The Global Citizen's Journey

A Resource for Global Citizenship Education

by young people,
for young people

GOAL

Irish Aid
Department of Foreign Affairs
An Roinn Gnóthai Eachtracha

ACKNOWLEDGEMENTS

GOAL expresses its deepest gratitude to the thirty brilliant young creators of this resource, all part of the 2020 GOAL NextGen Global Youth Programme, and from across the globe. Their names are listed on *page 10*.

Special thanks to the steering group of the 2020 GOAL Global Youth Programme: Jenny Murphy (Irish international rugby player); John Kerr (Chairperson, Transition Year Teacher Professional Network); Muhanya Chaponda (environmentalist, musician and artist); Ross Boyd, Poonam Shokar and Daire Hennessy (all part of the 2019 GOAL Volunteer Youth Advisor Project), for giving their time to help recruit participants and guide the content of the Programme, and for being continuously available to us.

A special thanks also to our colleagues in GOAL Malawi for connecting us to a wonderful group of East African activists who all became members of the first ever GOAL Global Youth Programme that created this resource.

We also thank all the members of the 2019 GOAL Volunteer Youth Advisor Project, who laid the foundations of everything that happened ever since we asked them what they thought a GOAL Global Youth Programme should look like.
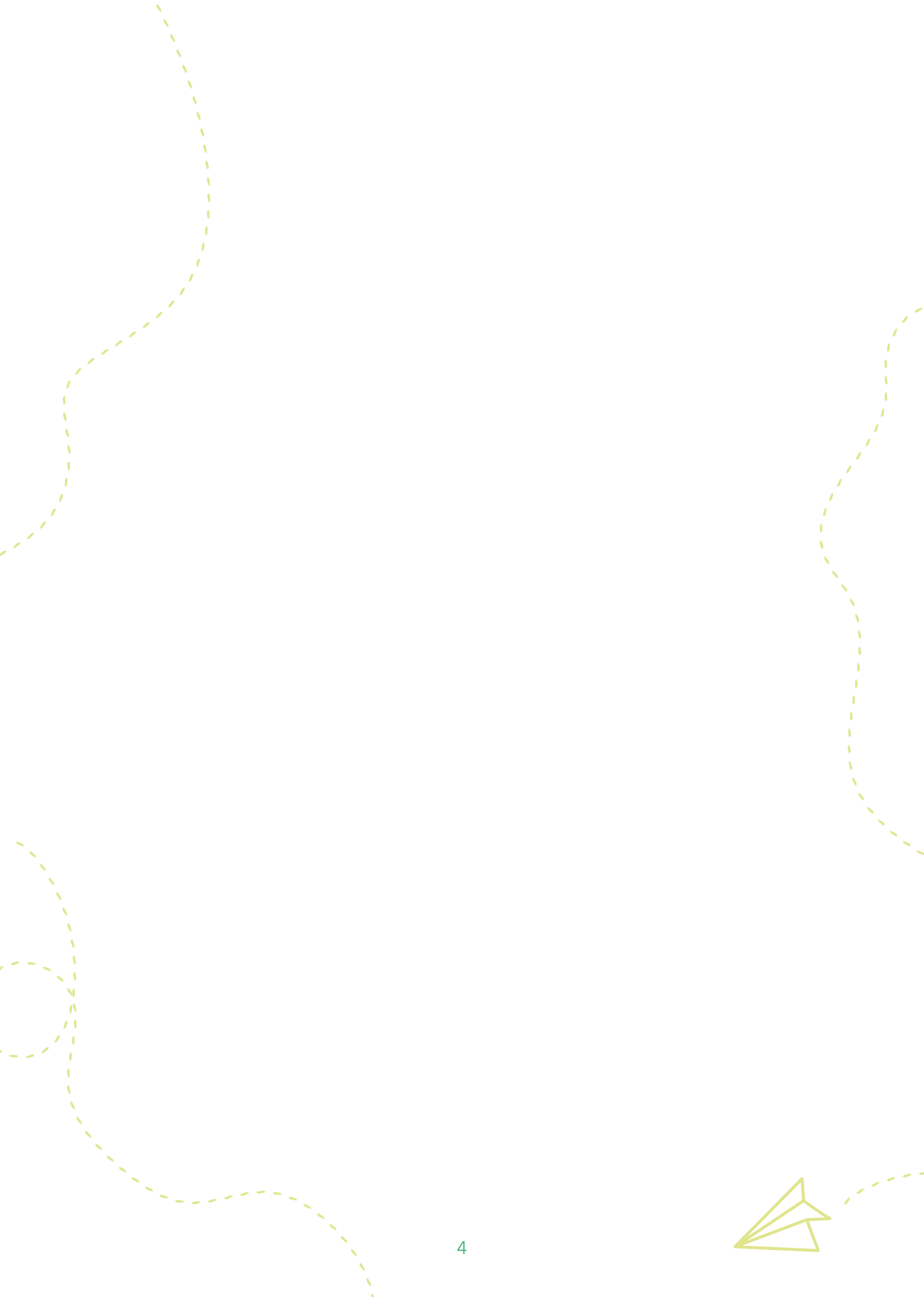
TABLE OF CONTENTS

