). They can also be physically made using any materials you have.

As each participant is creating his/her own badge, the tool can be adapted in a way that other participants can get more than one badge. In addition to the one created by them, if interested, they can get badges suggested by other participants. For this, you should make the badge exhibition in a visible place, and whenever someone completes the task/criteria for the respective badge, they put their name next to the badge.

 **Annex: Examples of badges** **Annex: Badge template**

BADGE LAYOUT – How do you want your badge to look like? Just do it!

BADGE NAME – Give your badge a catchy name.

BADGE DESCRIPTION – What does your badge refer to?

BADGE PROGRESS – What are the small steps that you need to take to get your badge?

Blogging Your Experience

 **Step:** Six - Reflect!

 **Time:** 45 min

 **Space and materials:**

- Computers with the Internet.

 **Description of the tool**

This activity aims to help participants to reflect, sustain and disseminate the actions they have taken.

1. Discuss with the participants about writing as a good way to collect thoughts and ideas and share them with others.
2. Ask each participant to describe individually their own experience of the action taken in the form of a blog entry. Participants can publish their entries on their own blogs (if they have such) or as social media posts.
3. If there is a school blog, publish the entries there or create a special blog for the purpose of this exercise.

P-Action

 **Step:** Six - Reflect!

 **Time:** 45 min

 **Space and materials:**

- Notebooks or papers;
- Copy of reflection questions;
- Pens.

 **Description of the tool**

1. Ask the participants to find a comfortable space in the room, sit or lay down and close their eyes. With a soft firm voice, guide the reflection using the *Reflection questions*.
2. When everyone opens their eyes, allow for the participants enough time to write down their thoughts. After they complete writing, ask them to sit in a circle and encourage those who want to share their statements and their plan to spread it.

 **Annex: Reflection questions**

Go back through your memories to the first day we started implementing the workshops. Do you remember your feelings and expectations?

Try to remember step by step, what we have been doing in each of the sessions.

Do you remember which activity affected you the most? Why? What happened there?

Or maybe was it a question that affected you? Made you reflect?

Think about a moment in which you felt good.

How are your relationships with the rest of the group after the workshops?

What has changed in you since the first workshop?

P-ACTION = Personal is political, which means that the change starts with us, and we can be an example for others by changing something in ourselves, in our own lives, following our principles and stating them out loud. We can make an important statement that can influence people around us. Therefore, please think what your P-Action is, what your personal statement after the workshops is and how you would like to share it with others.

When you feel ready, open your eyes and write your statement down.

Pizza of Competencies

 **Step:** Six - Reflect!

 **Time:** 20 min

 **Space and materials:**

- A poster;
- Markers.

 **Description of the tool**

This tool is a simple visual evaluation of the learning throughout the whole module.

1. Draw pizza on a poster divided into 14 pieces. Each piece represents one competence of the GlobalLab Framework for Global Citizenship Education (see Chapter 2).
2. Present the pizza to the participants. Go through the list of competencies and clarify, if something is not clear.
3. Then ask participants to make toppings for the pizza by thinking about all the things that they have learnt and placing them on the slice of the pizza containing the competence connected to them. Ask them to share and discuss their learning.

Silent Wall

 **Step:** Six - Reflect!

 **Time:** 20 min

 **Space and materials:**

- Big piece of paper;
- Markers of different colours;
- Tape or blu-tack;
- Background music.

 **Description of the tool**

The tool is a way of free self-expression of the participants.

1. On a very big piece of paper, the participants can comment freely on their learning experience, follow-up plans, feelings and whatever else they want.
2. Play the background music and give them twenty minutes of time to express themselves! Take time to review the result altogether and discuss what is there.

Self-esteem Buzz

 **Step:** Six - Reflect!

 **Time:** 20 min

 **Space and materials:**

- Colourful pieces of paper;
- Colour pens;
- Background music.

 **Description of the tool**

This is the evaluation and farewell activity.

1. Explain to the participants that it is the last meeting, and we all would like to have some nice and tangible memory from the activity.
2. Ask the participant to take a piece of paper, write down their name on it and place it on their back. Then ask them to go around and write down on other participants' backs the things they appreciate the most about this person. Put background music to create a nice and relaxed atmosphere.
3. After everybody has completed writing, allow some time for the participants to read what is in their papers. Give a chance to everybody who would like to address the group.

Module 4: Stuff



Module 4: Stuff

Introduction

Every day we use a huge amount of stuff (clothes, footwear, materials, supplies and equipment) to ensure the quality of our lives. But have we ever thought how do the things we use every day connect us with a wider world? Do our daily consumption habits have any impact on other people and planet? Does it cause any significant issues? Does everyone in the world have equal opportunities to use what they need and what they want? How can we contribute to making the world fair and sustainable?

The stuff we use every day is one of the ways to demonstrate young people how a single item connects them with a wider world. The production line of any item from the extraction of raw materials to production, transportation, consumption and disposal allows them to understand better their personal connections with people from other countries and continents, as well as environment. However, the façade of the production line hides a number of global issues of equality, fairness, justice, environmental protection and many more.

People in the world are connected not only through trade relations. The links between human beings also appear regarding their similarities and common needs. This is also closely related to stuff since people in the world have similar needs of goods necessary to ensure the quality of their lives. Nevertheless, people in the world have unequal possibilities to access to goods to ensure their basic needs and live in dignity.

This module has been designed to help young people to understand better the connections between the stuff which surrounds them every day and different global issues. It allows them to think deeper about causes and consequences of their daily consumption and leads to the action where young people will be able to demonstrate their commitment towards global justice, equity and environmental protection.

The module offers a set of 20 tools to facilitate the learning process of young people towards global citizenship. It is constructed to empower youngsters to build their own position towards different global issues related to stuff, look for solutions and take an active role towards global justice and sustainable development.

Aims and objectives of the module

The present module aims to build young people's capacity to act towards global justice, equality and sustainable development through exploring the issues around the stuff they use every day.

