READER
Interactive Methods and Global ducation Exercises

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Communicating concepts

Aims

- To share experiences of what makes a good training activity
- To explore different perspectives
- To create a training activity

What makes a good training activity?

(10 - 20 minutes)

Introduce the activity by asking people to brainstorm what makes a good training activity.

For example, key elements of a good training activity are that it involves head, heart and body:

- an atmosphere of trust among participants
- relevance and usefulness: connect to purpose and reality of the participant;
- clarity of purpose: be clear why you want to convey a particular concept;
- show rather than tell;
- use a story, image (photos, diagrams, metaphor) or example;
- use personal interaction if possible, through pairs or triads, question and answer, or drama;
- emotional involvement
- use activity and movement
- make as concrete as possible.

Communicating concepts

(10 - 30 minutes)

Divide the group into pairs or subgroups and ask each one to develop a learning activity which conveys one key concept for understanding global issues to a particular group they work with. Ask the group not to spend long discussing *which* concept, but to choose one that they all intuitively consider important.

The group can choose a concept they have come to during the previous activity or one of the following:

1. ***Globalisation:*** *trade, finance, communications, governance,*

2. ***Sustainable development:*** *stewardship, needs and rights of future generations, uncertainty and precaution in action, carrying capacity*

3. **Interdependence:** of society, economy and environment,

4. **Citizenship:** rights and responsibilities, participation and co-operation, power

5. **Diversity:** cultural, economic and biological

6. **Social justice:** equity, poverty, wealth, race, class, gender, disability

7. **Security:** military, social, environmental,

8. **Human rights**

Ask each group to present or outline the training proposal and how it illuminates understanding of the concept for a particular group.

Feedback (5 minutes per group)

After each presentation, ask people to briefly feedback

a. what they learnt about the concept, particularly new insights and knowledge

b. what worked about the training activity

c. what could have been done differently / better

d. what was the best thing about the presentation

Reflection and review (10-15 minutes)

Conclude the session with one or both of the following activities:

Go round the group and asking people to say

1)   what they take away from the session;

2)   what they found most useful

3)   what they found least useful or confusing;

4)   and what they feel they need to learn to help the learners/target groups they work with.

The purpose of this exercise is to encourage people to reflect on the needs of learners, to recap the main points covered and to evaluate the session.

DESIGN A LEARNING PROGRAMME IN SIX STEPS

Step 1 – Understand your learners
        (also called Learning Needs Analysis)

Take time to find out about your participants or target group:
- Who is the training for?
- *Why* do they want to learn?
- What do they *want to do* as a result?
- What do they know already?
- What do you think they *need to know* and *be able to do?*
- What are they up for?
- What special needs or support requirements to they have?

Step 2 – Set objectives (learning outcomes)

For the whole course and for each session, say what you want participants to
- **know**
- **do (skills)**
- **feel or believe (attitudes)**
  Clear objectives will help you map out your learning activities.

Step 3 – Select the main topics

Choose the main topics and break these down into a sequence:
- What are the central questions to be addressed?
- What is the most effective order to cover the topics?
- What concept or mental model is relevant for each topic?
- What evidence or facts do people need to know?

Step 4 – Select methods (learning activities)

Choose methods and activities for each topic.
Use a mix of methods that will appeal to different learning styles (visual, auditory, practical, tactile, kinaesthetic).

Think about timing and pace. How long will you allow for each activity? Some methods or sessions work better at different times of day (eg avoid long discussions of heavy topics after lunch!)

For each main topic, consider
- How can you build on people's own <u>experience</u> and <u>knowledge</u>?
- What <u>question</u> will get people thinking about the subject?
- What experiences will <u>engage</u> people with the topic?
- How to give people <u>fast feedback</u> on their knowledge & skills
- What activities enable people to <u>practice and apply</u> new material?

(Eg quiz, rephrase, summarize, teach others, show, draw…)
                                                                                            .

Step 5 – Build in evaluation and feedback

As a facilitator, you need feedback from participants and to adjust your pace, activities and content as you go along. Evaluation can be done quickly after a particular activity, each session, at the end of each day and the whole course. Evaluation and feedback is also useful for participants reflect on what they've learned. One simple method is a group 'check in': sitting in a circle, each participant reflects on what they got from the session. A questionnaire at the end can ask: 'Which activities were most (or least) useful for you?, What did you feel was missing? How can we improve the training?

Step 6 – Build in appropriate assessment

Assessment is a way of measuring participants' skills and knowledge. The most effective assessment
- has explicit criteria (the desired learning outcomes)
- is fit for purpose, relevant to what participants want to do
- is formative, informing the learner about how they are doing

"Summative assessment" is used to take a snapshot of what people know or can do at the end of a course to inform others about the standard achieved.

Advocacy in Global Citizenship

Increase your point of power

Almost everything is *outside* our control. Even our actions depend on muscles, molecules and environmental factors we only partially control. Effective action is like flying or surfing - riding elements beyond our control.

$$O = E + R$$
Outcome = Event plus our Response to it

When something happens (an event **E**), the outcome (**O**) depends on the response (**R**).

Most Events are outside our control. But you can take responsibility for your Response. Blaming "Events" makes you powerless, a victim. Taking responsibility means taking

power and becoming author of your life. How you respond depends on your abilities, skills, intuition, understanding and vision - all of which can be developed.

Clarity of purpose creates focus

Expand your point of power by increasing your abilities, contacts and assets. Team up with others to pool skills, knowledge, contacts and energy to create collective power. Position in society or an organisation can also increase potential power.

The piggy-back principle

The fastest way of bringing about the change you want is to join or ally your self with another person, team, organisation or current that is moving in the direction of the change you want. There is nothing wrong with jumping on a bandwagon if it is going your way. That way it will get there faster.

Similarly, it may be easier and less effort to join and help an event or activity organised by others than to organise your own.

But if you stand in front of a juggernaut going in the opposite direction, it may crush you or it could swerve (if the driver is basically decent).

"Crunch points" are decision-making moments when issues hang in the balance, when things could go one way or another. They are like forks in a road. Like roads, they can be large or small. A wrong turning may be easy to correct or disastrous. Some are irreversible, like driving off a cliff.

Key crunch points include:

- *What you do*: get up, show up, just do it – if you don't it may not happen
- Meetings *with* decision-makers or opinion-formers – you may only have one opportunity to make your point, to impress, to get their support
- Meetings of decision-makers – the Board, Governing Body, Parliament, Cabinet, etc
- Appointments – job descriptions and appointment of top people and leaders
- Votes – on finance, policies, Bills, in elections, in public meetings, etc
- Policy statements - commissions, manifestos, keynote speeches, Green or White Papers, which set out core principles which shape decision-making on that issue
- Decisions on rules, standards, guidelines, norms, laws and rights
- Critical weaknesses - bottlenecks, pinch points, log jams, straits, crisis or fuses
- Wildcards – chance, accidents, luck
- Which of these crunch points relate to the change you want?
- Which can you influence?

"Seize the moment" – time chooses change

Timing is often critical. Most crunch points are **time specific**: if you miss it, move on. There may not be a similar opportunity for some time. A set back can make it harder next time, although a heroic defeat can galvanise support for future success (Dunkirk spirit). Persistence despite setbacks can win respect and support.

If the time is not ripe for the change you want, you need different tactics to create a climate of opinion, develop evidence and arguments, cultivate allies and champions, so that the time becomes ripe and you position yourself to take advantage of it .

Find the fuse: what's the difference that makes a difference?

Small well-focused, targeted and timely actions can produce large changes. But you need to know how the system you want to change works to find out what actions will make most difference when **(step 3 and 4).**

Relatively small changes can have huge consequences. In September 2003 large parts of London suffered an electricity blackout because a 3amp fuse had been used instead of a 5amp one.

 A well designed form or small change in procedure can make more difference than ambitious policies and huge amounts of money.

What small changes could make a big difference in relation to the change you want?

The following may help you "find the fuse" or critical difference which makes a difference:

Look for places or cases where the change you want has happened or is unnecessary because the problem does not exist and identify differences between them and your situation. This could provide your answer.

Look for common factors in the origins or development of the problem you want to address. This could provide your answer.

Eradication of the small pox virus has wiped out the disease and stopped the need for vaccination, treatment or help for survivors, because no one gets the disease any more.

Follow the decision-making chain "upstream" to the source of decisions which cause or permit the problem.

Research showed that the pesticide DDT was killing wild-life and harming people by getting into the food-chain. After a sustained campaign, DDT was banned in most countries.

All these problems were tackled through political action by people "finding the fuse" and persuading decision-makers to set up mentoring schemes, fund parenting education, eradicate small pox or ban DDT. In most cases the campaigns continue, but the world is getting better as a result.

Action planning

Without a map or a guide, you are likely to take longer or get lost on the way to realising your vision. You can also get lost if you have too much detail and loose sight of the wood for the trees.

Planning is a way of pulling together what you've learnt, taking stock, and mapping steps to your vision. In the process, you may revise your vision, change your goals, or see alternative routes to bringing it about.

Planning is also a learning process, something you do every day, week, month, year and at major stages in your project.

Failing to plan usually means planning to fail. Studies show that planning is a major factor in the success of any project.

The best plans are short and bring together the main things you've learnt about the change you want and how to bring it about, including the main steps and resources needed. A good plan is a mental model of where you are going, how you will get there and a flexible guide to action. It helps you stay on course and to seize opportunities as they arise, taking large leaps forward.

**Your own plan or map needs to include every step in the process of change:**

- your vision, values and beliefs stated as a SMART goal,
- trends and forces affecting the issue you are concerned with
- systems, organisations, decision-makers, opinion-formers and networks
- timelines and crunch points in relation to your vision and goals
- a vehicle (powerbase) and ways of dealing with obstacles
- how you are going to communicate, what you are going to do and how you will evaluate and celebrate what you've done

Your plan may take the form of a drawing, a list of steps, a time line, document or story, or a combination of these, whichever is most useful for the change you want to bring about.

What ever you do, measure twice, cut once.

Get into position …

Put yourself, team or agency in strategic positions in
relation to your constituencies & relevant power structures

Strategic positioning
Modelling
Signalling
Relationship
Action
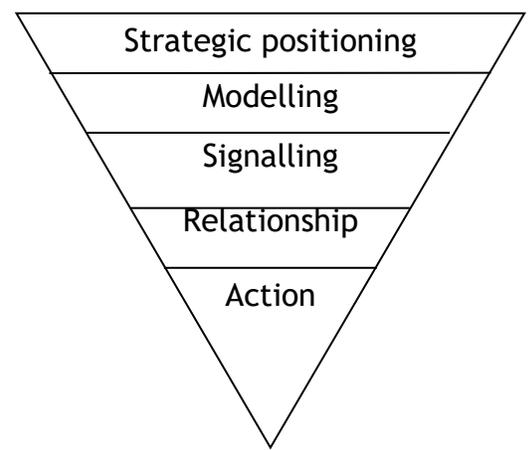
Communicate your aims and vision by what you *do*
Tell people your vision, clearly identifying actions & outcomes. Build trust with people who will bring about the change

Implement: just do it!

If the change you want is very large or widespread, it will need many different change agencies and a powerbase.

Know your key people

Aims

- To identify and understand key people affecting your issue
- To asses what influence these individuals have over what you are trying to achieve –as supporters or as potential opponents
- To plan how best to mobilise their support or neutralise opposition

Materials

Flip Chart and coloured pens
Key People Table drawn up on flip chart (with space to input names)Power/Interest matrix drawn up on flipchart

Time:
105 minutes

Identify Key People

Aims

- To identify the key people who influence an issue

➢ 10 minutes

As a group, brainstorm who you think are the key people who influence your issue. Scribe suggestions on to a flip chart.

Take 10 minutes for this.

❖ Ask participants to consider all the people who:

- Might be affected by their project, work or campaign

- Have influence or power over it

- Have an interest in its successful conclusion

- Have an interest in its unsuccessful conclusion

➢ 10-15 mins

Once you have a list of key people to work with, ask participants to start to categorise the individuals using the table in the Know Your Key People Handout. They can add any additional people they think of as they go.

❖ Remind them that when thinking about organisations or institutions with interest or influence, that it is important to remember that we communicate with **people**, so they should be sure to identify the right individual within an organisation.

Activity 2   **(10-15 minutes)**

Prioritise your key people

Aims

- To prioritise the key people identified by their power and interest

➢ 10 minutes

Explain that now we have a long list of people that are affected by or might influence the issue, we can use a tool called the Power/Interest Matrix to classify them and to determine how best to prioritise our efforts. Give participants the <u>Prioritize your key people</u> handout.

Using the matrix on the flip chart, explain the process:-

1. First diagnose the key person's power and interest level in the issue

2. Then identify the most appropriate action to adopt

Power/Interest Matrix

	Low Interest	**High Interest**
High Power	**Satisfy**	**Engage Closely**
Low Power	**Monitor (Minimum Effort)**	**Keep Informed**

❧ As an example, your employer is likely to have high power and influence over your work, as well as a high level of interest. Your family may have high interest but may not have power.

The actions on the grid are shorthand:

- **Manage Closely** High power, interested people – you must fully engage and make the greatest effort to satisfy
- **Keep Satisfied** High power, less interested people – put enough work in to keep these people satisfied, but not so much that they become bored with your message
- **Keep Informed** Low power, interested people – keep these people adequately informed and talk to then to ensure that no major issues are arising. These people can often be very helpful with the details of your project
- **Monitor** Low power, less interested people – monitor these people, but do not bore them with excessive communications

Activity 3   (15 minutes)

<u>Understanding Your Key People</u>

Aims
- To identify what interest and influence your key people could have

❧ When thinking about where the people identified belong on the Power/Interest matrix, it would be useful to know more about them - how they are likely to feel about and react to your project. You will also need to know how best to engage them and communicate with them.