ABOUT GOAL

GOAL's vision

GOAL believes in a world where poverty no longer exists, where vulnerable communities are resilient, where barriers to well-being are removed and where everyone has equal rights and opportunities.

The GOAL Global Citizenship Programme

The GOAL Global Citizenship Programme is founded in the global interconnections and universality at the heart of the UN Global Goals. Using the evidence and insights of our work across the globe, and by amplifying the voices of the communities we work with, we engage students, teachers, educators, young people, decision-makers and the general public to strengthen global citizenship competencies and take action in pursuit of a more equal, fair, and sustainable world.

Check out our programmes at:
www.goalglobal.org/global-citizenship.

FOREWORD

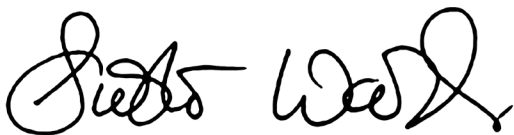To young minds, educators and activists across the Globe,

I am delighted to share with you 'The Global Citizen's Journey', a resource designed to awaken the global citizen within. Throughout 2020, this resource's interactive activities were created by GOAL's Global Youth Programme: thirty like-minded participants from Kenya, Malawi, Rwanda, South Africa, Uganda, Zambia and Ireland. These inspiring young people worked together to explore their own interconnectedness, making it possible for so many others to do the same.

The process for creating this resource has been thorough and inclusive. In 2019, GOAL consulted young people in Malawi and Ireland to help create a GOAL Global Youth Programme, an initiative put on a formal footing in 2020. A steering group assisted in recruiting the participants and guided the evolution of the programme with their expertise and insights. The young minds behind this resource analysed the links between the local and the global, while querying their own role in achieving change. The end result reflects a strong spirit of inclusivity, solidarity, collaboration, and urgency.

As a Humanitarian and Development Agency, GOAL encounters daily the challenges facing the global community. It is not possible for any one country, community, or sector to end poverty, fight inequality, tackle climate change and provide sustainable livelihoods. We must collaborate to become a global network of citizens, united in our ambition to improve our world.

Wherever you are, you are a global citizen, an agent of change, and we invite you to join us on this journey: a journey to change our world.

Thank you,

Siobhan Walsh
Chief Executive Officer of GOAL

A LETTER FROM THE 2020 GOAL GLOBAL YOUTH PROGRAMME

Welcome to The Global Citizen's Journey

How exciting is this? The resource is complete! It is in your hands, and now it is time to encourage thoughts, communicate with each other and kick-start action.

We, the 2020 GOAL Global Youth Programme participants (GGYers for short) are a group of young, passionate individuals brought together by a common purpose. In collaboration with each other and GOAL Global, we have created a resource that is intended to be fun, engaging, relevant and accessible to a wide range of diverse communities across the world.

We hope it inspires, empowers and supports facilitators and participants in being active global citizens. We want to thank you for choosing to facilitate this resource that has been created with consideration, kindness and curiosity.

A little about us

We, as fellow global citizens, have found that the journey of an active global citizen, a citizen who hopes to bring about positive change in the world, can be a long and sometimes challenging one. However, we have also found that this journey can be rewarding, is **always exciting and includes a lot of laughter!**

Our shared mission is to work locally with the aim of having a sustainable impact globally. In 2020 amidst a global pandemic, our virtual paths crossed to create this resource. Our group is rich in diversity and represents many communities across the globe. Our own global citizenship journeys have blessed us with insights across multiple sectors including development, education, conservation and advocacy work. We believe this has shaped our resource, making it relevant to a wide range of communities.

