

## 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/>.