The objectives of the module:

1. To raise awareness of young people on the impact of their daily consumption towards global issues related to justice, equality and environment;
2. To improve young people's skills to explore and challenge injustice in the global production line;
3. To strengthen young people's commitment towards global justice and sustainable development demonstrated through their personal behaviour and active participation.

Number of participants

15-30

Duration and time requirements

The overall length of the full module is 18 hours. We suggest a work programme with 11 events, where the length of each event is between 1,5 to 3 hours depending on the content and aims of the planned activities.

Suggestion for a Work Programme

| N | Event/ meeting | Step | Name of the tool | Timing per tool | Timing per event |
|----|-------------------|--------|------------------------------------|-----------------|---------------------|
| 1 | Event 1 | Step 1 | Personal Connections | 30 min | 1 h, 30 min |
| | | Step 1 | Switch | 30 min | |
| | | Step 1 | Global Citizen's Backpack (part1) | 30 min | |
| 2 | Event 2 | Step 1 | This Is A... | 15 min | 1 h, 30 min |
| | | Step 1 | Personal Inventory | 45 min | |
| | | Step 1 | The Web | 30 min | |
| 3 | Event 3 | Step 2 | Jigsaw Time | 15 min | 1 h, 30 min |
| | | Step 2 | Broaden Horizons | 1 h, 15 min | |
| 4 | Event 4 | Step 2 | Positive and Negative | 45 min | 1 h, 30 min |
| | | Step 2 | Musical Chairs | 45 min | |
| 5 | Event 5 | Step 3 | Access to Goods | 45 min | 1 h, 30 min |
| | | Step 3 | Fair Share? | 45 min | |
| 6 | Event 6 | Step 3 | Good Boss, Bad Boss | 1 h, 30 min | 1 h, 30 min |
| 7 | Event 7 | Step 3 | Graffiti Wall | 3 h | 3 h |
| 8 | Event 8 | Step 3 | Analysis Game | 15 min | 1 h, 30 min |
| | | Step 3 | Map an Impact | 1 h, 15 min | |
| 9 | Event 9 | Step 4 | Balloon | 1 h, 30 min | 1 h, 30 min |
| 10 | Event 10 | Step 4 | Action Dodgeball | 45 min | 1 h, 30 min |
| | | Step 4 | Campaign | 45 min | |
| | | | Action | | |
| 11 | Event 11 | Step 6 | Global Citizen's Backpack (part 2) | 45 min | 1 h, 30 min |
| | | Step 6 | Metaphorical Reflection | 45 min | |

Overview of tools and their relation to global education competencies

| GlobalLab Framework competencies | | Self-awareness | Personal development | Maintaining relations | Understanding Glocal connections | Commitment to equality and human rights | Challenging stereotypes | Respect for the environment | Critical thinking | Maintaining independent opinion | Empathy | Solidarity | Creativity | Active participation | Taking action |
|------------------------------------|------|----------------|----------------------|-----------------------|----------------------------------|---|-------------------------|-----------------------------|-------------------|---------------------------------|---------|------------|------------|----------------------|---------------|
| Tools in this module | | | | | | | | | | | | | | | |
| Name | Page | | | | | | | | | | | | | | |
| Personal Connections | 118 | | | X | X | | | | | | | | | | |
| Switch | 119 | X | | X | X | | | | | | | | | | |
| Global Citizen's Backpack (part 1) | 120 | X | X | | | | | | | | | | | | |
| This Is A... | 122 | | | X | | | | | | | | | | | |
| Personal Inventory | 123 | X | | | | | | X | | | | X | | | |
| The Web | 125 | | | X | X | | | | | | | | | | |
| Jigsaw Time | 127 | | | X | X | | | | | | | | | | |
| Broaden Horizons | 129 | | | X | X | X | | | | X | | | | | |
| Positive and Negative | 130 | | | X | X | | | | | X | | | | | |
| Musical Chairs | 131 | | | X | | | | | | X | X | | | | |
| Access to Goods | 132 | | | X | | X | | | | X | X | | | | |
| Fair Share? | 133 | | X | X | X | X | | | | X | X | X | | | |
| Good Boss, Bad Boss | 135 | | X | X | X | X | | | | X | X | X | | | |
| Graffiti Wall | 137 | | | X | X | | | | X | | | | X | | |
| Analysis Game | 138 | | | X | | | | | | | | | X | | |
| Map an Impact | 139 | | | X | X | | | X | X | X | | | | | |
| Balloon | 141 | | | X | | | | | | | | | X | X | X |
| Action Dodgeball | 142 | | X | X | | | | | | X | X | | | | X |
| Campaign | 143 | | X | X | | | | | | | | | | X | |
| Global Citizen's Backpack (part 2) | 145 | X | X | | | | | | | | | | | | |
| Metaphorical Reflection | 146 | X | X | | | | | | | | | | | | |

Personal Connections

 **Step:** One - Get Connected!

 **Time:** 30 min

 **Space and materials:**

- Large room or space;
- A large world map;
- Post-its, sticky dots or pins of different colours.

 **Description of the tool**

1. Put the world map on the wall. Ask participants to think individually about the origin of the following stuff they wear and use: clothes, footwear, accessories (jewellery, watches), devices (phone, computer, and tablet), home equipment.
2. Ask the participants to present individually their links with other countries following the above given categories by putting post-it notes or sticky dots on countries they have connections with. Each category is represented by a different colour of a post-it or sticky dot on the map.
3. When all participants present their links, debrief in a group how their consumption habits, hobbies and things they like connect them with a wider world. You can use the following questions:
 - Have you realised before the activity how many personal connections with the rest of the world you have?
 - Which of the connections did surprise you the most? Why?
 - How do we benefit from having so many connections with the rest of the world?
 - Do the global connections bring any challenges to our lives? What are they?

Switch

 **Step:** One - Get Connected!

 **Time:** 30 min

 **Space and materials:**

- A large room where all participants could sit in a circle;
- A set of objects.