As a group, we hope that the creation of these thought-provoking activities will encourage the next generation of changemakers to grow their communities and to take action.

A little about this resource

Through curious and open-minded conversation, we discussed and considered what it means to be a global citizen. As a result of these conversations, we divided the resource into two sections:

Part 1: Introspection

Through facilitation of respectful discussions and engaging activities, participants reflect on their values, explore their perspectives and consider the challenges that individuals may face in society.

Part 2: Building a Community

Workshops focus on discovering how communities are interconnected, how to map community networks and how to plan community action for change. This is underpinned by an activity that facilitates participants in finding their narrative/story.

A few of our hopes

We encourage you to have as much fun facilitating and participating in using this resource as we have had making it. **We came together as a group of individual changemakers, and over time, working on this resource, we have become a community.** Although challenging at times, we thoroughly enjoyed getting to know ourselves and each other, as well as exploring the various themes and delving deep into the activities set out in this resource.

We hope this resource will help you to learn more about yourself and your strengths. This resource is an opportunity to develop the skills you already have, as well as build new ones.

This resource asks facilitators to be brave, kind and courageous. We hope you discover helpful ways to think of yourself, the people around you and the problems you want to solve. Change is a process that takes time and cannot happen in isolation. This can result in some friction at times throughout the process. **Our aim is that both facilitators and participants take away a strong foundation that will support you in your global citizenship journey.**

A little 'Goodbye' for now!

We encourage you to remain open and enthusiastic about the realm of possibility by putting connection and collaboration at the heart of your changemaking, while engaging with this resource and beyond.

Finally, we hope that no matter where you are in your global citizenship journey, this resource will facilitate you in seeing a new perspective that you hadn't considered before.

Good luck!

The 2020 Global Youth Programme participants

Reinhard Bonke (Kenya)

Heather Burke (Ireland)

Scott Byrne (Ireland)

Naoise D'Arcy (Ireland)

Niamh Flynn (Ireland)

Ellie Halloran (Ireland)

Declan Keane (Ireland)

Karin Mason (Ireland)

Jessie McCarthy (Ireland)

Criomhthann Morrison (Ireland)

Damien Mouzoun (Rwanda)

Tonny Muzira (Uganda)

Ojok James Onono (Uganda)

Freddie Phipps (Ireland)

Eoin Ryan (Ireland)

Elizabeth Tembo (Malawi)

Robert Broughan (Ireland)

Kate Burke (Ireland)

Anna Carroll (Ireland)

Dylan Daniels (Ireland)

Gemma Franklin (Ireland)

Joseph Kalimbwe (Zambia)

Faith Norah Lukosi (Kenya)

Rion McCall Magan (Ireland)

Ruth Mhone (Malawi)

Katlego Motsoeneng (South Africa)

Benita Murinda (Ireland)

Jennifer O'Keeffe (Ireland)

Klaudia Pasik (Ireland)

Niamh Quinn (Ireland)

Thomas Shabalala (South Africa)

Ruth

"This is the journey of growth, shaping ourselves to be the pioneers of transformative change. We learn from the roles we take up and the stories we share as global citizens."

Eoin

"The most important thing for me was that GOAL decided to choose young people to co-create a resource like this. By young people, for young people!"

HOW TO USE THIS RESOURCE

This resource is intended for use in non-formal educational environments, but also secondary school settings like Transition Year. That being said, we believe that through these activities, anyone, anywhere can explore what it means to be a global citizen. The activities you'll find here are placed in a particular order, with each one building on the last. However, they work just as well on their own whenever you are ready for them. Here are a few tips to help you get the most out of each and every one!

- **Best enjoyed with a group** – take particular care to make sure that everyone present has had a chance to contribute to the conversation. Remember: there are no right answers, only more food for thought.

- **Just add context** – these activities are described in their most basic version. That way, you can easily include the details of your own context and explore possibilities for local change. Every global issue will look a little (or a lot) different as a local issue.

- **It takes a village – you are not alone!** The young co-creators of the resource have created loads of discussion prompts, scenarios and board games to help you to bring these activities to life. Always check the Annex *(pages 34–48)* for more inspiration!