➤ 5 minutes
Ask participants to get into pairs and spend five minutes thinking of some questions that would be useful in helping to find out more about key people. Pull the group back together and ask for some suggestions. Give participants the <u>Understand Your Key People **Handout**</u>

➤ 10 minutes
Now ask participants to write up the names of the key people onto the power/interest matrix on the flip chart – this can be colour coded as follows:
   o Green for supporters and advocates
   o Red for blockers or critics and
   o Orange for those who are neutral

Activity 4   **(45 minutes)**

Plan to win support

Aims

- To identify actions and communications that can be used to 'move' or 'manage' 3 key people in the power/interest matrix

❖ Explain to participants that having identified, prioritised and understood the key people that are interested or have influence, we are now going to look at how to plan to best influence them.

➢ 30 minutes
Divide participants into two groups and ask them to use the Plan to Win Support template (handout), the Plan to Win Support exercise (handout) and the Plan to Win Support: Profiles (handout) to follow these steps:

1. Ask participants to select 4 people from the matrix – '3 to move and 1 to manage'. They should choose people who they can see could be in the 'wrong' place as far as their project is concerned. The typical movement is from top left to top right (high power, low interest to high power, high interest), but does not have to be. They should also select one person who is currently in the 'correct' place but whom they believe could do with some of their attention.

2. Using the Plan to Win Support: Profiles ask them to think through what they want from each key person – and write this information in the "desired support", "desired role" and "actions desired" columns

3. Using the same sheet, ask them to Identify the messages that they need to convey to their stakeholders to persuade them to support them and engage with their projects or goals. These messages should demonstrate the benefits of their activities, to the person or their organisation – remember the importance of using language that they identify with ("key performance indicators")

4. Identify actions and communications – finally work out what you must do to win and manage the support of these key people (to either 'move' them or 'manage'

them). With the time and resources you have available, think about how you will manage communication with and input from your key people.

❖ This should be a source of some debate and should be stimulated if slow. Move between groups if necessary but this is key to the notion of bringing about change.

❖ Once the participants have completed the 2 profile sheets, you can now ask a spokesperson from each group to share their ideas with the whole group.

➢ 15 minutes
Ask everyone to suggest ideas for the following:

Q: What do you need to do to keep your best supporters   engaged and on-board?

Q: How might you win over or neutralise the opposition of your sceptics?

Q: Where you need the active support of people who are not currently interested in what you are doing, how might you engage them and raise their level of interest?

Q: Why is it important to consider how what you are doing might affect your key people?

Q: How soon should you let people know about difficult issues that may arise?

Q: What sort of differences in approach might you take when considering how to communicate and engage with your key people who are low power rather than high power

Mobilising your key people

The people you have identified on your map are only of use to you if you can make them work for you. An important step in making this happen is the identification of key people.

Think of all the people who are affected by, or who might influence your issue/project/campaign. Brainstorm together with colleagues – it is sometimes helpful to refer back to your asset map.

Things it might be useful to think about:

- All the people who might be affected by your project / campaign

- All the people who have influence or power over it

- All the people who have an interest in its successful conclusion

- All the people who have an interest in its unsuccessful conclusion

Use the table to help you to "group" your key people – and remember that when you are thinking about organisations or institutions with interest or influence, you will be communicating with **people,** so be sure to identify the right individual within an organisation.

Are there any other categories that you would like to add?

Your boss	Nationa agencies	Government
Senior executives	Partner organisations	Other Governments
Your co-workers	Campaigning groups	Quangos
Your team	Funders	Other service providers
	The media	The public
	The private sector	The community
Your family	Friends	Interest groups

<div align="right">Handout</div>

Mobilising Your Assets – Prioritise your key people

<div align="right">Handout</div>

Mobilising Your Assets – Understand Your Key People

Useful Questions

Important questions that can help you understand your key people are:

- What financial or emotional interest do they have in the outcome of the issue? Is it positive or negative?

- What motivates them most of all?

- What information do they get?

- What is the best way of communicating with them?

- What is their current opinion?

- Who generally influences their opinions?

- Do some of those influencers therefore become important key people in their own right?

- If they are not likely to be positive, what could win them round, if anything?

- If you don't think that you will be able to win them round, how will you manage their opposition

- Who else might be influenced by their opinions? Do these people become key people in their own right?

Don't forget that often the best way to get answers to these questions is to ask people directly – people are often quite open about their views and asking for their opinion is often the first step in building a successful relationship with them.

Handout

<u>Mobilising Your Assets – Planning to Win Support Exercise</u>

↦ **KEY POINT:** put the right energy into work with the right people

Some things to think about

- Think through what you will need to do to keep your best supporters engaged and on board.

- Work out how to win over or neutralise the opposition of the blockers

- Where you need the active support of people who are not currently interested in what you are doing, think about how you can engage them and raise their level of interest.

- Think about how your actions will affect your key people.

- Where appropriate, let people know as early as possible of any difficult issues that may arise, and discuss with them how you can minimise or manage any negative impact – this will give them time to think things through and will preserve your reputation for reliability.

- Once you have completed your plan, all you need to do is implement it! This is easiest if you break it down into small achievable steps.

Issues mapping

An "issues map" is a tool for sharing views and setting priorities. It can be used with groups of almost any size, from very small to over 100. This method is borrowed from *Future Search,* an approach to creating a shared vision and action plan which runs over two days and nights. The issues map itself only needs an hour or two, depending on the context.

It can be used in many different ways:

- at the start of a course, to find out what people already know about the topics to be covered, what they want to know more about, and provide an overview of the subject;

- as part of a workshop, to share awareness of issues and decide priorities for discussion;

- as a planning tool, to share concerns and decide priorities for action;

- as a team-building activity, to brainstorm ideas and set priorities.

It is particularly useful when starting work on a new project where there are lots of different views and possibilities. Is is a group process are stimulates a lot discussion, records key points and connections in a visible way, and enables people to prioritise quickly, easily and visibly.

The process is very simple and remarkably powerful:

1) start by describing the issue and getting everyone's views about it onto a large sheet of paper in the form of a mind-map ("issues mapping");

2) invite people to prioritise issues for action ("dot voting");

3) conclude by forming planning or action groups on each priority.

For groups of up to 15 or 20, sit in a semi-circle and get everyone to introduce themselves, using a warm-up activity if necessary. Invite people to turn to their neighbour and ask each pair or small group to discuss the topic and come up with the main issues to be addressed.

For groups of up to 150 or so, people can be seated round tables, cabaret-style, and discuss issues on each table.

When people have had enough time in pairs or tables, ask each group to say something about their top priority issues and write it on the map as a branch. People should say what they mean by the topic and where they want it to go. It is best if one person facilitates the discussion and one or two other people write the topics onto the mind map.

For example, in a discussion about globalisation, the word 'globalisation' was written in the centre of a large sheet on the wall, made of 4x3 flip chart pages. Everyone discussed their concerns about globalisation in pairs and what they considered the most important issues to be addressed. People took turns to call out their concerns – such as trade, food, climate change, finance, Tobin tax, transnational corporations, etc. saying something about each point, why they thought it was important and its connection with other issues. Very quickly, a huge number of different topics will spread out from the centre.

This process gives everyone a chance to participate and everything is recorded on the issues map. It is a highly participative, divergent process, which stimulates thought. As more ideas come up, people think of new issues and unusual connections. No issue is excluded from the issues map and anything goes. If the group includes people who have difficulty reading, pictures can be used alongside or instead of words on the branches of the diagram.

For the second stage, people come up to the map and decide where they personally think the energy should go or what the priority should be. Everyone is given five (or seven or three) sticky coloured dots, which they put on the branches of the map. People can put all dots on one point or just dot one on several different points. When everyone has 'voted', the dots are counted up to give a list of priorities. Similar points can be counted together, by agreement with the group. This is very often done while people have a break.

This gives a collective picture of priorities for action. It is highly democratic, because everyone has an equal say.

For the final stage, participants decide which of the top priorities they want to work on, in pairs or small groups. With large groups, where people are sitting round table, each table can be given a different priority and people sit down at the topic they want to work on.

Each sub-group clarifies what their issue is about, whether any more information is needed, and what needs to be done about it. In a longer workshop or course, this can be the starting point of a deeper investigation of the issues or a project to work on the priorities identified.

CASE STUDIES   -The structure of the case studies

It is intended that the case studies can be used to stimulate discussion and debate about approaches to global youth work for example:
• to raise issues about the implications and practice of global youth work in training situations
• as a source of contacts, ideas and information.

Case study

Find a person wearing something made in India. Find someone who has eaten chocolate today. Find someone who has a relative or friend living outside the UK. Write their name on your card when you find one and move on. The first to complete a full card wins. **That's Global Bingo**.
For those looking for a bit more activity, there is the **Global Walk**.
 Go around your
town, into sports shops, round the market and find out where things come from.
Each session was geared around a different theme: chocolate, bananas and fair trade, children and young people's rights, and trainers. For chocolate, the group looked at where it comes from, did a photo-activity and the well known chocolate game involving a hat and scarf and a knife and fork (you only get to eat the chocolate when you get a multiple choice question right).

Mapping our world

An activity for exploring perceptions of the world.
Think of ways of representing school, and draw symbols to illustrate this, eg something that represents learning. Place the symbols on a space on the wall or floor.

Each student draws a symbol to represent where they live and places it on the wall or floor in relation to the school.

Draw symbols to represent places outside of the local area which students have connections with, eg places visited or other countries

where friends or family live. Place these in relation to the school.

When the map is complete explain each symbol and ask questions like:
What did we talk about? What did we learn? What else can be added?
How is the map useful? Who owns the map?

Influencing people

Discuss what influence means, ie affecting the way someone thinks and
behaves. Draw a spider diagram of the people who influence you, eg individuals
such as parents or friends, and groups such as pop groups,
organisations. Write their name in the middle of a piece of paper and
draw lines linking their name to other people's names. The length of the
line represents how much the person influences them. A short line
represents a lot of influence because it is nearer to them, and a long line
represents less influence because it is further away from them.

Write how each person influences you along each line, eg My mum
influences me by telling me to eat properly.

Draw a second spider diagram of people who you influence, with those
you influence most nearest to the centre, and those you influence least
further away from the centre.

Compare the two spider diagrams considering the similarities and
differences, eg whether the people who influence you are the same
people you influence.

Compare each other's spider diagrams, eg whether everyone has the
same amount of influence.

Consider how the people on your spider diagrams may influence each
other, and draw labelled lines showing how. It will begin to look like a
spider's web. It is also possible to act out this activity.

Broaden your horizons

Draw an outline globe or map of the world and put it on the wall or floor.
Write important issues affecting students' lives above the world. These
could be written on post-it notes.

Take each issue in turn and think about how it may affect people in other
parts of the world. Draw a line through the centre of the world and write
responses at the end of it.

Does the issue affect people in other parts of the world? How?
Does it affect people in similar or different ways? How?
Are there any related issues?

How could you find out more?

Ranking issues

Write issues in the left-hand column of the Ranking issues matrix
(Worksheet 2f), and rank each one from one to five using the criteria.
Add criteria to the last column.

Total the numbers and decide whether it is possible to make the most
positive difference to the issue with the highest number. If not, repeat
the activity using different criteria.

Pair ranking

An activity for Draw a grid, and write issues in both axes. See example.
choosing an issue to act on.

Get Global! pair ranking
Issue Lack of youth centres
Racism Bullying
Threat of terrorism
Lack of youth
centres
X Racism Bullying Threat of
terrorism
Racism Racism X Bullying Threat of
terrorism
Bullying Bullying Bullying x Bullying
Threat of
terrorism
Terrorism Terrorism Bullying x

Work through the columns and rows for each pair of issues, and decide
which is the most important. For example, the students are asked to
decide which topic is most important to them: 'Lack of youth centres'
or 'Bullying'. 'Bullying' is the most important in the example because it is
recorded most times.

Problem -River

The background of the issue can also be drawn as a
river. The causes can be shown as tributaries and important events
symbolised as floods or waterfalls, for example.

Bricks and hammers

An activity for exploring possible actions.
Imagine what an ideal world would look like – one that did not have the
chosen issue as a problem. Draw pictures or maps, or act out what the
world is like now compared with an ideal situation.

Draw a brick wall. **Label each brick with an obstacle to realising the ideal world vision**, eg poor people don't get a fair price for their goods if the issue is fair trade. **Make paper hammers to knock down the bricks**, and write actions to improve the situation on them, eg try and sell fairly traded goods in the school canteen.

Action tree

An activity for exploring possible actions.
Lay out the shape of a tree in the middle of the floor. This can be done using several pieces of flip-chart paper stuck together and drawing the tree, or using wood or other materials.
Write or make a symbol for the issue, and add it to the trunk. Write or make symbols for possible actions and display these as fruit; for ways of achieving the actions as the branches; and for the resources needed to do this, eg skills, materials, contacts, and display these as the roots. Use the tree as a basis for discussing the following questions: What are the local and global effects of each action? Whose power do we need to help us make the change? Who can influence them? What can we do? This information can be added to the tree or presented as a flow-chart.

Spider's legs

An activity for Write an action in the body of a spider, and draw **legs for the deciding which consequences.** Repeat this with different actions and assess which action to take. one is most feasible. This idea also works as a drama activity.