 **Description of the tool**

1. Give participants a set of objects which includes a variety of stuff worn and used by them every day. It might include: different pieces of clothing; different footwear; jewellery and accessories; electronic devices or their parts; household items; etc.
2. Ask each participant to select an object out of the set. Then ask two participants to come together, switch their objects and try to guess why the other person selected that specific object.
3. After a few minutes of thinking, ask the two participants get together and present a hypothesis to each other before they announce the right answer.
4. After sharing in pairs, ask the participants to come back to the plenary and present the object of their peers to the whole group. Open up a discussion using the following questions:
 - Have you learnt anything new about yourself during the activity? What?
 - Does the object you have chosen say anything about your consumption habits? What?
 - Does the object you have chosen connect you with other countries and people living there? How?

 **Additional remarks**

The tool can be used for other themes, which could be further strengthened by the selection of objects you provide to the participants. For example, working on the theme of *Technology*, you can only offer technological objects to the group and focus the discussion on that.

Global Citizen's Backpack (part 1)

 **Step:** One - Get Connected!

 **Time:** 30 min

 **Space and materials:**

- Large room with chairs;
- Markers, pens or pencils;
- Paper cut outs;
- Envelopes;
- Sticky dots.

 **Description of the tool**

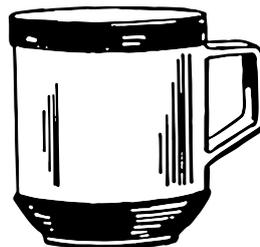
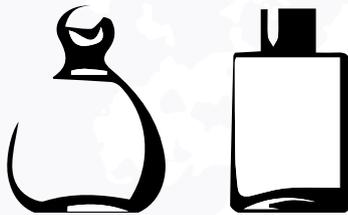
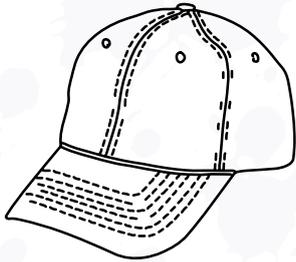
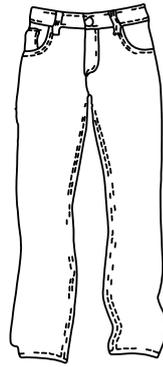
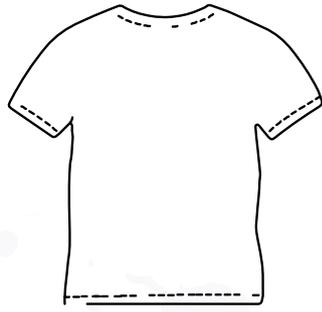
1. Introduce the participants to the following story:
Imagine that you are preparing for a journey around the world. The mission of your journey – making the world a better place for everyone. For this, you need to take with you some important stuff – some knowledge, skills, values and attitudes, as well as other characteristics necessary to accomplish your mission. What knowledge, skills, values, attitudes and personal characteristics will you put into your backpack?
2. Ask the participants to fill their 'backpacks' (an envelope) by writing or drawing skills, values, knowledge and other characteristics of a global citizen. They also put sticky dots on those items representing the characteristics of a global citizen, which they think they already have.
3. Invite those participants who feel comfortable to present the content of their envelopes in a plenary.
4. Start a discussion, using the following questions:
 - Have you found anything new about yourself?
 - Which of the characteristics are the most important to yourself? Why?
 - Which are the key areas, you think, you are strong at?
 - Which are the key areas, you think, you need most of the improvement?
 - What key characteristics will allow you to think and act as a global citizen?

 **Additional remarks**

After participants brainstorm and put all skills, values, knowledge and other characteristics of a global citizen into their backpacks (envelopes), you can give them copies of the GlobalLab Framework for Global Citizenship Education (see Chapter 2). Ask them to review it and allow them to add to their envelopes the competencies they feel are important and they haven't put in yet.

It is possible to do the activities using cut out templates of different stuff people usually need while travelling (as annexed).

✦ Annex: Cut out templates



This Is A...

 **Step:** One - Get Connected!

 **Time:** 15 min

 **Space and materials:**

- A large room where all participants could stand in a circle;
- A set of different objects.

 **Description of the tool**

1. Introduce a set of 10-12 objects including a variety of stuff worn and used by the participants every day. The set might include: different pieces of clothing (T-shirt, jacket, trousers or skirt); different footwear (trainers, slippers); jewellery and accessories (watch, earrings); electronic devices or their parts (mobile, tablet); household items (kettle, dishes, cutlery).
2. Instruct the participants to stand in a circle and pass an object around the room. When someone passes the object, they say 'This is a... [name of the object]'. The person receiving it says, 'A what?' and the passer repeats, 'A... [name of the object]'. The receiver takes the object and says, 'Oh, this is a... [name of the object]'. The dialogue goes around the circle until everyone has had a chance to pass the object and comment.
3. Introduce a second object, followed by a third and a fourth. The aim is for the group to be passing and receiving objects at the same time so that a rhythm is created with people saying the words in the same tone and at the same time.
4. Ask the participants to discuss how the quality of our lives are dependent on stuff we use every day. Use the following questions:
 - Which of the objects are needed to make our lives better and easier?
 - Which of the objects, you think, are a luxury to have?
 - Which are the objects, you think, you could live without? Why?
 - Do all people in the world have equal access to stuff? Why?

Personal Inventory

 **Step:** One - Get Connected!

 **Time:** 45 min

 **Space and materials:**

- Large room with chairs;
- *Personal Inventory* worksheets;
- Pens or pencils.

 **Description of the tool**

1. Give the participants the *Personal Inventory* worksheets (one copy per participant). Ask them to list the items that they are wearing and carrying with them that day.
2. Then ask the participants to estimate how many of each item they own in total and note it on the worksheet. They should also estimate the total amount of money spent on each type of item as well as natural resources used to make them.
3. Ask the participants to note on their *Personal Inventory* worksheets whether each item listed is a need, a thing that makes their life better or a luxury.
4. Invite the participants to come back to the plenary and share their personal inventory results with the rest of the group. Start a discussion, using the following questions:
 - What did you learn about your personal stuff during the activity?
 - Which of the items have you noted as daily needs? Why?
 - Which of the items have you noted as the ones making your life better, as well as a luxury? Why?
 - Would there be any differences, if you compared your wants and needs to those of someone living in another part of the world? What?
 - According to the results of your inventory, how much do you spend on luxury items? Are you surprised about this? Why?
 - Can you remember the reason why you purchased some of the items in your inventory?
 - Do we always buy things we really need?
 - What are the influences of our personal consumption towards other people and environment?
 - Can we do anything to reduce the negative impact of our personal consumption? What?