- **These activities were designed to work equally well in virtual environments and in tech-free zones.** You'll find tips for making use of paper, chalkboards and other in-person options within the activity descriptions themselves, but follow your intuition! You know your groups best, and what they will respond to.

If you are working with your groups using technology, we have some recommendations that we found work quite well with these activities:

- For breakout groups: Zoom

- For conducting short polls (one to two questions/prompts) and creating live word clouds Mentimeter.com

- For conducting longer polls/questionnaires: Google Forms

- For collaborative work, including board games: Google Jamboard

Don't forget to let us know how the activities go!

This resource is the result of co-creation by thirty young people across the world, and it will only get better with each new person that uses it. We see this as a living document, improving over time with the feedback we receive from you. So let us know what works, what doesn't work, what you learned and what you are still wondering about.

Be a part of our global community, and share your experience with us on **www.goalglobal.ie/youth**.

LEARNING OBJECTIVES

Each activity description includes a list of the learning objectives it works toward. Be sure to check the learning objectives before facilitating any activity – this could really change the way you interact with it! It will also help you to track the learning of your group. This is not an exhaustive list of the learning that these activities promote, and as you add context to them, their potential as educational tools will only grow.

Participants will be able to:

A. Understand and appreciate the role of Global Citizenship Education in pursuing positive change

B. Recognise the interconnectedness of people and issues from local to global

C. Identify the critical thinking skills that will support their development as global citizens

D. Recognise and understand the connection between global and local development

E. Discover how self-awareness and reflection practices can influence our worldview

F. Explore the realities and complexities of development through the lens of solidarity, universality, justice and international cooperation

G. Develop a curiosity about sustainable change and the potential for their own contribution to it

H. Share stories of the impact of their own learning

I. Analyse the relationship between their own lived experiences with those in other parts of the world

J. Connect the importance of health and well-being to the wider work of changemaking

K. Appreciate the value of working together for change within local and international networks

L. Recognise the connection between power and inequality in society.

Introduction

The activities in Part 1 aim to develop our awareness of ourselves. Through group discussion, we'll explore the way that we see ourselves and the way that we see or relate to the world around us. This involves taking a close look at our values, perceptions and attitudes, and at the choices we make about our actions.

These activities are all about going 'inward'. Participants will be encouraged to really think about some of the values/opinions we so often take for granted through considering questions like:

- What are the most important values to me?

- Where did I learn about these values?

- What do those values look like in practice?

We don't expect participants to have perfect, fully formed answers to these questions by the end of Part 1, but we do hope that the questions they ask themselves and each other become more thoughtful and more critical. **After all – being a global citizen doesn't mean knowing everything!** Rather, global citizens are comfortable with recognising that there is so much they don't know, and that the best way to learn is through asking questions!

Enjoy Part 1 of your journey, and we'll see you at the Bridging Activity *(page 23)* for a bit of reflection and self-care.

Faith

"Every young person from every corner of the world – whether in Europe, Asia or Africa – can easily relate to these activities. They help us to understand the common challenges that we face as a global community. We have to unite forces to come up with solutions!"

Criomthann

"All the activities build on each other, complementing each other. BUT if you just do one – that's all you need to get started!"

ACTIVITY 1.1: THE VALUES BOARD GAME

Build participants' **critical thinking skills** *by exploring* **how values guide** *well-known characters through the decisions and events that shape their journeys. Using examples from real life or from well-known stories ensures that participants engage with the activity to consider and understand the* **factors that influence actions.**

Learning Objectives: A, B, C, E

Activity Length: 20–25 minutes

Materials: Display method, e.g. flipchart paper and pen, chalkboard or Google Jamboard

Instructions

Values *are the basic guiding principles that influence behaviour, such as determination or kindness.*

Step 1: Either ahead of time or with the group, choose a character from a story you all know, and plot the major events/decisions of their story on a winding path that will act as the board. (Doing this with the group will add 15–20 minutes to the length of the activity.)

Step 2: Create a Values Menu that lists 10–15 values that the group agrees on. Values are the basic guiding principles that influence behaviour, such as determination or kindness.