River timeline

An activity for planning the action.
Lay out the shape of a river in the middle of the floor, or on a wall display area. This can be done using several pieces of flip-chart paper stuck together and drawing a river, or using other materials.
The river represents what needs to be done to achieve the action, in chronological order. The source of the river shows the situation now, and the mouth of the river shows the action. Tributaries joining the river show what activities need to be done in the order they need to happen. Potential obstacles can be shown with bolders, waterfalls and whirlpools, for example. The river can be added to as the planning process progresses.

Planning tree

An activity for planning the action.
Lay out the shape of a tree in the middle of the floor. This can be done using several pieces of flip-chart paper stuck together and drawing the tree, or using wood or other materials.

Write or make a symbol for the action, and add it to the trunk. Write or make symbols for goals and display these as fruit; tasks for achieving the goals as the branches, eg taking photos, writing a letter, designing materials; and for the resources needed to do this, eg skills, materials, contacts, and display these as the roots. Leaves can be added with people's names on them, representing who does what.

Use the tree as a basis for discussing the following questions: What
order do the tasks need to be done in? Is it possible to do all of them?
Which ones are most important? Who is going to do what?

Evaluation wheel

Draw a circle and mark it into sections to represent different indicators,
eg skills used, actions completed. Colour each segment in the inner
circle proportionately to show how successfully the indicator was met –
colouring a tip of the wedge represents it being hardly met; the whole
wedge represents it being completely met. The outer wedge can be
filled in with comments or suggestions for change.

Communicating ideas Taking action
Decision making
Working with others
Feeling comfortable
Having fun

Participants

Participant Passenger Pirate Prisoner
A participant is someone who wants to be in the group and gets as much as
they can from the experience.
A passenger is someone who enjoys being in the group but takes a back seat.
A pirate is someone who is unhappy about being in the group and lets
people know it.
A prisoner is someone who is unhappy about being in the group but does not
let people know it.

Activities for Global Citizenship

Education for Global Citizenship can be integrated into all areas of the curriculum.
The following activities develop some of the skills and values that are central to
Global Citizenship. They can be adapted for use in many different curriculum areas
with a wide range of age groups and ability levels. Although they are used here to
examine particular issues, they could be used to extend pupils' thinking about
many other issues associated with Global Citizenship.

Using photographs (Foundation stage/Early years)

Photographs play an important part in forming our attitudes towards other people, cultures
and places. They can be used to great effect even with very young children, to prompt
questions, challenge stereotypes, build empathy and develop respect for children's own and
other cultures. The following activities can help to build these skills and values.

Changing situations

Looking carefully at a photograph, discuss with the children what they
think is happening. Then, encouraging them to use evidence from the
photograph, ask them to think about what might have happened before the
photograph was taken and what might happen afterwards. Encourage them to

justify what they say.

Putting yourself in the picture
Look carefully at a picture and discuss it in detail with the children. Allow the children to make drawings of themselves and add them to the picture. Talk about the similarities between the children and the people in the photograph.

Beyond the frame
Stick a photograph in the middle of a very large sheet of paper. Look carefully at the image and discuss what is in it. What might lie beyond its borders? After discussion, each child in the group can help to draw on the paper, around the image, what the group has agreed lies beyond the frame.

Links and commonalities
Show the children a picture of someone in another country. Ask them to think of all the commonalities and links between their lives and the life of the person in the picture.
A Brazilian girl playing with her friends. Photo activities can help children appreciate diversity, challenge stereotypes and develop respect for other cultures.

Aim
This activity develops critical thinking and communication skills, helping pupils make connections from their own experience to a global issue.

Water for all: from local to global thinking (age 7+)
1. Ask pupils questions about the supply and consumption of water in their own lives. They should then imagine that when they go home, they find that the water supply has been shut off with no prospect of it being restored soon.
● How would being without water affect them and those around them? Encourage them to think widely about the effects.
● Are any of their ideas linked to each other? Does one thing sometimes lead to another?
2. Show them the diagram below and explain that it helps illustrate how one problem causes another, which can then lead to further problems.
3. Working as a class, track through one chain of likely consequences. Pupils can then work in groups and try to track other chains of consequences using large sheets of paper. Allow time for the groups to report back. Discuss with them the enormity of the consequences of having insufficient safe water. Would these apply to anyone, no matter where in the world they lived?
Further work
There are many ways to extend this work, from research into the causes and consequences of water shortage to conservation activities and work about human rights, all of which are outlined in Oxfam's Water for All online resource (www.oxfam.org.uk/coolplanet/water/index.htm).

Investigating conflict, interrogating the media (age 11+)
1. Ask pupils to watch a TV news programme and record brief details of all stories that include an element of conflict. How is the conflict portrayed? Heroically, as a good thing, as a bad thing, neutrally or in another way? Discuss pupils' findings in the next lesson.
2. Pupils can then investigate an aspect of a current conflict, using newspapers on the internet. Ask them to find a range of newspapers, from the UK and abroad, and to search for two or more articles on the same conflict. They should evaluate their sources, by asking

questions such as:
● Is there more fact or opinion?
● Does the report or article set out to be factual or is its purpose to present a point of view? How do you know?
● How could the style of writing be described?
● How does the use of language affect how you feel about the conflict and its causes?
● What images are used? Why were these images chosen? What effects do they have?
● Who is providing information? Who has a voice?
● Whose voices are missing?
3. How do they think the same newspapers would report future events in the same conflict?

Questions and answers about implementing global youth work

Question 1

What do I do if young people ask me something about international events or issues and I don't know the answer?

Answer 1

Admit you don't have the answer and suggest you find out more together. Start with basic information about global issues. Use the library, contact an NGO or Development Education Centre working in your area or the DEA (for contact details see Chapter 6). Work to help young people develop their research skills.

Question 2

How can I avoid accusations from my colleagues or line manager that I'm being too political?

Answer 2

Avoid being biased in a party political way. If you have a strong opinion about an issue that has been raised, make it known and encourage the young people to make up their own minds. Talk about your work with your line manager so they understand what you are doing and why.

Question 3

Won't doing global youth work mean youth workers will have to know a lot about global affairs?

Answer 3

Youth workers do not need to be experts on global affairs but they will need enough of a global perspective to ask questions or raise issues currently missing in their work with young people. They are not expected to know 'everything' and there are many agencies that youth workers can turn to for support and information. In the long term, if we want global youth work to become a mainstream feature of youth work (like equal opportunities), initial and in-service training for youth workers may need to cover a number of global issues.

Question 4

We have too much to do already so how can we fit global youth work in as well?

Answer 4

Global youth work doesn't involve adding something to work you're already doing, it just means approaching it slightly differently. It's about finding a new perspective on the events, activities and issues that are already part of your work with young people and investigating links between what happens locally and globally.

Question 5

Can global youth work take place in any youth work setting?

Answer 5

Yes, and it often already does. Many examples of youth work with a clear global agenda exist in uniformed youth organisations, during specialist activities such as international exchanges, and in youth clubs' events and activities. There is a growing need to recognise that all youth work has a global dimension and move on to develop more practice that starts from young people's needs and experiences and is based on a genuinely negotiated agenda.

Question 6

Should global youth work always involve young people taking action?

Answer 6

Global youth work practice does encourage young people to identify some form of action, however small, which they can take on local and global issues and events that affect both their own lives and others'.

Question 7

Is global youth work the same as environmental youth work?

Answer 7

Some global youth work topics involve the local and the global environment. But global youth work itself is not a topic, it is a way of doing and thinking about *all* youth work, always recognising the local and global connections in young people's lives.

Question 8

Is global youth work the same as development education?

Answer 8

Global youth work is a form of development education. However, what makes global youth work distinct is that it
starts from young people's own perspectives and experiences and develops a negotiated agenda for learning. Secondly, global youth work focuses primarily on the impact of globalisation in the UK and overseas rather than education about the *development* and *underdevelopment* of countries. Although it shares many of the values and principles that underpin good youth work, development education often has its own agenda from the outset, linked to specific campaigns or concerns and has historically taken place in more formal educational settings.

Question 9

Will we need lots of new resources and materials to do global, as opposed to ordinary, youth work?

Answer 9

Initially, you may need to invest in a few key books and practice materials, but much of this can be borrowed from a development education centre or other international development agencies. You will need to invest in training and discussion on developing your practice. But extending youth work to become global youth work doesn't need to involve expensive new work programmes or trips overseas. It is mainly about seeing the global dimension in local issues and understanding the impact that local actions have globally.

Question 10
Will we need to develop whole sets of new skills to do global youth work?

Answer 10
The key to global youth work is to use existing youth work skills but to introduce a global dimension. That is to be aware of, and able to raise, the global dimension in a discussion about something local and to see and discuss how our own actions affect people's lives elsewhere.

Question 11
Won't it be difficultto introduce a global dimension when young people are in a personal crisis of some sort?

Answer 11
When circumstances are critical, it is appropriate to focus on young people's immediate needs and concerns. However, once a particular crisis has been dealt with, you may be able to engage young people in a broader discussion and analysis of the causes of the problems they encountered. The wider context could provide useful insights into their personal circumstances and provide a richer variety of options for action they could take.

Question 12
Doesn't global youth work impose a new agenda on young people?

Answer 12
Good global youth work has to reflect an agenda that has been negotiated with young people. Ownership of the agenda is crucial but this does not mean simply accepting young people's desires and opinions. Solid basic youth work skills are required to stimulate and engage young people in a wider analysis of their local circumstances, interest and concerns and negotiate an agreed agenda to work on. In doing so, youth workers need to avoid manipulating young people to work on their own or their organisation's priorities. Instead, they should seek a compromise that retains young people's ownership of the agenda while keeping within the organisation's purpose and policy.

Understanding globalisation and global inequalities (A)

Aim
To develop youth workers' understanding of globalisation and global inequalities.

Preparation
Give each participant a copy **What is globalisation?**, preferably before the session starts.

Time needed: 1.5 hours.
Process
1 Ask participants to talk in pairs about everyday things that move repeatedly between the local and global spheres. Examples could include the weather, sport, music. Remember that the 'global' doesn't necessarily mean something happening overseas, it can also mean an international issue that has an impact on local people or events.
2 Divide the group into four debating teams, A, B, C, and D, each with four members (any additional participants can be observers and give 'their' team feedback). Give each team time to prepare its arguments, the speaking order and who will say what. (Make sure each team has copies of the material listed above.) You can then stage the two following debates.
• Teams A and B will debate the motion: **'Globalisation has brought us wealth, diversity and choice'**. Team A will speak for the motion and Team B will speak against (Teams C and D will be the audience).
• Team C and D will debate the motion: **'Global inequalities result from the North's exploitation of the South'**. Team C will speak for the motion and Team D will speak against (Teams A and B will be the audience).
Explain that each team member should say something and can do so for up to two minutes. The debate will be in the parliamentary style of speakers alternating between each team.
3 Hold the two debates straight after one another. One person should act as chair and timekeeper. The audience can comment or heckle (but no offensive or discriminatory language is allowed). The chair's rule is final. Take a vote on both motions at the end of the two debates.
4 Allow plenty of time after the debate for participants to:
• Come out of their roles and say what they really think about the issues they debated.
• Ask each other questions about their views.
• Review the confrontational style of the debate, its impact on participants and *on the way decisions are made in other arenas,* for example the United Nations or behind closed doors in the World Trade Organisation. Highlight how this can lead to frustration, campaigning and lobbying and civil unrest.

GLOBALIZATION - Agree/disagree statements
Copy and cut out these statements to create a set of cards. Select those you think are most suitable for the participants involved. Feel free to add extra statements about issues you want to address.
- **Globalisation is a neutral process**
- **Globalisation affects people in countries in the South more than in the UK**
- **Young people in the UK are not interested in globalisation**
- **Globalisation can work for the benefit of the poor**
- **Globalisation has its benefits**
- **The term globalisation covers so many things that it is virtually meaningless**
- **Tourism is essentially an exploitative activity**
- **The word 'development' implies that people can be 'underdeveloped',**
- **which is a patronising and dangerous concept**
- **There is now one dominant world order, capitalism**
- **Refugees are a global problem**
- **Individuals are unable to stop the destruction of the environment**
- **Globalisation is just colonialism by another name**

Responding to starting points for global youth work
Aim

To understand how global youth work could turn out in practice, given a range of possible starting points.

Time needed: 1.5 hours.

Process

1 Divide participants into three groups. Each group will develop and present a description of global youth work practice from one of three different starting points:

Group A should develop global youth work that starts from events or issues in a local youth club, project or area.

Group B should develop global youth work that starts from events or issues in the region or country.

Group C should develop global youth work that starts from international events or issues.

Present the whole group with handouts *Responding to starting points for global youth work* and *Examples of outcomes,* answer any questions and agree which groups will be A, B and C. Encourage participants to read the examples provided to get an idea of the types of global youth work practice they are expected to develop and present. Encourage participants to be as creative as possible in their presentations. Tell the group that:

• this activity emphasises the need to start from young people's experiences, to work on a negotiated agenda and use youth work approaches and methods.

• the presentations will be theoretical as they will be developed without involving young people. However, given realistic starting points, they should all be possible in the real world.

While the groups are working, arrange the room so there is a 'stage' area that everyone can see from their chairs. Participants will move from the audience to the stage to do their presentations.

Choose a note-taker who can log key points from each presentation on a flipchart. The session could also be filmed or taped for future use.

Task

1 Consider an everyday concern, interest or opportunity that has emerged in your work with young people.

2 Explore the personal, local and global dimensions of the concern, interest or opportunity. Display your analysis on a flipchart.

3 Explain how you might develop global youth work practice that responds to the concern, interest or opportunity. Display your practice response on a flipchart.