The Web

 **Step:** One - Get Connected!

 **Time:** 30 min

 **Space and materials:**

- Large room or an open area outdoors;
- A large ball of wool, string or ribbon;
- List of roles.

 **Description of the tool**

1. Invite the participants to sit or stand in a large circle. Give each of them a role connected to stuff young people consume every day or the ones representing the key elements of the global supply chain (see the *List of roles*).
2. Explain the rules of the activity: one person in the circle holds on to the ball of string, states the connection between the given role and the other in the circle and passes the ball of string between them. The activity continues while all participants are connected to the web.
3. Ask the participants if they can see how the web shows many connections existing between different elements of a system. Start a discussion using the following questions:
 - Was it easy or difficult to find connections between different roles in the web?
 - Which of the connections did you find most unexpected? Why?
 - How the behaviour of one element of the web can affect the rest of it? Provide some positive and negative examples.
 - Do any issues causing one part of the web affect the rest of it? How?

 **Annex: List of roles**

| | | | |
|-------------------------------------|---------------------|------------------------------------|--|
| <i>Farmer</i> | <i>Driver</i> | <i>Owner of the import company</i> | <i>Factory worker</i> |
| <i>Farm worker</i> | <i>Grader</i> | <i>Quality inspector</i> | <i>Cashier in a supermarket</i> |
| <i>Packer</i> | <i>Longshoreman</i> | <i>Storage worker</i> | <i>Merchant in a local supermarket</i> |
| <i>Owner of a logistics company</i> | <i>Ship captain</i> | <i>Factory manager</i> | <i>Consumer</i> |

Jigsaw Time

 **Step:** Two - Choose an issue!

 **Time:** 15 min

 **Space and materials:**

- Large room or space;
- A selection of photos.

 **Description of the tool**

1. Prepare photos presenting different stages of producing stuff participants wear and use every day. Cut the photos into pieces so that every participant in the group gets one (e.g., 6 photos cut into 4 pieces each for the group of 24 participants or 5 photos cut into 5 pieces each for a group of 25 participants). Prepare at least 5 photos illustrating the following stages of production: 1) Extraction; 2) Production; 3) Distribution; 4) Consumption; 5) Disposal.
2. Scatter the photo pieces in the middle of the floor and ask the participants to select one. Invite the participants to move around the room trying to find peers with matching pieces of the image. When all pieces of each image have been found, and the small groups have come together, invite the participants to discuss their image and present briefly to the rest of the group.
3. Start a discussion, using the following questions:
 - What have you learnt from the photo?
 - Does the photo tell the whole story?
 - What else would you like to learn about the issue(s) in the photo?

 **Additional remarks**

As an addition, you can ask the participants to agree on the sequence of the photos and stand in a line representing the production line in the right order.

The tool can be used with other themes, depending on the selection photos.

 **Annex: Sets of photos**

*Clothes*¹³



*Electronic devices*¹⁴



*Paper production*¹⁵



¹³ Photo credits: Ray Witlin/World Bank; Dominic Chavez/World Bank; Peter Griffin/All-free-download.com; Pixabay; geograph.org.uk

¹⁴ Photo credits: Jonathan Ernst/World Bank; ILOAsrian Mirza; Dominic Sansoni/World Bank; Pixabay

¹⁵ Photo credits: Pixabay; Asian Development Bank; Dana Smillie/World Bank; Jack Redhead; Nels Highberg

Broaden Horizons

 **Step:** Two - Choose an issue!

 **Time:** 1 h, 15 min

 **Space and materials:**

- Large room with chairs and tables;
- Posters and markers;
- Long string or rope;
- Scissors.

 **Description of the tool**

1. Divide the participants into groups of 4-6 people. Ask each group to select a stuff item they use every day and want to explore more about the issues around it.
2. Ask the participants to discuss in their groups and explore issues, which are connected to the different stages of production of the chosen stuff.
3. Ask the participants to note down on a poster the issues they have identified in relation to their stuff item. They should write down issues that affect them and their peers on the top of the poster, and the ones that affect people in other parts of the world on the bottom. After that, encourage the participants to discuss and decide how the issues affecting them are linked to the ones affecting people in other countries. If they find it difficult to identify the links, you can support them with the following directions of thinking:
 - *The connections participants have with all other human beings regarding similarities and common needs;*
 - *Links the participants have to other people and places through trade, technology, migration, political systems, shared environment, etc.;*
 - *Links between issues, e.g., poverty and climate change;*
 - *The parallels that many global issues have with matters in our immediate environment, e.g., discrimination in a local community and globally, power relations locally and globally, etc.*
 Ask the participants to connect the linked issues by using a string or a rope.
4. After the groups finish the task, invite them to share their findings in a plenary.
5. Start a discussion using the following questions:
 - How does the issue connect us with people from other parts of the world?
 - Do the local issues affect people in other parts of the world?
 - Does it affect people in similar or different ways? How?
 - Are there any related issues?
 - Which issues are most of our interest?
 - How could we find out more?

Positive and Negative

 **Step:** Two - Choose an issue!

 **Time:** 45 min

 **Space and materials:**

- A large room with chairs.

 **Description of the tool**

1. Divide the participants into three groups and explain their roles:

One group thinks of lots of questions to ask the others. They should generate questions related to the issues around the use of stuff they are interested in exploring more. (If applicable, they can be asked to choose one issue discussed in the activity 'Broaden Horizons' for their discussion.) They should think of as many different questions as they can. The questions can start by *What? Who? How? Why?*

The **second group** responds positively to all questions, e.g. 'Yes, that's interesting. I like the sound of that.'

The **third group** responds negatively to all questions, e.g. 'No, I don't care. I'm not interested. That's boring.'

