

# Module 2: Technology



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### 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					