4 Nominate someone from your group to present your work for discussion.

Resource for the activity - Examples of outcomes

Example 1: Drugs

The following are examples of the types of issues and comments that you might expect to come out of the discussions. (Taken from an exercise that was developed with the Global Youth Work Advisory Service.)

The personal dimension to drugs

Health risk, lifestyle, affordability, power, relationships, peer pressure, authority, image, music, enjoyment and fun, education, unemployment, boredom, hypocrisy, information, self-esteem.

The local dimension to drugs

Crime, theft, criminalisation, police resources, perpetuation of stereotypes, especially racial, local dealers, market forces, power, corruption, territory, gun crime, employment opportunities, alternative activities not available, local police policies, drug treatment clinics, economic impact on local community, stop and search.

The global dimension to drugs

Crime, big cartels 'get away with it', operate like multinational corporations, keep governments in power, give money to charity, some countries forced into production, extreme cash crop economy, drugs for guns, market forces, UN Convention on Drugs, profits supporting terrorism and government responses to this.

Developing global youth work practice: The drugs business
• Game, e.g. information, agree/disagree statements, quiz, images and preconceptions.
• Providing 'unbiased' information.
• Discussion.
• Drama work, role card games.
• The pharmaceutical industry, legal drugs and who has access to these.
• 'What would happen if?' scenarios for discussion.
• Negotiating further work.
• Find out local authority policy on drug use.
• Young person as the end consumers of big business.
• Adapt Banana Game to 'Spliff Game', who benefits money, grower, supplier, dealer or user?
• Health risk, compare with cigarettes and alcohol.
• Exchange visit to countries that have drug industries.
• Negotiate confidentiality.
• Residential weekend to look at issues, organise a separate feel-good-about-yourself project.

Dilemmas and difficulties for youth workers
• expressing your personal views and concerns.
• dangers of labelling particular communities.
• mixed messages we give, e.g. session about drugs and then go to the pub.
• debate about progression to harder drugs.

<u>**Example: Sexual health**</u>
The following are examples of the types of issues and comments that you might expect to come out of the discussions. (Taken from an exercise that was developed with the Global Youth Work Advisory Service.)
<u>**The personal dimension to sexual health**</u>
• need for awareness and self-esteem, particularly for young women 'at risk'.
• linked with inequality of access to education and employment.
• why does this inequality exist? History, sexism. • How do you view the world? Positive role models, opportunities for employment.
<u>**The local dimension to sexual health**</u>
• build links with other organisations, e.g. Women's Aid.
• work in partnership with other women's groups and young people's health projects.
• campaigning, demonstrations, comments on local health promotions and anti-poverty strategies, regeneration.
<u>**The global dimension to sexual health**</u>
• build links with international or global women's organisations, e.g. Womankind Worldwide.
• build links with income generation projects overseas.
• sex workers overseas.
• rise of HIV/AIDS infection in Africa and eastern Europe.
• child pornography via the internet.
• contact UK One World Week to get a Southern perspective.

<u>**Developing global youth work practice to sexual health**</u>
• marketing the idea to young people.
• awareness right through the organisation.

• 'Sell' the benefits.
• need good quality training throughout.
• flexibility, no fixed agenda or message.
• adhere to global youth work principles.
• ensure the ownership of young women.
• kick-start, facilitate don't dictate.
• recognise that people take action in different ways.
• challenge stereotypes of sexuality in different countries and cultures.

Dilemmas and difficulties for youth workers
• time and resources to plan and research.
• priority, where does it fit? How do we link the work to mission statements, priorities of funders.
• training for workers to inform ourselves.
• how much to reveal about own personal life.

Action planning for global youth work
You are in one of four groups drawing up an action plan for how to:
A Change existing youth work practice to global youth work.
B Develop a global youth work policy.
C Provide global youth work training.
D Develop support and materials for global youth workers.
Create your action plan by working through the following steps:
1 On separate index cards, each group member should write down four suggestions for how to tackle tasks A, B, C and D. (Activity Resource 9 contains some prompts to get you started.)
2 Display all the cards, asking each group member to select the three they like best (not necessarily their own cards). If the first choice has already been taken, pick another one. Discard the cards left over.
3 Display the cards again, asking each group member to turn over any cards they don't understand or agree with. Those left face up are understood and agreed and can be put to one side.
4 One at a time, look at the cards that were turned over and discuss them. If they can be amended so that everyone understands and agrees, add them to the 'agreed' pile. If not, discard them.
5 Arrange the 'agreed pile' according to the flipchart planning grid shown next by discussing and agreeing where each card should be placed. You now have an action plan for how to tackle the task.

Flipchart planning grid
By others By you and others By you
Action Short term Medium term Long term

ACTIVITY: The Big Banana Split
Aim
To look at who makes the money from the sale of the bananas we buy. Three million a year are imported, mainly from Jamaica and the Windward Islands.
Preparation
You will need a banana, pens and paper. Activity Resource 'Banana answer' on a flipchart or copied on to an OHT. **Time needed:** 30 minutes.
Process

1 This activity could start with someone eating a banana or some fruit, or after any discussion about shopping and the price of things.

2 Divide into five groups, who are the following:

A Growers or pickers who work all year doing everything by hand.

B Packing company who pack bananas into boxes and reject damaged bananas.

C Shipping company who transport the bananas by sea, which takes about a week.

D Importers or wholesalers who arrange for the bananas to be shipped and who supply the shops that sell the bananas to the public.

E Retailers who are the supermarkets, small shops and market stalls, which sell the bananas to the public.

3 Look at the banana. It costs 10p. How much of the 10p does each group think should be paid to them for their part in the business? They discuss this privately from the other groups.

4 Then each group feeds back their figure. If the total adds up to more than 10p, the groups must negotiate until they have reached a total of 10p.

5 Put up the Activity Resource 'Banana answer' on a flipchart or OHP and talk through the answers.

6 Ask how the different groups feel? Starting with the pickers. Is it fair?

Activity Resource: Banana answer

Retailers – 4p

Importers or wholesalers – 2p

Shipping company – 1½p

Packing company – 1½p

Growers or pickers – 1p

(Adapted from a resource **OHT G** by Christian Aid.)

ACTIVITY: The power game

Aim

To explore the type of behaviour that maintains unequal power relationships.

To identify personal experiences of the roles within a 'power game'.

To look at ways to change participation in these 'power games'.

Preparation

Copies of Activity Resource 'The power game triangle' (see page 123) and of the Activity Resource 'The triangle of change' (see page 124) written on flipchart or copied on to OHT. **Time needed:** 1 hour.

Process

1 This is a good exercise to use if there have been discussions about bullying arising from incidents in the group or from elsewhere or from reports in the local paper (e.g. about a school in London being ordered by a court to pay compensation to a man who had been bullied when a boy at the school).

2 Start by talking about the bullying, what happens, why it happens, who does what and the feelings involved for the bully, the victim and for anyone who comes in to help.

3 Go on to map out on flipchart paper the theory or idea of the 'power game triangle'. Use this Activity Resource for your information. Be clear that each role is about behaviour and an individual might play all three roles at different times. As you present the roles, discuss them with the group and ask if they recognise them. Invite people to show the behaviour of each of the roles through tone of voice, posture and phrases.

4 In threes:

• Think of a real or invented situation when three people might be in the different roles.

• Decide who will role-play which person in which role. • Enact the event, conversation or incident (it could be in school, at home, in a shop or job).

• When you have finished acting out the event, then discuss what happened and how it felt to each of you. • Discuss which roles you have played in real life.

5 Move on to talk with the whole group about how far you think these are useful or destructive roles to play. If you wanted to change how you behave in these situations, how might you go about it?
6 Activity Resource 'The triangle of change' shows how the roles can be changed to move from the power game triangle with its pay-offs and its disadvantages. The persecutor and the victim become equal disputing parties assisted in resolving their dispute by the rescuer who becomes a mediator. This could be presented on a flipchart to the group.
7 We all recognise these roles in ourselves and in situations at home and at school, work or in other places where we meet people. Could we also say we see them between and within countries, for example in the Middle East, in the North of Ireland?

What next?
1 Next time you are in an uncomfortable situation with two other people, think if this could be a power game triangle and, if so, what might you do differently.
2 Look at the local papers and see if there are stories of individuals or groups who might be playing these roles.
3 Think about a drama piece that you could write and perform and then take to other clubs or groups to perform and discuss afterwards.
4 Ask someone to tell you if they think you are playing one of these roles and to help you move out of it.
(Reproduced from *Playing with Fire: Training for the creative use of conflict,* by Nic Fine and Fiona Macbeth, with the permission of the National Youth Agency.   *Playing with Fire* was jointly published by Youth Work Press and LEAP.)

Activity Resource: The power game triangle
Persecutor - Victim - Rescuer
Persecutor
Bully
Says: *You won't . . . You mustn't . . . You will . . . You must . . . It's your fault.* Uses imperatives and orders. Language full of blame and threat. Presumes that the victim is always wrong and needs to be corrected.
Pay-offs: Often get what they want in the short term.
Drawbacks: No basis for respect from others. Often unsatisfactory relationships with people.
Needs within the role: To feel important and powerful.
Rescuer
Do-gooder
Says: *You can't . . . Poor you . . . You shouldn't have to . . . You need my help.* Uses placatory words. Language full of put-downs towards the victim and admonishments towards the persecutor. Presumes that the victim is inadequate and incapable of self-help.
Pay-offs: Manipulative power and control.
Drawbacks: Insecurity of falling between two camps. Often afraid of losing friends.
Needs within the role: To be liked by everyone. To be indispensable to the lives of others.
Victim
Doormat
Says: *I can't . . . I'll fail . . . I don't know how . . . It's my fault.* Uses negatives and denials. Language full of dismissals and self-pity. Assumes inability to succeed or change.
Pay-offs: Others take responsibility. No high expectations to live up to.
Drawbacks: Low self-esteem. Powerlessness.
Needs within the role: To be looked after and to be cared for.
(Reproduced from *Playing with Fire: Training for the creative use of conflict,* by Nic Fine and Fiona Macbeth, with the permission of the National Youth Agency.   *Playing with Fire* was jointly published by Youth Work Press and LEAP.)

PRODUCING RESOURCES
Why produce the resource?
➷ what do you want to achieve?
➷ is there an issue that you would like to increase young people s understanding of?
➷ what do you hope young people will learn or do as a result of using your resource?
➷ what are the aims, objectives and overall concept?
➷ has a broader need or market been identified for such a resource?
➷ is it to give profile to your organisation?
➷ is it because someone has access to some source material and it seems the right thing
to do to turn it into a pack ?
➷ is it because you have never produced a resource before and would quite like to?
➷ is there some new or existing funding available and are you looking for a project to
spend that money on?
➷ have you as a group or organisation decided that it would help your professional
development to produce a resource? whose motives are at the heart of it?

Who will your resource be for?
➷ do you know whom the material is going to be aimed at primarily? - is the target group
youth workers, young people or both? will the language and images used take account
of this?
➷ do you properly understand the needs of those people that you are hoping will use this
resource?
➷ have you considered the age range and personal starting points of the young people (or
youth workers) in your target audience? is it based on instinct, experience, or have you
undertaken any research?
➷ can you list the intended learning outcomes and what you hope the user will get out of
using the resource?
➷ have you considered who will actually use your resource, how they will do so and the
variety of settings that it might be used in?
Youth workers are often part-time employees or volunteers and have a limited amount of spare time for
researching issues or for the preparation and adaptation of activities primarily intended for other uses.
Youth workers are also likely to be working in the evening or at weekends, at times when they may not
have access to photocopiers, computers or telephones. Ideally the resource should include activities that
require a minimum of equipment, resources and preparation for their use.

What are you going to produce?
➷ have you researched other global youth work resources to find out what has and hasn t
worked in the past?
➷ are you duplicating existing material?
➷ have you considered the full range of possible
and/or available options?
➷ would spending more time or money on the project make a significant difference?
➷ what do you intend young people to get out of the resource? is it aimed at awareness raising
about an issue, theme or fundraising?
➷ will the activities be suitable for use in informal (non-school) settings?
➷ will the packaging be robust and appropriate for the audience? e.g. could it be used by
a detached youth worker on a street corner, by an outdoor educator, at a residential

event?

When are you going to produce the resource?
➻ how much time will this realistically take?
➻ have you got the time to do this?
➻ where does this resource fit into your existing work plans?
➻ will something else have to be put to one side?
➻ when are you going to complete this? is there a deadline that you are working to?
➻ is this the best time to produce this resource? or do you need to do other work first?

How are you going to produce the resource?
➻ how will production be funded?
➻ do you have a clear budget?
➻ how will young people be involved?
➻ what skills are needed?
➻ what skills does your group/organisation have and what skills are lacking?
➻ is it easier to contract out certain tasks?
➻ what help or advice can you get from outside your group/organisation?
➻ how will it be written, edited, designed and printed?
➻ how will you market and distribute the resources to your target group?
➻ how will you monitor and evaluate the process?

Does your resource
✔ engage young people in a critical analysis of local and global influences, in ✗
their lives and those of their communities?
✔ encourage an understanding of the world based on the historical process of ✗
globalisation and not the development or underdevelopment of societies?
✔ help young people to recognise that the relationships between and within ✗
the North and the South are characterised by inequalities generated through
globalisation processes?
✔ promote the values of justice and equity in personal, local and global ✗
relationships?
✔ encourage an understanding and appreciation for diversity locally and globally? ✗
✔ portray the peoples and organisations of the North and South as equal ✗
partners for change in a shared and interdependent world?
✔ encourage action that builds alliances to bring about change? ✗

Is your resource young people friendly?
Does it
✔ start with young people s experiences? ✗
✔ encourage their personal, social and political development? ✗
✔ work to the principles of informal education and offer opportunities that are ✗
educative, participative, empowering and designed to promote equality
of opportunity?
✔ make it clear what issues the materials are trying to raise? ✗
✔ clearly show how youth groups and youth workers should use the resource? ✗
✔ provide young people with access to all relevant information (facts about issues, ✗
people or countries etc) rather than keeping this in a separate section for the

youth worker s eyes only?