2. Ask the participants to form new groups of three. Each group should have one representative from each of the previous groups. Invite the new groups to start the session of questions and answers.
3. Invite the participants back in plenary and discuss the following questions:
 - Have you learnt anything new about the issue you have discussed?
 - Were there any situations you had to provide an opposite opinion than your personal one? Was it easy or difficult to do it? How did you feel?
 - Did hearing different opinions influence your own perspective towards the issue? How?
 - Why listening to opposite opinions towards the same issue is important?

Musical Chairs

 **Step:** Two - Choose an issue!

 **Time:** 45 min

 **Space and materials:**

- Large room where participants can easily move;
- Chairs (1 chair fewer than the number of participants in a group);
- Sheets of paper;
- Pens or markers.

 **Description of the tool**

1. Ask the participants to brainstorm and write on separate sheets of papers issues related to the use of stuff (the results of the activity *Broaden Horizons* might be used for this purpose, if relevant). Alternatively, you can prepare the issues in advance. Each participant takes one issue and reads it out loud to the whole group.
2. Explain that through the *Musical Chairs* activity the participants will have to prioritise the issues which are most of the interest to the whole group.
3. Play *Musical Chairs* as follows: A circle (or two lines back to back, depending on the space) is made out of chairs. There must be the same number of chairs and participants in the beginning. Play some music and invite everyone to dance around the chairs. While the group is dancing, one of the chairs is taken away. When the music stops, everyone must sit on a separate chair. There will be one person who doesn't have a chair.
4. Each time when the music stops and one player stays without a chair, he/she reminds their issue to the group. The group decides, if this issue has to be taken out, or should it stay in the game. If anyone thinks they have an issue with a lower priority or interest, they might suggest to change places with the participant and leave the game instead of them.
5. The game continues while only one participant with the issue stays in the game. Invite everybody back to the plenary and discuss the following questions:
 - What did you learn during the activity?
 - How would you evaluate the decision making process?
 - What would you prioritise – individual or collective opinion?
 - Do you think the issue chosen as the first priority is the most important to the whole humankind? Why?
 - What else do you need to learn to cope with the issue you have chosen?

 **Additional remarks**

The tool can be used for any other theme.

Access to Goods

 **Step:** Three - Explore more!

 **Time:** 45 min

 **Space and materials:**

- Posters;
- Post-its;
- Markers.

 **Description of the tool**

1. Divide the participants into smaller groups and ask them to think about the reasons, consequences and possible solutions related to the lack of access to different goods. Ask them to draw a shape of a human body on a poster and fill it in according to the following instruction:

Inside the human body – *impact: what impact does the lack of access to goods have on people;*

Outside the human body – *barriers: what stops people having access to goods;*

Post-it notes – *solutions: how can people overcome these barriers?*

2. After the groups finish the task, invite them to share their findings in a plenary. Initiate a discussion with the following questions:
 - Do all people in the world have equal access to goods? Why do you think so?
 - Can you remember a situation when you could not access a good you needed? What were the barriers? How did you feel in that situation?
 - Why are some people not able to overcome the barriers?
 - Should we help those having fewer opportunities to access the goods they need? Why?

Fair Share?

 **Step:** Three - Explore more!

 **Time:** 45 min

 **Space and materials:**

- Large room;
- Role cards.

 **Description of the tool**

1. Divide the participants into 5 small groups. Give each group a role representing an actor in a production line of a certain product (e.g., T-Shirt, gadget). Invite the groups to spend several minutes to get to know their roles and make additions if needed.
2. Give the following task to all groups:
Imagine that our product costs 1 €. You have to decide how much of 1€ you should get for your work in the production line.
3. Participants spend some time in their groups while discussing and preparing arguments why they deserve the amount they have chosen for themselves. After that, invite them to share the amounts and present their reasons.
4. Inevitably the total from all the groups will be more than 1€. Thus they will need to renegotiate. Ask each group to choose a spokesperson for negotiation. The debate continues while the total shared amount comes to 1€.
5. Once the participants reach the agreement or exhaust the arguments with no results, invite them to leave their roles and discuss together:
 - Do you think this is a fair situation?
 - Why is 1€ shared out as it is?
 - Who has the power and why?
 - What could be done to improve the situation?
 - What role can we play as people who buy production?
 - Would you be prepared to pay more for your stuff if you knew workers at extraction and production phases got a price that would enable them to meet their basic needs?

 **Additional remarks**

To make more impact, you can give 1€ to the group representing the supermarket. They keep their share and then pass the rest to the Transporter's and Distributor's group, then the Manager of a production company, the Workers at the phase of production and finally the Workers at the phase of extraction.

 **Annex: Role cards****Worker at the phase of extraction**

You have 12-14 hours per day of hard physical work in hot conditions. Every day you have to carry heavy loads of raw material on your back. Applying different chemicals in your work can lead to health risks such as cancer and other diseases.

You are constantly worried if you will have enough money to buy food, pay medical bills or to send your children to school. You may not be allowed to meet other workers to complain about your pay, the way you are treated at work or where you live. You are discouraged from joining a trade union.

Worker at the phase of production

You have to work 12-14 hours per day in unsafe conditions. Every day you have to make huge numbers of production determined by the manager. Unsafe equipment and lack of protection tools in your work can lead to injuries and other health issues.

You are constantly worried if you will have enough money to buy food, pay medical bills or to send your children to school. You may not be allowed to meet other workers to complain about your pay, the way you are treated at work or where you live. You are discouraged from joining a trade union.

Manager of a production company

You have to pay for expensive substance, tools and machinery used in production.

You need to hire lawyers in case workers sue you for work accidents.

Regulations in most countries in Europe and most shoppers want to get perfect production. This takes a lot of skill and money to achieve. If any of your products don't meet these high standards they have to be scrapped – so you lose money.

You bear the cost if the raw material is bad, or you lose it due to natural disasters.

You need money to keep paying for the latest machines and ideas, so your factory stays up to date, and you stay in business.

Transporter, Distributor

You need to buy or hire expensive cargo ships and ground transport to carry the production. You need to pay for fuel and salaries for cargo workers, damages of transport, road and harbour taxes.