✔ provide activities, which involve experiential, interactive learning methods? ✗

✔ avoid the assumption that the young people have no knowledge or experience to ✗
bring - does it draw out their knowledge and build on their experience?

✔ provide activities that are fun and accessible to do - but not flippant or ✗
superficial?

✔ offer activities in appropriately sized pieces or sessions (consider how long and ✗
how often young people in your target group meet)?

✔ create opportunities for young people to take action that is realistic? ✗

✔ have a layout and design appropriate for a youth audience? ✗

✔ address facts, emotions and feelings? ✗

✔ avoid dumbing down an issue? you may need to acknowledge that there are ✗
no simple answers.

✔ avoid language or structure, which could exclude or offend some young people ✗
or groups?

✔ **Would you recommend this resource?**

Questions to ask

➥who do you want to buy/use your resource?

➥how much should the resource cost, considering your target audience, profit and
production costs?

➥do you have a plan and budget for marketing?

➥who is responsible for marketing?

➥can you do the marketing yourself or do you need
to seek help and advice or learn more about it?

➥who will produce a promotional leaflet/flyer?

➥how many copies can you realistically expect to
distribute?

➥which organisations and publications should you
send review/complimentary copies to?

➥which organisations are prepared to stock your
publication and add it to their available resources list?

➥if you are left with a surplus of stock do you have storage space? can you afford to sit
on stock? when the project ends how will the surplus be moved on?

➥if you sell all copies of your resource do you have plans for a future print run?

SUCCESSFUL PUBLICITY

Attention A powerful headline, striking artwork and bright colours, can all help to gain your
reader s initial attention. Both with publicity materials e.g. fliers, posters, and the
resource itself e.g. packaging.

Interest Once a resource, or publicity has caught your reader s eye, and has got their
attention, it needs to stimulate their interest. Unknown facts, a different
perspective on issues or setting a challenge can be useful approaches.

Desire If your resource gains attention and has started to build interest, it will then start
to work in building up a desire within the audience to take some form of action.

Action The next and most important part of the process is that call for action. Without
this final call to action the resource may have raised awareness of an issue or
topic but taking action completes the educational process. In global youth work
this might take the form of a young person doing one or more of the following:

¥ taking part in or recruiting their peers to a youth action or campaigning group

¥ telephoning for an information or campaign pack to support personal or group
action
¥ reading more and learning more about an issue or topic, e.g. searching on the
internet
¥ changing their lifestyle in light of their awareness
¥ talking to their peers about an issue
¥ working on a peer education project.

The Real Price of Food

Have you ever wondered what is the real price of food? Land and water for growing crops and the
amount of carbon we can sustainably release into the atmosphere are all limited. If these were shared
equally among the world's population what could we all afford for our weekly shop?

We have designed an activity that gives land, water and carbon values for a range of common foods and
a daily allocation for each person if every person on the planet was given his or her share.

This resource can be freely downloaded and consists of photo-cards, shopping tokens and instructions
for participants. Once you have downloaded it you can adapt it for your own requirements.

Divide participants into groups of about four and give each group the instructions, a set of cards and a
set of tokens. Explain that the tokens represent a days worth of land and water use and carbon emission
for food production but does not include any transport or packaging costs. Ask the groups to
collaboratively choose a day's food, using the tokens to 'buy' what they want.

Extension activities could include work about healthy eating, the additional costs of processing,
transport and packaging, or links with global issues such as human rights, sustainable development and
trade justice.

To use this activity in the classroom you will need to download the following.

Estimate your family's carbon footprint by working out how much carbon dioxide (CO₂) you produce

Heating your home and water (and cooking with gas):
How much do you spend each year? For every £200 spent on gas, or £100 on oil or coal you produce 1
tonne of CO_2.

<div style="text-align:right">

Total CO$_2$ (in tonnes) produced
from gas, oil and coal in one year

</div>

Electricity:
How much do you spend each year? For every £200 you spend on electricity you produce 1 tonne of CO$_2$. If your electricity comes from a renewable resource this figure might be zero (see notes).

<div style="text-align:right">

Total CO$_2$ (in tonnes) produced

from electricity in one year

</div>

Transport:
How much petrol or diesel does your family use in a year? See notes on how to work out how much CO$_2$ this produces.

<div style="text-align:right">

Total CO$_2$ (in tonnes) produced
by your family's cars in one year

</div>

Flying:
How much flying do you do? Three hours in the air = 1 tonne per person. So a return flight in Europe for a family of four would amount to 8 tonnes of CO$_2$.

<div style="text-align:right">

Total CO$_2$ (in tonnes) produced
from flights for the year

</div>

Work and education:
For every person in your house in full-time work or education outside the home, add 0.5 tonnes. This allows for the carbon produced elsewhere and paid for by someone else. Adjust this figure for part-time work/education.

<div style="text-align:right">

Total CO$_2$ (in tonnes) produced
at work, school and college for the year

</div>

Your food:
Approximately 1.4 tonnes of CO$_2$ is generated in food production per person, per year in the UK. If you are average meat eaters and about half your food is produced in Britain, just multiply this figure by the number in your family to get a rough figure for your household. For vegetarians reduce the initial amount to 0.9 tonnes per person. If you really make an effort to buy local food or grow your own, then take off another 0.3 tonnes per person.

<div style="text-align:right">

Total CO$_2$ (in tonnes) produced
for your family's food in one year

</div>

Your rubbish:

Work out how much carbon is released in your rubbish each year. For every large bag of rubbish an equivalent 0.02 tonnes of CO_2 is produced in its manufacture, transport and methane generation. Only 0.01 tonnes is produced for the same quantity of recycled waste.

Total CO₂ (in tonnes) released
by your rubbish in one year

Calculate your footprint:
Add it all up for your household's footprint. As family sizes are different, you need to divide this by the number of people in your household to work out an individual footprint. Of course this isn't an exact figure (see the notes) but you can get some idea how much carbon each person is responsible for.

Total CO₂ (in tonnes) produced
per person, per year

How many planets do you need?
The planet can cope with about 2 tonnes of CO_2 from each person, so if you halve the above figure you will see the number planets needed for everyone to produce this amount of CO_2.

Number of planets needed

What can you do?
Have a look at the notes with this questionnaire for some explanation of the calculations, and a few tips for reducing your footprint. We will soon have more ideas here for what you can do.

Notes to go with the footprint

- This footprint calculator is a rough guide. Most figures have been rounded up or down to make the calculations simpler.

- There may be changes in family circumstances, e.g. additions or reductions in the number of people in your household, in which case you need to take this into account when measuring your footprint next time.

- If your family has more than one home you can calculate them together or separately. Just try to do the same next time so that you are making an accurate comparison.

- Leisure activities have not been included, so if you use a swimming pool or a gym or other leisure facilities, be aware that these things are adding more CO_2 to the atmosphere.

- Consumption of new goods e.g. cars, appliances, bathrooms & kitchens have not been included. If you are really keen you could search the internet and try to work out how much CO_2 has been produced by their manufacture and transport.

- The gas calculation is based on a price of 4.24p per KWh and using a conversion factor of 0.19 to work out how much CO_2 is produced per KWh of gas used.

- The heating oil calculation is based on a price of 30p per litre and a conversion factor of 2.975 to work out how much CO_2 is produced per litre of oil used.

- The coal calculation is based on a price of £238 per tonne and a conversion factor of 2 to work out how much CO_2 is produced per tonne of coal.

- The electricity calculation is based on a price of 10p per KWh and a conversion factor of 0.43 to work out how much CO_2 is produced per kWh of electricity used.

- For the source of these conversion factors see www.defra.gov.uk/environment/business/envrp/gas/envrpgas-annexes.pdf

- Many so-called green tariffs charge a premium, which goes into developing renewable energy, and although this is worthwhile, the electricity you buy still adds CO_2 to the atmosphere. A few providers can guarantee that all your electricity is from a renewable supply - see www.greenelectricity.org.

- Other data for this footprint has been taken from a variety of websites, newspaper articles and existing carbon footprint calculators.

- You can work out how many miles to the litre done by your car(s) by taking a record of the mileage when you fill up and then subtracting that from the new mileage when you fill up again and dividing that figure by the number of litres you put in. Estimate your annual mileage or calculate your annual mileage by looking at your two most recent MOT certificates or your service record. Working out your own miles per litre is better than looking at the manufacturer's data as it is affected by how you drive. By changing the way you drive you can make a significant reduction in your footprint. Doing 50 mph can use 25% less fuel than 70 mph. Driving at 90 mph can use 60% more fuel than doing 70 mph. See Bristol City Council's calculator and brochure on ways to reduce car emissions: http://www.bristol.gov.uk/ccm/content/Transport-Streets/transport-policy/smarter-driving.en

  Having worked out how many litres you use you can calculate the amount of CO_2 in kg you produce by multiplying litres by 2.31 for petrol and 2.68 for diesel (1 tonne = 1000kg).

FAIR TRADE BANANAS

Teachers' Notes - Banana Game

Divide the children into four groups. Each group has different resources as shown below

- ❑ **Fat Cats** (multi-national corporate) – yellow banana-printed paper, scissors

- ❑ **Workers** (for multi-national fat cats) – plain white paper, cardboard bananas to draw round, crayons, scissors

- ❑ **Small farmers** – white banana- printed paper, crayons, scissors

- ❑ **Fairtrade farmers** – white banana- printed paper, crayons, scissors

Hand out the different resources in plastic wallets – tell them they cannot start until you tell them.

Tell them they have 10 minutes to produce bananas and that you will give 10p per banana. The bananas have to be perfect – imperfect ones will be rejected.

After 5 minutes hand out the chance cards. Make sure you remove any unfinished and finished bananas from the small farmers.
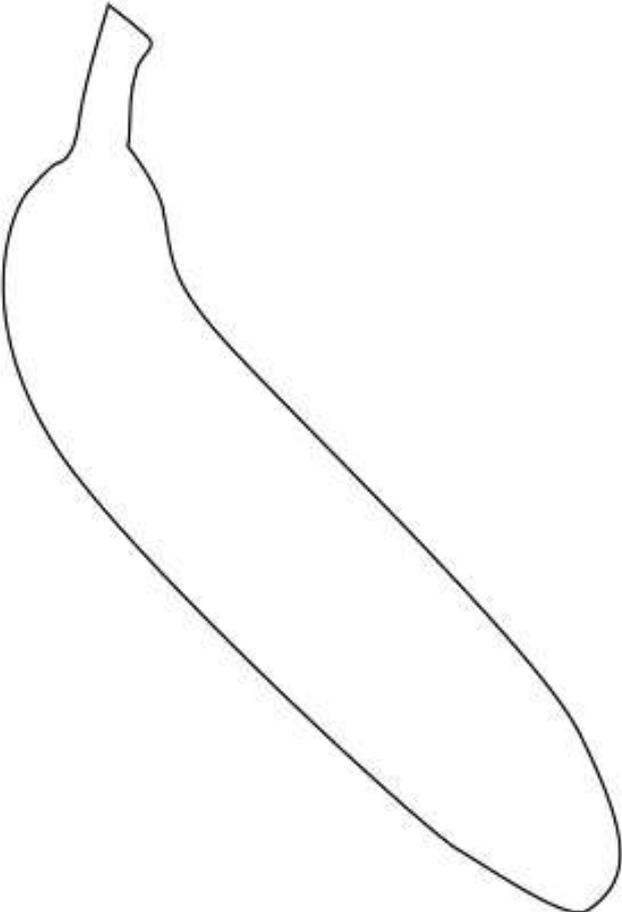
At the end total up the bananas produced and say how much each group has earned. Ask each group to talk about how they feel and about how they felt when they were dealt the chance card. Explain that where bananas are grown it is not uncommon for a hurricane to wipe out a small plantation but that Fairtrade farmers are guaranteed a price even if the crop fails.
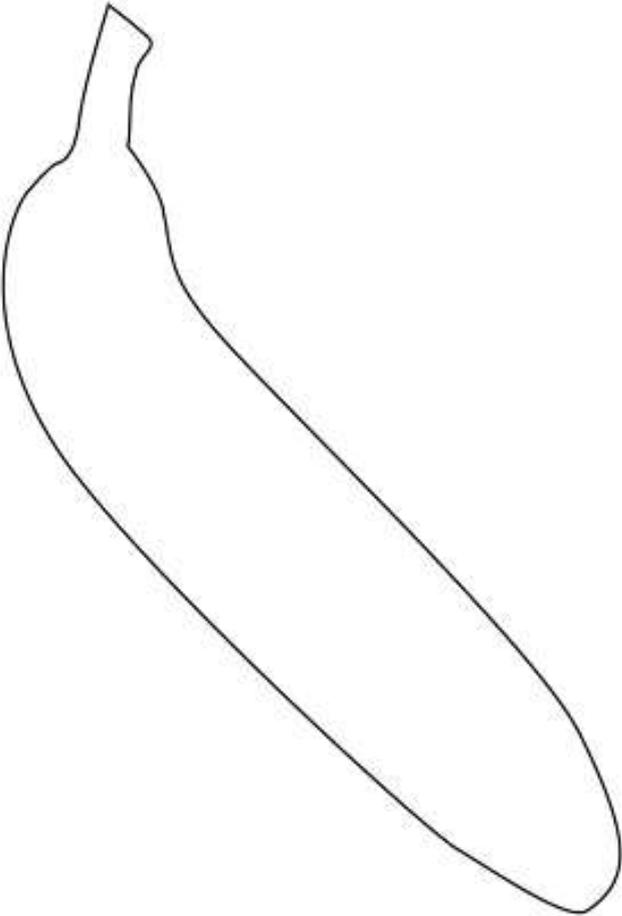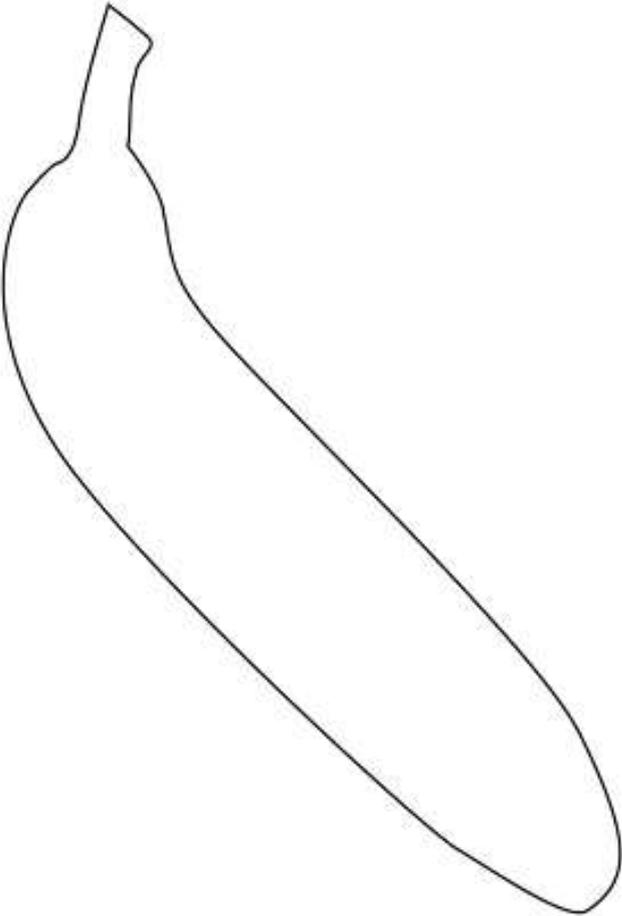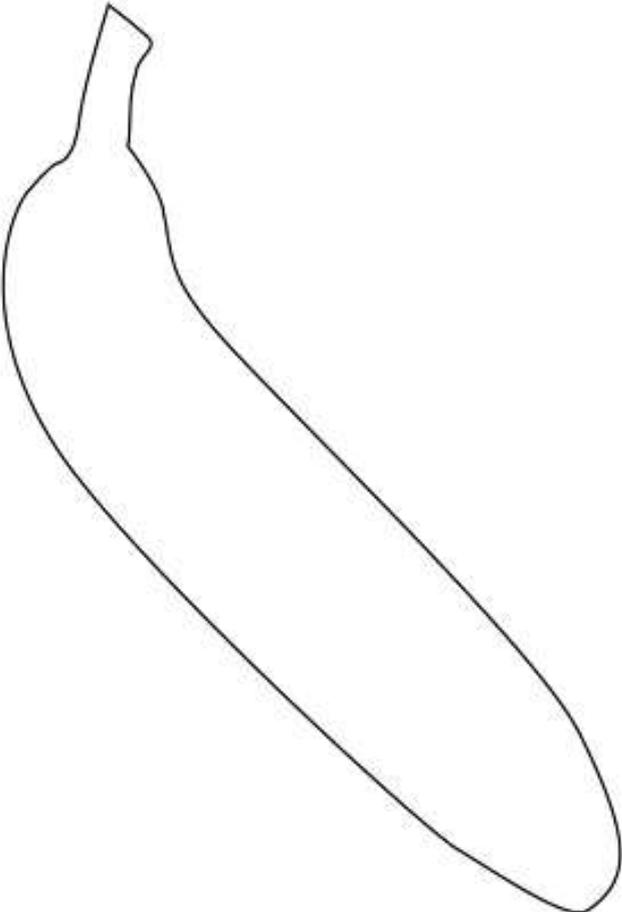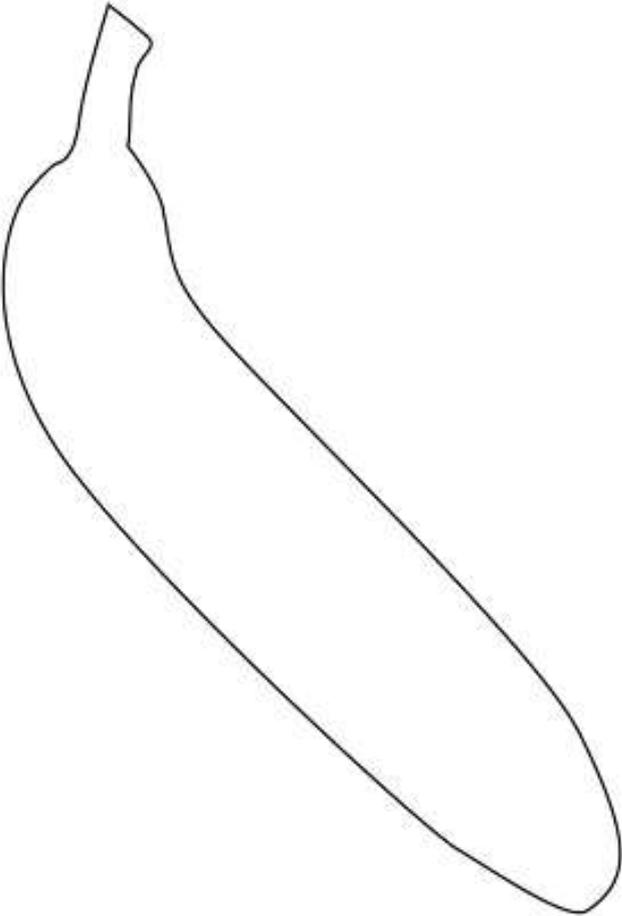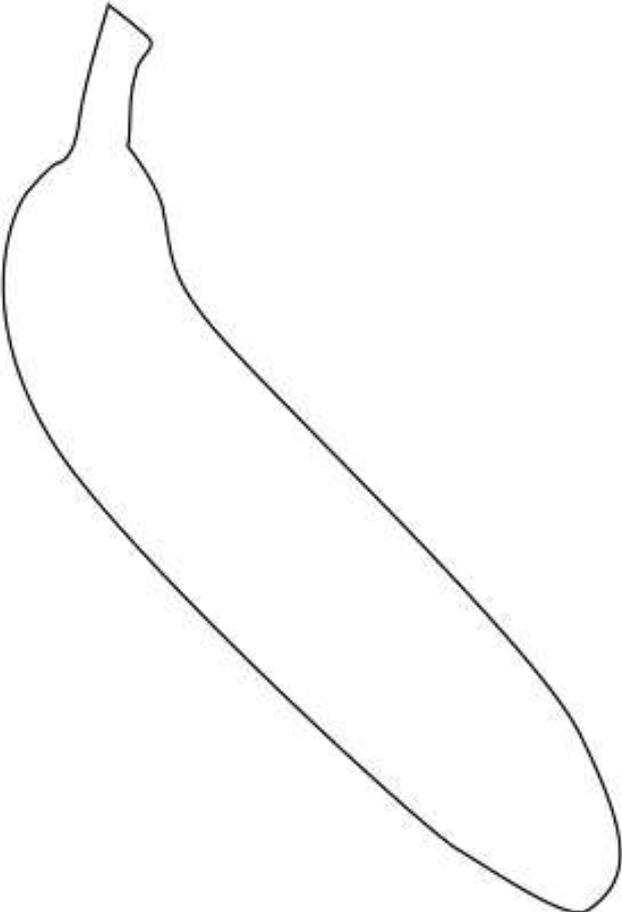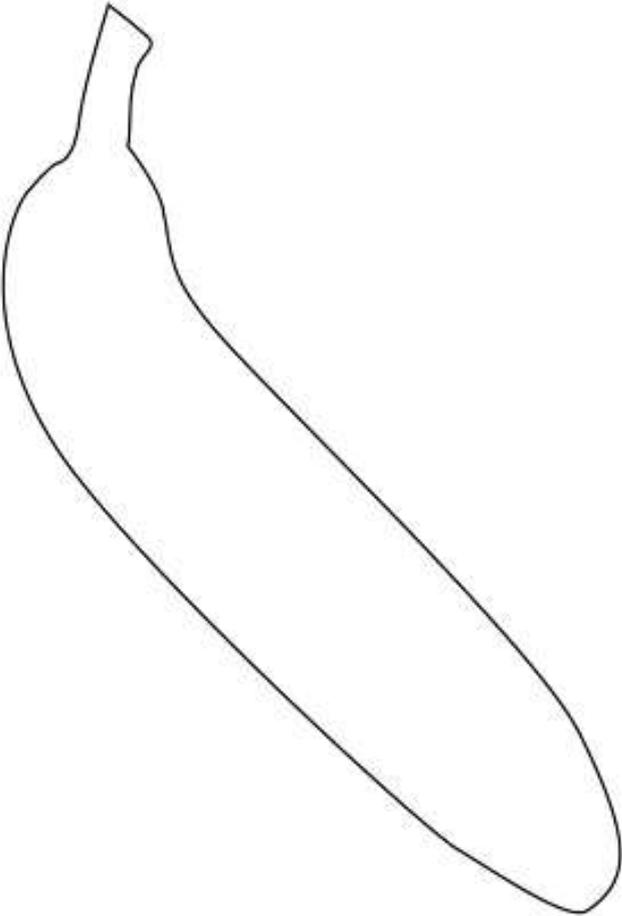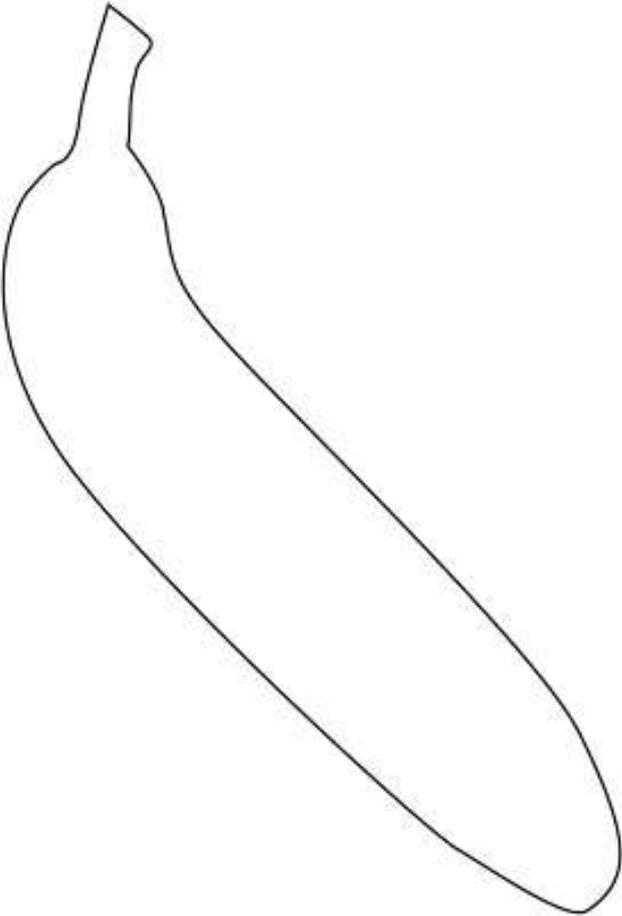
Chance Cards

Fat cats You receive a bonus of $20	**Workers** Due to exposure to pesticides, two members of your workforce have fallen ill and cannot work
Small farmers A hurricane has wiped out your entire crop. You will need to start again	**Fairtrade farmers** Due to fair pricing you will get an extra $ for each banana you produce

Teachers' notes - Here is a simple way to begin to explain and illustrate how the World's resources are distributed

Share of the World's resources:

Richest 20% - 82.7%

2nd richest 20% - 11.7%

Middle 20% - 2.3%

2nd poorest 20% - 1.9%

Poorest 20% - 1.4%

Divide children into 5 equal groups.

A rough share of a round cake would be:

• Give the richest 4/5 of the cake

• Give the next richest just over a half of remaining cake

• Give the next richest half of remaining cake

• Give next group three quarters of remaining cake

• Give remainder to poorest group

Global citizenship and Global Education exercises

1. „For and against the new technology in our life"
   We divide the participants into four groups. First group shares and enumerates the positive impacts of technology and technical equipment in our everyday life. Second group – the inconveniences caused to us by the same technology. Third group – the advantages that technical equipment brings to contemporary society. Fourth group – the hazards that technology and technical equipment bring into the world nowadays.
Options: Every participant marks down five technical inventions without which, s/he would lead an absolutely meaningful and undisturbed life. After that we try within the group to reach a consensus on the technical things that all the participants could live without. Finally the members of the group try to imagine what the world would be like without these things.

2. „Fears and concerns that came about with the globalization process"
   Through group or individual brainstorming every participant shares her/his fears with regard to globalization. It is important that those fears/concerns be personal, concrete, to reflect personal attitudes and not general stereotypes or patterns.
We group the concerns and fears if possible and after that split into groups depending on the number of concerns. Each group chooses a particular concern or fear and tries to come up with strategies to overcome it.

3. „Globalization metaphors"
   We split into groups and each group develops a metaphor to reflect human civilization – pillage, looting, war, hurricane, tillage, epidemics and friendship.