On board, the production has to be kept safe to avoid damages. You have to invest into appropriate equipment to deliver the production undamaged. Furthermore, you will have to pay for storage of production while it leaves to shops.

You will have to promise the producers that you will buy a certain amount of production from their factory. And you will have to promise to the shops you will provide a certain amount of production in agreed period of time. Whatever happens, you will have to keep the promises, even if something goes wrong in the production and you are let down.

You will have to pay for an import license to bring your production into the European Union.

You will also 'need' a big, fancy office buildings to do your work.

Shops and Supermarkets

You have to pay the people who work in your shop. You also pay for lighting, heating, transport, designing of staff uniforms, carrier bags, etc.

You need to take on new ideas, maybe build a bigger shop, buy new machinery – all to make sure you make more money than other shops and stay in business.

If you sell damaged production or the one of low quality, your customers will not be happy and may decide not to shop at your store anymore.

You also need to advertise what you sell and to show how good your shop is so that shoppers come to buy their shopping at your store rather than going anywhere else.

Good Boss, Bad Boss

 **Step:** Three - Explore more!

 **Time:** 1 h, 30 min

 **Space and materials:**

- Large room with tables and chairs;
- Music and speakers;
- Refreshments;
- A sample cube pattern;
- Lots of paper (reuse!) and posters;
- Scissors and ruler;
- Pencils and markers;
- Glue or tape.

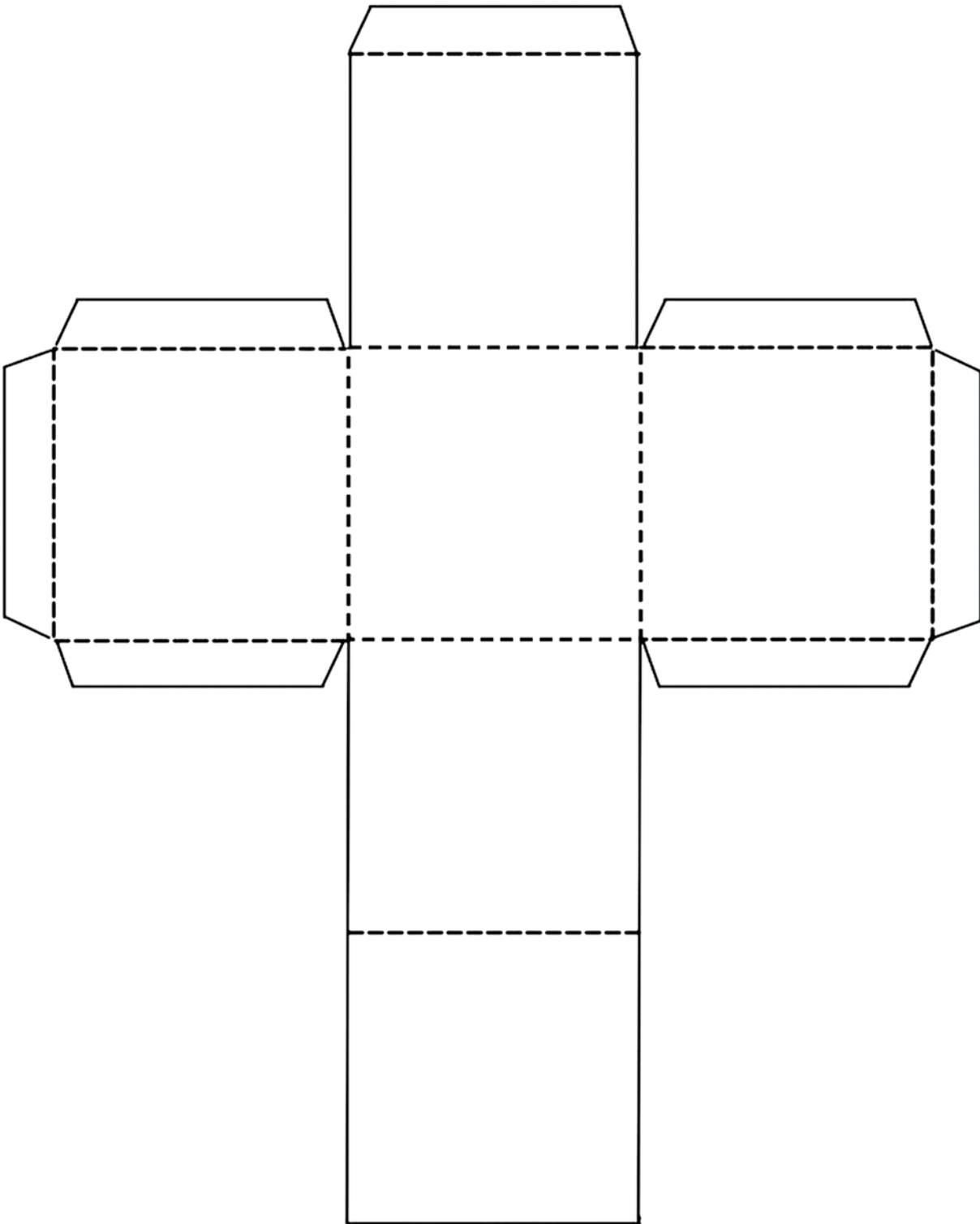
 **Description of the tool**

1. Prepare in advance 2 different working places: A) *A sweatshop* with marked area, speaker ready to play loud music and missing or faulty tools; B) *A fair factory* with open space, refreshments, comfortable seating and good quality instruments for work
2. Divide the participants into 2 groups – A and B. Take the role of the boss of both factories producing cubes. The task of the participants is to produce as many cubes as possible according to the given pattern within 20 minutes. They can only use the materials provided and must always listen to the instructions of the boss.
3. During the activity, the boss is very rude with group A, and nice to the group B. E.g., the boss keeps group A in the area all the time, turns loud music on and off, barks at them, changes the amount of time they have. Meanwhile, the boss checks if group B feels fine, gives them a break, provides with high quality tools.
4. After the time is up, ask the participants to leave their roles and invite to discuss the following questions:
 - What happened during the activity?
 - How did you feel being treated impolitely/respectfully?
 - What issues has this simulation raised?
 - What can we as citizens and consumers do to help change the situation?