In presenting the metaphors the rest of the participants write down key words and in the end with all the key words recorded each group builds up a definition of the term "globalization". Out of the four definitions a single one is derived in the end.

4. „In the boat"

We split up into groups of 6-7 people each. Every participant in the group has to fulfill only one activity / to play a musical instrument, to sing, to dance, to meditate, to read, to fish ...../. Let the participants try to perform life on the boat for about 10-15 minutes while everyone does whatever s/he has chosen to do without paying any attention to the others.

When you come back to discuss this activity draw their attention to the fact of: how would they survive in a world where everybody takes care only of her/his interest. It is possible to imagine a world where the interests of its inhabitants have reached its limits – they are global – how would a world like that one look like and what should be done in order to make it possible.

5. „The links that bind me up / What makes me a part of the world?/"

Each of the participants tries to think of and write down ten things that make her/him feel a part of a mutually dependent world / music, fashion, work, profession, pollution, traffic jams, calamities, charity actions…...../.

After that the participants work in pairs in order to reach an agreement about ten things that are important to both of them. After that the initial pairs work with other pairs, then the fours with other fours until all of them in the group reach an agreement on the ten things that make us feel part of the contemporary world.

6. „The globalization in our life"

This exercise is aimed at tracking down and analyzing the various influences of the globalized world on people in the contemporary society. We divide the group into six smaller groups and each of them works on one of the following topics: I - What connects me to this world? II – My fears and concerns with respect to globalization are…...; III – What are my hopes with respect to globalization? IV – What is for me the wealth of globalization?; V – In our society which are the channels to globalism? VI – How do the global processes influence my life?

It is important that each group gives as much personal and concrete answers to the above mentioned questions as possible. Clichés and too general answers /like: - I fear that globalization destroys national cultures/ shall be rejected.

7. "Who is the global God today?"

For a long time in human history the name of God had stood for the total and global. Today in most secular societies and cultures religion and god are not on the first line of the agenda any more. The globalization process ties the world together. New common values and believes evolve, new fashions and interests prevail, common interests are satisfied. Globalization is more than a technological, economic and social phenomenon – it unites the world as the religion did in the past.

Divide the participants into two groups. The first one should reach an agreement on the ten things that people believe in and have a common understanding that are important in the global world. The second group shall identify the ten things that people obey to in the contemporary world /power, authority, law, fashions, celebrities' opinions and lifestyles etc……/

Option: The Ten Commandments of the globalization. Finally the group might formulate the ten rules, commandments of the global society, which have to be obeyed without any

objections so that society could be functional and effectively serve the needs of the individuals.

8. „The Babylon tower – the united world or the chaotic world?"

The Babylon tower fable is the story of humankind trying to achieve the status of the supreme creator in this universe and the failure of that attempt. At the time when the first texts of the Bible were created the world is already divided, based on different opposing powers, constantly in war with each other and any attempts for joint creative efforts were doomed not only because of the God's will, but mostly because of the limitations of the people themselves.

Split the group into two parts. The first group will have to prove the inevitable failure of the global drive, of the global achievement, of the global society.

The second group will have just the opposite task: to prove the chances of the global society /the Babylon tower/ in the contemporary world. Both groups shall make references to the bible and look for their arguments in the texts of the Holy Scriptures. They will also try to interpret and develop the texts by extracting additional arguments to prove their thesis.

Option: The ideology of parish versus the ideology of survival

In key periods of the development of humankind either of the two opposing ideologies prevails. At certain periods of the historical development it was either the ideology of parish, of degradation, of inevitable breakdown and destruction or the ideology of salvation, redemption, development and prosperity that prevailed. The group could be divided according to these two major ideologies and after debates try to reach a conclusion about the main arguments and characteristics of our controversial era /which also includes the globalization trend/.

9. „How could one achieve a consent/be in concord? /with her/himself, with his close relatives and friends, with the community, with the people in the entire nation, with the people all over the world/"

We split the group into five and each sub-group has to discuss and reach a consent regarding basic principles or modes of action, which a person should follow in order to be in accord with her/himself, with his close relatives and friends, with the community, with the people in the entire nation, with the people all over the world.

 For example:

  In order to be in accord with oneself, one must: look for and pursuit the truth; do her/his best in order to be good; to provide time for contemplation and evaluation of her/his deeds and self-analysis; to listen to her/his inner voice, to study her/his own needs, never to work for causes that s/he does not believe in, to be honest and open, sincere…..

   In order to be in accord with the people in the community, one should try to understand them, to listen to them, to identify needs and interests and try to meet them, to try to resolve conflicts together with the other members of the community, to share ideas, resources, to be just and persistent in her/his actions...

   To be in accord with each other, the citizens of the state should obey the laws, to share common ideas and understanding about basic things in life, to distribute the national resources in a fair manner, not to use violence or brutal force in conflicts, to avoid stereotypes…

   In order to be in accord with all the people in the world, we the people of the Earth should be convinced that we are created equal as human beings; to satisfy our needs; the agree upon some basic principles; to be tolerant....

After all groups present the principles and norms they have formulated, the entire group tries to find out the common issues that unite us at all levels in communities based on the satisfying of certain human needs, of cooperation, prosperity, mutual assistance.

10. „Globalization as a joke, as an anecdote, as a story”

Each of the participants suggests a story, anecdote or jokes that have something to do with the globalization process, with the forms of global common activity. At the end the common features and conclusions are discussed, we focus on the elements that are commonly used in the jokes to describe the globalization and especially those of them that remain in our memory.

The exercise could be organized in small groups after which the participants get back together and report one of the most impressive jokes or anecdotes from each of the smaller groups and discuss them together.

11. „We – the humankind”

11.1. Split up the people in several groups, each participant writes down ten words that summarize his concept of humankind. After that each group reaches an agreement on a joint description of humankind or ten characteristic words. After that a similar common definition or key words are formulated for the entire group.

11.2. After that the participants resort to the metaphors that describe the globalization process / see Exercise №3/ and in this way the group arrives at two definitions for the two notions.

11.3. The entire group compares the definitions and tries to answer the following question: „Does globalization, the way we have defined it, correspond with the interests and needs of humankind?”

12. „Globalization – different points of view”

The exercise offers an opportunity to examine the globalization process from different points of view: an individual point of view, from a group perspective, from the perspective of a certain country, region, and the world as a whole. The objective is to raise awareness among the participants on the different aspects and understandings of the globalization process depending on the point of view. Another cognitive element of the exercise is that globalization always has multiple points of reference at any moment of time – that of the community, of the given country, of a given geographical region etc. That is why on each level we have to try presenting at least two different points of view.

For example: personal/individual level – of a young and old person; state level: person living in a rural area – person living in a big town; states: the Netherlands - Angola; regions: North America – South-East Asia.

Split up the group into four sub-groups and each of the sub-groups furthers divides into two as each of the smallest groups takes one of the roles at the given level. Each pair of groups /for certain level/ decides individually how to present the points of view - as a debate; as a presentation or evaluation of the presentation by the other group; as an enumeration of a definite number of arguments; as reinforcement of its own point of view and criticism for the opposing point of view.

13. „What would we say to the God of globalization?”

The idea of this exercise is to come up with one/several (if working in smaller groups) message/s to the imaginary force that stands behind the globalization process. The messages have to be based on everything that has been learned and discussed about the globalization

and to urge the "imaginary force" into actions that we would like to see taking place, so that globalization would evolve in the way that the group imagines it should evolve.

14. „Which of the matters we have heard and seen concern us directly and which do not?"
This exercise attempts to reveal your attitudes towards events that happen in the wide world – closer or more distant and it also attempts at measuring these attitudes and discussing them. We divide the group in two. The first group describes events that happen close to us and has to do with the establishment of mutually dependent human community based on solidarity and cooperation and also evaluates our involvement in this process / all of the events that are described are evaluated in 1 to 10 scale going from "they concern me directly" to "they do not concern me at all"/. The second group works on the same scale but evaluates more distant events /wars, epidemic outbreaks, calamities, peace initiatives etc./.

Option: The immune citizen of the global world? – Participants work either in the whole group or divided into smaller groups trying to prescribe a recipe on how a person could isolate her/himself from the ocean of events going on around her/him at the present moment in order to enjoy fully her/his privacy and protect it against external intrusions.
The idea here is how to get rid of the things that bother us and how to make our private world impenetrable for them. We might resort to the well known approach: If I had a magic stick I would do so and so….that….

15. The Global Super Ego
As it is known from psychology the human being acts in accordance with its will but in many cases it is governed by the requirements and imperatives of the environment. This happens in all spheres of human endeavor – love, communication, interactions with Nature, professional career development and public activities. The objective of this exercise is to see what are the socially accepted norms and standards and to what degree do they affect and regulate our activities and perceptions with regard to global developments. For example: do not use deodorant spray, try to separate your garbage. …...
We divide the group in as many spheres of activity as we like. For each sphere of activity we define the norms of the Global Ego and try to find out to what extent these norms are observed /we might introduce a ten grade scale for the purpose/. The spheres of activity could be for example: interactions with the environment, behavior towards other people, attitudes towards global political issues and problems, towards the entertainment industry; towards those that are different from us.

16. The journey – let us imagine a journey – what are the local and global factors that we can identify, which are the common features, how do they affect our feelings and emotions, the relation between the speed and the way we perceive the surrounding world, what do we expect – what do we get – the ten things that are alien, the ten things that seem well known and familiar,

17. Could you be global in a local community, or could you be local in a global community – what stands on my way of being global
- what are the obstacles and what are the things that help us in the two cases – we ask the members of the group to identify them, study them and suggest the optimal life strategy.

18. The global leisure/pleasure – food and drink - cuisine, music, and sports- these are the prime motors of globalization, or the areas where globalization advances very fast and makes

us citizens of the global village – **on desert island water will be poured into a coca-cola bottle**
- ask the group by brainstorming to enumerate the global conveniences that cover huge numbers of people in most spots of the globe /"members of the same club"/
- let them agree on the major ones - who are the typical members of a given "club" – can we prepare a profile of the members of these clubs – which is my club?

19. How could we develop a cultural immunity against uncritical acceptance of the globalization trends in – education, contacts, personal development, thinking, cultural interests, social skills – the search for people with similar positions and interests, participation in public events and initiatives /critical attitudes/, rejection of stupid myths and ideologies.
   Try to prepare an immune cocktail for a teenager, for an adult and for elder person – work in three groups and compare the results.

20. How could we develop a cultural immunity in education contacts, personal development, thinking, cultural interests, social skills – the search for people with similar positions and interests, participation in public events and initiatives /critical attitudes/, rejection of stupid myths and ideologies.
   Immunity against what? – the effects of leveling, simplification, superficiality, to foster the preservation of the personal space, integrity, the unique characteristics of the individuality.
   Option: How can a nation develop immunity? How can this group develop immunity?

21. Existentially close and existentially distant concepts – is there an overlapping?
   Existentially close – love, home, children, interests, security, justice
   Existentially distant / global/ - sufferings? loss? calamities? exploitation, wars, totalitarian regimes, – two groups work on the two different types of categories and compare them – could there be a bridge between the close and the distant things in life?

22. How could we integrate our life-story into the story of the world's history? The group tries to recreate the way in which in the past the sovereigns and rulers had imprinted their personal destinies and life-stories in the history of their countries – what was the impact of their actions or lack of actions. After that in smaller groups the participants try to illustrate how can we have our say on the local, national and global history – to participate, to be critical, and to resist, making crucial choices and taking decisions to build up our individuality.
   Option: Could I be a global person/ citizen of the world by not doing anything? The term global implies action or lack of action in situations, which require active position. For example a ruler has the power to make people listen to her/him, make them follow certain rules and norms, to obey and to pay tribute.
  The participants explore possible means of action, so that their activities would lead to a change in a given situation, through role-play, through the family, through the people we influence, through the realities that we can change.

   Option: I am the king of my world and the ruler of the rest of the world.

23. What about the "simple living". Participants explore the possibility to reduce their destructive influence on human natural resources. The scope of the resources could be extended to include human moods as a resource, social energy and civil energy as well.
   Option: Whenever I refuse to participate or to take action does this influence the total energy and potential for resolving the problems, does the total love diminish as a result of

that? Participants try to describe what happens when the individual does not think about the other members of the community and does not suffer for the others. Simple living requires love, compassion, understanding and learning in order to avoid destructive influences on the environment, on the human body, on the forests, on the people near and far away from me.

24. What could I change in my life with respect to a certain global problem? The participants explore what they could change in their own attitudes towards starvation, drugs, piracy and illegal goods. Politics enter into my life through my attitude towards the global problems.

Option: Discussion-WHAT IS MORE IMPORTANT-to give my vote for one political party or another, or to participate actively and take a leading role in the resolution of a given problem?

25. I have a dream ....Let us imagine a world without weapons, with sustainable development and without racial intolerance. Participants work in small groups and describe their dreams and what is necessary in order to fulfill these dreams. Finally from the different action plans for the fulfillment of individual dreams the participants construct a joint plan for the achievement of the desired goals that incorporates different ideas.

26. What is the world like?
In groups the participants explore what happens with the great political problems - democracy, political pluralism, religions' decline or revival.
Option: Ideologies of the global ring: Each group examines its own ideology from a global point of view and justifies it. After that one, two participants or the entire group present the ideology of the global ring - communism, fascism, democracy and humans rights, populism, anarchism, realism – every speaker pronounces her/his speech and tries to mobilize the support of the audience.