 **Additional remarks**

If the group has already worked with a specific stuff item or product, you can ask them to produce it. In this case, you will need to change the model – for example T-shirt, pants or soles of trainer made out of used paper or newspapers; paper footballs or the ones made out of used plastic bags, newspapers and rope.

 Annex: Cube pattern



Graffiti Wall

 **Step:** Three - Explore more!

 **Time:** 3 h

 **Space and materials:**

- Large room for preparing the graffiti wall;
- Large wall in a public area of a school or community;
- A variety of materials (watercolours, crayons, big sheets of paper, markers, etc.) necessary to produce a graffiti wall.

 **Description of the tool**

The activity allows for participants to conduct research on a chosen issue in their school or community by using graffiti wall – a large surface, often a roll of paper fixed on the wall.

1. Ask the participants to think of several questions which they need to answer in order to explore a concrete stuff or issue deeply.
2. Ask them to prepare the graffiti wall for collecting the responses of their community members by using their creativity and connecting its appearance with the selected stuff/issue.
3. Note to the participants that they have to encourage the members of their community to write, draw or stick up post-its in response to a particular question or set of questions. School/community members should be invited by the participants to write their thoughts on the wall to get involved and share their views towards the raised issue.
4. After the participants collect the responses, gather them to review and analyse the input of others. Discuss.

 **Additional remarks**

The process of engaging with the community and collecting responses on the Graffiti Wall will require additional time. Make sure you set a reasonable period of time for the process.

Analysis Game

 **Step:** Three - Explore more!

 **Time:** 15 min

 **Space and materials:**

- A set of objects.

 **Description of the tool**

1. Divide the participants into small groups. Give each group a set of 10-12 objects representing different stuff or their parts which young people use every day.
2. Ask the groups to divide the objects into two categories (they have to come up with the categories themselves) and explain them to the whole group.
3. In the next round, ask the participants to divide their objects into three categories and explain them.
4. For the last time, invite the groups to divide the objects into four categories.
5. In the end, discuss using the following questions:
 - What have you learnt from this exercise?
 - How is categorising objects similar to categorising information?
 - Why is it important to categorise information?
 - What can be the main attributes for categorising information?

Map an Impact

Step: Three - Explore more!

Time: 1 h, 15 min

Space and materials:

- Large room with tables and chairs,
- Possibility to use computers and the Internet;
- Posters;
- Markers;
- Matrix for collecting information (optional).

Description of the tool

1. Ask the participants to draw or write a stuff item in the centre of a poster, which they have decided to explore in depth. They have to write all resources and processes required to produce each part of their chosen stuff item. They should be arranged in a circle around the main circle.
2. Ask the participants to prepare diagrams of impacts (see example) that might be related to producing and using the item they are exploring. They should be thinking of the impact of producing and using the certain item towards environment, economy and other people around the world. Instruct the participants to use different colours for the circles depending on whether the event or issue is positive or negative.

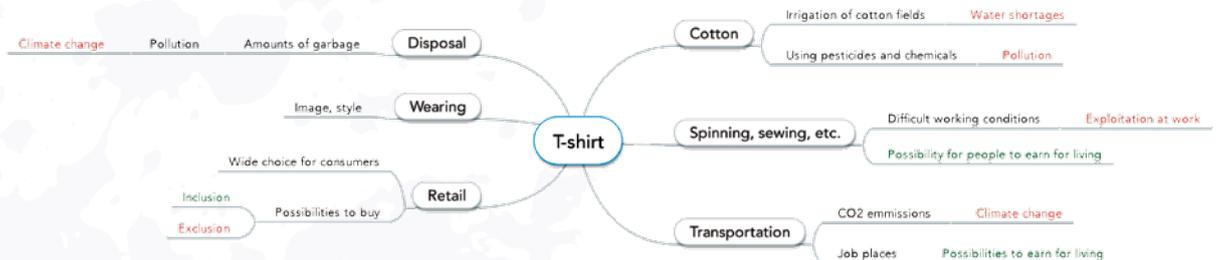


Figure 10. Sample diagram of impacts

3. After the groups finish the task, invite them to share their findings in a plenary. Discuss:
 - Are the assumptions of the group justified?
 - How can you find more facts to justify your assumptions?
 - What could be main sources of information for further exploration?
 - What could we do to break the chains of negative consequences?

Additional remarks

Participants can use the results of the *Graffiti Wall* as a source of information for developing their map of impact (if applicable).

To help the participants to organise their thoughts, you might provide them with a matrix for collecting information. If the participants lack information to fill in the matrix, you can provide them with an opportunity to find necessary information and data on the Internet.

Balloon



Step: Four - Look for solutions!



Time: 1 h, 30 min



Space and materials requirement:

- Large room;
- A variety of materials – plain and coloured paper, pencils, crayons, newspapers and magazines, string or rope, empty boxes, etc.



Description of the tool

1. Divide the participants into small groups and tell them that they have to build a hot air balloon representing their vision of a specific issue related to stuff they use. They should work on an issue they have explored in earlier activities and feel they would like to improve the present situation.
2. Instruct the participants that their balloons should include the following elements:
 - A **basket** representing the current situation of the issue the groups have chosen to solve;*
 - Envelope** representing the ideal situation of the issue;*
 - Burner** (stream of hot air) representing all factors enabling the balloon to fly;*
 - Pegs and ropes**, representing obstacles which hold the balloon on the ground and does not allow it to fly.*
3. Ask the participants to build the balloon out of different used materials: plastic bags, boxes (both paper and plastic), textiles, newspapers and magazines, etc. When all groups complete the task, invite them to show and share their thoughts in a plenary.
4. Invite the participants back to their groups to think of possible solutions to deal with the obstacles they have identified (in the form of pegs and ropes). One proposed solution allows the groups to cut either one rope or take away one peg holding the balloon on the ground. Groups have to think of as many solutions as they need to take out all pegs and cut all ropes, thus enabling their balloon to fly.
5. Ask the participants to present their solutions and symbolically cut ropes or remove pegs. Then discuss using the following questions:
 - What did you learn during the activity?
 - What is mostly needed to cope with the issue you have explored?
 - How do you see yourself in the process of coping with the issue?
 - How can you cooperate with your peers in order to contribute to making a difference towards the issue?