27. Inequality - conflicts in the closed space – let us define those conflicts, try to find ways to resolve them, play them out - the closed room - procurement, population, peaceful co-existence, limitation of certain resources.
28. The world's risky society?
 The participants investigate in what way do the different global risks /terrorism, environmental risks, insufficient resources…./ influence the life of the individual. They try to order the general limitations in the life of contemporary people.

Option: The participants divided into groups examine how different conflicts - global, national, regional, local, interpersonal or in another aspect industrial, ecological, religious, political, ideological, cultural influence the lives of the individuals.

29. Non-oppression and recent events:
In groups the participants analyze different articles relating or describing different manifestations of violence and try to point out how the respective conflicts could be resolved without violence. On the basis of the individual proposals the participants build the principles of a common global mechanism for maintaining a world without violence /for example: principles like negotiations, recognition of interests, respect for dignity, participation.../

30. Personal, national, global security.

In small groups the participants are trying to point out the principles on which the different types of security are based. They also have to point out and compare what responsibilities should be accepted for the achieving of the respective security.

 For example: personal security. Physical power, brains, resourcefulness, cleverness, taking into account other people's whishes, preferences, personal integrity, privacy, consideration of the rights of the people with whom the given person is in contact, avoiding dangers and hazards for the body and the spirit.

31. Solidarity? Compassion? The participants are trying to point out a problem, which might be resolved for a long period of time without the necessity for solidarity and solidarity actions.

   Option: Egoism or altruism. Divided into two groups the participants try to summarize what the life of the extreme egoist or the extreme altruist look like in its societal dimensions.

  32. Advocacy. The participants explore the need for advocacy in resolving different problems and conflicts at various levels /starting from personal life, community affairs and wider public debates/.

  1. The first step is defining the position of the individual /group, community, society/ in resolving the problem: everything is under control, nothing is within my control, I can control the situation only with assistance from the others……

  2. The second step is what and how can I change in me /the community, the society/ in order to control the resolution of the problem. The participants draft strategies for the various levels: individual, group, community, the society as a whole.

   3. The third step requires the participants to outline an action plan for getting support at the various levels.

  33. Life line. Each participant projects a life-line of her/his own and tries to place on it the identified global issues and problems and how would they affect her/his life in practice.

  Each participant may investigate the most important events in her/his own life during the last ten years and to look for their global and local implications. Falling in love – place – discotheque, certain type of music, certain shared preferences, tastes, interests – global or local...

  34. The global billiard. Each group gets a poster with global problems enumerated on it – balls with the name of the problem. The posters could be similar with equal number of the same problems situated in different ways or with different problems but still equal in number. Participants compete in several groups. Each group works out an algorithm how to get the balls (problems) into the hole by clashing the balls at each other. If a ball (problem) is put into the hole without hitting other balls the group might get a point only by proving that this problem (ball) has to be tackled alone (without interaction with the other balls). In putting more than one ball in the hole, the participants have to explain the consequences of the strike and in this case the participants get as many points as many problems they could tackle simultaneously (with just one strike). Each participant has the right to three strikes, each works at her/his own billiard table and everyone justifies her/his strikes to the group.

  35. To what extent do my problems concern me and the people around me? In the groups the participants define their own personal problems and try to see what their projection – global or individual and to what extent their problems concern other people as well. The objective of the exercise is to distinguish between personal and common dimensions of individuals' problems.

36. How could I increase my power, how could the community increase its power and how could the world increase its power

Divided into three groups the participants try to find out the "prescription" for how the individual, the community and the world to gain more power in order to solve their problems. After that the participants from the three groups compare their "prescriptions" and look for differences and similarities.

37. Which is the global salvation for humankind – religion, sports, art, pleasures, work? Divided into five groups, participants try to justify why the tool they have chosen for global salvation is the best. During the discussion the focus is on degree of efficiency of a given tool and the possibility different tools to be combined successfully in the life of the contemporary person /people/.

38. The global / anti-global / personality. Divided into two groups the participants try to describe the characteristics of the perfect globalization protagonist /sports-person, politician, artist/ and the perfect globalization antagonist – a local person who has built up an invisible wall to protect her/his existence and personality.

39. Have a look at the global time. Divided into several groups the participants work to find out what happens within an hour in the life of one single person, a given community and how the global tendencies influence all of us.

40. The global journey. Split up into several groups the participants construct the model of the global journey. Let them freely decide what they want this journey to be like – journey in time, in space, between various areas of human activity and endeavor, imaginary journey, and a journey in the world of ideas.....

41. The globalization among us.

The participants arrange into groups. Each group is asked to evaluate in 1 to 5 scale the degree in which globalization has penetrated the lives of their friends and relatives, their homes, their community, their jobs, their country as a whole. Initially each group has to prepare indicators by which to evaluate the degree of globalization. After their presentations in the big group they have to reach an agreement for the general globalization indicators.

42. Globalization's dimensions in different aspects of our life

The best approach here for the group is to select aspects of our contemporary life – music, fashion, consumption, economy, leisure, education etc. and to explore the impact of globalization on them. For each aspect, the participants from the smaller groups dealing with that particular aspect share their own experiences and on the basis of that track down the most important developments and the changes during the last decade attempting to outline the future perspectives regardless of the expected benefits or disadvantages in personal perspective for the given community.

43. Globalization and the past

After the participants have worked out the globalization indicators, they are in a position to evaluate Bulgaria during different periods of the past but most of all Bulgaria during the socialism period.

After the globalization's dimensions in the Bulgarian past are outlined they could be compared with the present period of the Bulgarian history when it is opening itself to fast globalization.

44. The global aspects of the empires

Divided into two the participants will try to analyze how global were the four empires that at different periods in time had impact on our history – the Roman, Byzantine, Ottoman and Soviet.

It is important to make a parallel between those global communities in the past and the contemporary global world.

45. The most global person I know

Each participant tries to present a person who in her/his opinion reflects to the maximum the notion "global citizen". After everybody is ready we divide the participants into several groups and then everyone presents her/his "candidate" and try to reach an agreement regarding the characteristics/definition of the "global person".

After that representatives of the groups present the proceedings and results of the group's work and the most interesting "global citizens" and try to harmonize their definitions for the global citizen.

46. Aspects of the globalization that help me and bring me joy, that scare me, that bother me

Divided into small groups, the participants try to mark down all global tendencies and process and reach an agreement on their impacts. They classify them according to what emotions and feeling they provoke from positive to negative, from joyful to scary.

47. Which of my needs force me to be global?

Split up the participants into four groups. Let in each group according to the theory of needs – the Masloy pyramid the participants to attempt describing how by a certain need s/he is motivated to explore and act in the global world.

After that let the participants prepare a joint statement in each group and one speaker for the group present it at a plenary session in the form of Samoan ring. Debates could be organized on the topic: "The need for communion draws humankind together; the need for manifestation isolates us."

Participants could prepare a short debate on each of the needs of the pyramid by presenting their arguments within two minutes and allocate another two minutes for questions.
Basic needs atomize the human being
The need for belonging to a certain community isolates the individual and terminates his relations with humankind
The need for love either isolates or involves the human being to the big family of humankind
The need for achievements isolates – brings people together
The need for knowledge is the basis for the globalization process
The need for power makes the world uniform
Globalization does not depend on our needs it defines our needs

48. How does globalization exert its influences?

We propose to the participants to choose which influences of the globalization process they want to explore: on national culture, music, habits, traditions, morality, education, professional mentality, family and marriage.

Each group unites around the investigation of a given process and presents it in a similar fashion, so that comparisons could be made later.

The group discusses its perceptions of the problem – to what extent is it impacted by globalization. After that the group strives to indicate the means by which the globalization process affects the diversity of a given process – in terms of its development, the establishment of traditions and continuity, enrichment with universal human values /human rights, values of the postindustrial society/. After that the group or just a part of it tries to identify the major negative influences and tendencies – destruction of existing modes of interaction that are sanctioned by moral or traditional norms, decrease in the variety of interpersonal relations within a certain process, uniformity and equalization of processes in certain areas in the countries all over the world. Finally the group tries to propose a general evaluation on the influences of the globalization trends on the given process.

Option: in a similar fashion we might organize the group to work on the impacts of globalization on the different social groups. Participants might start with investigating the social groups in which they spent most of their time – family, friends, work-place, professional groups, but they might also chose to examine wider social groups – a certain social fragment, the entire local community, a given region or the Bulgarian society in general.

49. I and the globalization
Various activities could be proposed in this cycle.

Localist or a globalist? Each participant tries to describe with ten words her/his attitude to the world and on the basis of these descriptions decides whether s/he is a supporter of globalism or local development.

I am supporter of the globalization because:
I like different music from all over the world
I like to travel
I adore different meals from different cuisines
I follow closely all the events and developments on the globe
I take personally human tragedies and misfortunes
I experience other people's problems as if they are my own
I do not mind to work and study abroad
I have no problems to marry a person from a different race, culture or religion
......

I am supporter of the local/vernacular because:
There is nothing in the world that could make me leave my close people and friends for a longer time in the pursuit of better paid job or happiness
I care mostly about the problems of my local community
Bulgaria is my only choice and my home town/village is my destiny
Studying close to where one lives is the best possible option, anything else is humiliation and forced decision
Friends and relatives could be only those people that you have grown up with and with whom you share common language, culture and history
This world is interesting enough, so we can make wonderful discoveries every day around us and there is no need to travel far and wide
......./ other statements/

50. I would choose?
Participants work in two groups.

The first one works trying to create an association cluster of the local /what and why/, the second does just the opposite: "Why I would never chose the local?"

   Option: Participants answer the following question: What am I going to aspire to and why? After that they discuss the local and global aspects of their choices /love, professional career, place of residence, exploring the world, intensifying interpersonal relations…./

   51. Where would I like to live? In a global city, in a small town or other options, it is possible to combine choices – to live in a small town, but have the opportunity to work in a big city and travel around the world – global cities – small local towns

   What is the type of culture I accept and practice? Participants answer the question for themselves and after that divide into groups depending on their answers and are asked to provide arguments to support their choices.

   What type of meals/cuisine I prefer and why? Participants organize a debate about the local and global meals/cuisine and their importance to them.

   My favorite ten movies /my top ten movies ever/? Participants prepare lists of their favorite movies; if possible they should come up with a single list and try to extract the global values that influenced them in their decisions. The following debate is organized: Values could be promoted by a movie based on the local peculiarities, or values could be promoted by a movie based on the universal context that is void of any local details, connotations…..

   52. The music of our generation – global or local? This activity could be performed in various ways – the greatest musical hits lately, or the hits of my life or the hits of my childhood and the hits today...The participants are expected to find out which type of musical hits prevail – local or truly international songs.

   Option: The songs – imperialists conquer the world! The participants work in small groups exploring the characteristics of the really great international hits in a language that is widely spoken from the hits of the small nations. What chances do we have to produce an international hit!

   53. Does the universal turn into global? The mystery of Bulgarian voices? The group examines what turns the songs from a small, remote Rhodope villages into a significant spiritual experience for many people all over the globe. Which are the universal characteristics? Under what circumstances does the universal become global?

   54. The friends in my life? Do I have friends outside my close personal circle, my nationality, my society? Would I chose friends among people outside of my close personal circle, my nationality, my society? What are the foundations of friendship – local or universal?

   Option: Can we compare global phenomena?

   55. A world in which we prefer only the Bulgarian or only the foreign. The participants work divided into two groups and describe a world only with local or only with universal values. After that they compare the two alternatives from the point of view of perspectives for personal fulfillment, interpersonal relations, freedom of the individuals and the groups.
   Option: An isolated world – the dream of the patriot and the global world – the dream of the cosmopolitan?
   Option: What is it that I would preserve from my home country if I am to live the rest of my life abroad? What would I keep from the outside world if as of tomorrow all channels with the outside world are broken?

56. The various global and local places/areas
The global village – the contemporary Babylon.

Into smaller groups participants are describing different aspect of the global village – moral, culture, communications, perspectives for personal fulfillment, leisure and pleasure. After that the whole group decides whether to live in such a village or not.

Option: The participants explore different places for living from the point of view of their global or local prevailing characteristics: The town at a crossroad of major roads, The Motel on the highway, The Family hotel, The Big port-town, The China district – a local place for global use, The Resort as a global place and the small mountain Village as a local place, The Prison – forced globality or locality.

57. 11.9.2001 – a global or a local event?
Divided into two groups, the participants explore the bombings in their two aspects and the changes they brought at local and global level. After that they attempt to find the similarities, links and incompatibilities.

58. A look into the future. The world of our children – the year 2037.
Participants try to define the parameters of the future world and whether there will be a space for the unique, personal, local.

Creating happy, healthy, responsible and confident citizens

An inner-city primary school, praised by Ofsted for its creative approach to teaching and learning, decided to develop a curriculum which would inspire and empower pupils as part of its school improvement strategy. It wanted to make teaching and learning more cohesive and to create a curriculum that would be 'relevant, responsive and engaging'. After some research and consultation with parents and pupils, the school decided that creating a curriculum framework based on the principles of Education for Global Citizenship and Sustainable Development would help it achieve its aims.

Case study

You can make a difference!

Companies want you to spend your money with them. This gives you the right to make demands of the company, for example that they respect the rights of the people who make the clothes and shoes that you wear.
1. Ask questions – make sure the company knows what you think. The more you ask, the more retailers will take notice.
2. Find out more – about the issues and what actions you can take. For information contact local organisations.
3. Tell your friends – about the way clothes are made, where they come from and how the people making them are paid and treated.
4. Wear what you want – but send a card or write a letter to the companies telling them what you think.
5. Choosing not to buy is an option – but think about how it might affect people's jobs in the country where the clothes are made.

- 68 -