Action Dodgeball

 **Step:** Four - Look for solutions!

 **Time:** 45 min

 **Space and materials:**

- Lots of sheets of paper of A5 size;
- Pens or pencils;
- 4 bins/boxes/containers;
- Posters and markers.

 **Description of the tool**

1. Together with the participants select or specify an issue related to the stuff out of the ones they have explored in earlier activities and they feel they would like to improve the present situation.
2. Divide the participants into 2 teams. Ask them to stand in 2 lines in front of each other.
3. Give each participant 3-5 sheets of paper and pens and ask them to write down as many ideas as they can – one idea on one piece of paper – to meet challenges and improve the issue they have selected. Participants roll the pieces of paper up into balls and get ready to play dodgeball. The more ideas they raise, the more balls they will have for the game!
4. Invite the teams to throw the paper balls at each other. Once a participant is hit they should collect the 'ball' that hit them and sit down out of the way. They should think about who the idea/solution/action is targeted at.
5. Once a team is out, ask the participants to collect all the pieces of paper and gather everyone around the boxes/bins with the following signs: A) Friends and family; B) Businesses; C) Government; D) School and local community.
6. Ask each participant to read their action idea and suggest who they think it is targeted at. The whole group discusses and agrees which box it should be placed in. The participants complete the task when all paper balls are placed into respective boxes agreed by the whole group.
7. In the end, discuss using the following questions:
 - What does this activity tell us about the actions we can take?
 - Whom is it most important to target by our actions? Why?
 - Which actions would you consider the most important to implement? Why?
 - Did you find any actions that are unrealistic to implement? Why?

Campaign

 **Step:** Four - Look for solutions!

 **Time:** 45 min

 **Space and materials:**

- Stepping stones cards;
- Posters and markers.

 **Description of the tool**

1. Ask the participants to discuss in plenary what a term 'campaigning' means to them (In case they have difficulties you can introduce the following explanation: *Campaigning is where you seek to influence someone to change their beliefs or actions towards something.*). In case it has not been done in the previous exercises, discuss with the participants and agree on a concrete action in order to address the specific issue related to stuff out of the ones they have explored in earlier activities. If the group is big, it can be split into smaller ones and agree on several actions.
2. Give the participants 'stepping stones' presenting different steps for planning a campaign. Ask the participants to put the 'stones' into the right order.
3. Once the whole group agrees on the order of a campaign plan, split the participants into pairs or threes. Give each group two steps. By thinking of a concrete action or campaign they want to organise, ask the groups to answer the following questions:
 - How long will this step take?*
 - What sort of skills would you need to complete the step?*
 - Are there any key people who can help with this step?*
 - What challenges might occur that stops or slows down their progress?*
4. After the groups finish the task, invite them to share their findings in a plenary. Discuss using the following questions:
 - What did you learn about the campaign planning process?
 - Which steps do you consider the easiest/difficult to implement?
 - Which of the steps require most of the resources?
 - How important is cooperation with your peers while planning and implementing your campaign?

 **Annex: Stepping stones**

Make your team

Set your objectives

Identify allies and targets

Make a plan

Assess your resources

Make your budget

Plan how to use media

Do your activity or event

Evaluate

Global Citizen's Backpack (part 2)

 **Step:** Six - Reflect!

 **Time:** 45 min

 **Space and materials requirement:**

- Large room with chairs;
- The envelopes (backpacks) participants have created in part 1;
- Markers, pens or pencils;
- Paper cut outs;
- Envelopes;
- Sticky dots.

 **Description of the tool**

At the end of the training module, participants repeat the activity as described above in Step 1.

1. Ask the participants to review their own 'backpacks' (envelopes), as they were filled in part 1 of the exercise.
2. Ask them to put sticky dots on the items representing the characteristics they have gained/ improved during the training module.
3. Give the participants additional cut out templates (you can use paper of a different colour), if they want to add anything more to their envelopes.
4. Open up a discussion, using the following questions:
 - What has changed since the beginning of the training module?
 - What are the key learning points you have achieved?
 - What competencies do you feel you still need to develop?
 - How will the new competencies help you in the future?

Metaphorical Reflection

 **Step:** Six - Reflect!

 **Time:** 45 min

 **Space and materials:**

- Large room with chairs;
- A set of different objects (one per participant).

 **Description of the tool**

1. Ask the participants to spend several minutes to rethink their journey of learning within this module.
2. Introduce a set of objects which includes a variety of stuff worn and used by people every day. It might include different pieces of clothing; different footwear; jewellery and accessories; electronic devices or their parts; household items; etc.
3. Ask each participant to select an object representing their thoughts, feelings and emotions towards what they have experienced during the process of learning. Share and discuss in plenary.

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About GlobalLab and Us

This guide was developed by a devoted international team of youth workers from Lithuania, Bulgaria, Cyprus and Spain who are working on a number of other activities connected to bringing global citizenship closer to young people. They are all part of the project GlobalLab – ‘Six Steps to Global Citizenship’ (2015-1-LT02-KA205-004096). The project aims to broaden civic participation of young people and enable them to contribute to meeting global challenges through local civic actions. This is being done by improving the quality of youth work and joining efforts of youth and educational bodies towards making young people promoters of global citizenship.

The project has already developed a number of outputs aimed to create, pilot and share good global citizenship practices. Apart from the present guide, these outputs include the research-based publication ‘The Picture of a Future Global Citizen’, accessible online on <http://www.globalab.org/materials>, as well as the mobile application for young people. These outputs are being piloted on both local and international level, as the project engages young people in the four countries directly. Through the GlobalLab project, we strive to provide an opportunity for young people to think about the issues they face every day from the global perspective. It should allow them to find their own role in the global society, as well as stimulate their behavioural change in order to contribute to sustainable development both locally and globally.

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