Step 3: All together or in smaller groups, follow the character from one event/decision to the next. For each event/decision, decide which value from the Values Menu might be influencing the character's actions. After choosing a value, decide if it is positive, negative or a mix of both. You might use a colour coding system like the one below to record and display your decisions:

green = positive   **red** = negative   **orange** = a mix of both

Repeat this process until you have discussed all events/decisions and attributed a value to each one.

Step 4: Discuss!

- What helped you to choose a value for each action?

- Was it more difficult to choose values for some actions than for others?

- How might the story change if you gave the character different values? Would the outcome of the events be different?

This activity can be completed online using Google Jamboard and Zoom breakout groups.

EQUALITY FOR ALL!

ACTIVITY 1.2: CONNECTING VALUES AND ACTIONS

Through a series of scenarios, invite **self-reflection** *and* **critical thinking** *about participants' own* **thought processes** *for making decisions, taking action and understanding the people around them. This helps to build* **greater awareness** *of why people may think and behave differently, and it helps to foster more* **compassionate decision-making** *skills.*

Learning Objectives: C, E, H, I

Activity Length: 30 minutes

Materials: Scenarios *(page 36)***, tools to create word clouds, e.g. flipchart paper and pen, chalkboard or Mentimeter**

Instructions

Step 1: Introduce the activity to the group by letting them know that they will be exploring how values affect our attitudes and behaviours, even if we are unaware of them. Present one of the scenarios in the Annex *(page 36)* or a scenario of your own creation to the group. As a group, discuss responses/solutions to the scenario.

> **MATERIALS TIP**
> If you are creating your own scenarios, consider making each one a little more complex or ambiguous than the previous one. There will be no right or wrong answers, just more food for thought!

Step 2: Invite participants to give personal responses to the scenario and to explore their reasons for their responses. Are there any other potential solutions? Focus on underlying values and the thought process behind the decision-making.

Step 3 (OPTIONAL): Create a word cloud to visualise the variety of key values identified by participants during this scenario. (Refer to Materials, above, for digital and non-digital resources.)

Step 4: Invite participants to reflect on how insights from the activity might apply to their own lives and interactions. Repeat Steps 1 to 3 for each scenario!

This activity can be completed online using Zoom and Mentimeter.

Step 5: Debrief with a discussion of the nature of personal values: they are not static and they can change. Discuss also how our awareness of this can help us to understand the actions and attitudes of others. Consider ending the activity with a call to action that asks participants to consciously consider the values that influence their daily behaviour and attitudes, as well as imagining the values that guide the people around them.

ACTIVITY 1.3:
I KNOW WHAT IT'S LIKE

Using prompts to facilitate discussion, develop awareness of the diversity and validity of **varying perspectives/worldviews***. Allow participants to explore how their* **unique experiences** *have* **shaped their perspectives** *and how perspectives can* **influence their behaviour and attitudes.**

Learning Objectives: B, E, F, G, H, I, L

Activity Length: 30 minutes

Materials: Tools for an anonymous poll, e.g. flipchart paper and pen, chalkboard or Google Forms

Instructions

Step 1: Invite the participants to participate in a warm-up activity by closing their eyes and imagining they are an animal of your choosing, e.g. a chicken. Describe the surroundings from the animal's perspective. Now, make a number of statements about the animal's experience, e.g. 'I come before the egg.' Invite the participants to raise their hands if they agree with the statements. Finish this warm-up activity. Acknowledge the fun of this activity, and discuss what it felt like for the participants to imagine they were the specified animal as they responded to the statements.

Step 2: Invite the participants to close their eyes once more. Tell them that you are about to conduct an anonymous poll. You will read several statements to them, and after each statement, you will give the participants three options:

- **Option 1** = I know what it's like

- **Option 2** = I know someone who knows what it's like

- **Option 3** = I don't know what it's like at all.

Keeping their eyes closed at all times, each participant should raise their hand for the option that reflects their personal response to the statement.

Step 3: Read each statement. (You can use the statements on *page 38* or create your own statements.) After each statement, conduct the anonymous poll, reading the options above and recording the results.

Step 4: After all the statements have been read and responded to, reveal and discuss the poll results. Ask participants:

- What surprised/stood out for you?

- What do you notice about the results?

- Why might people choose different answers?

- Why is it important to think about your 'distance from' or 'proximity to' an experience?

Invite participants to share their responses, if they feel comfortable doing so, and their thoughts about them.

Step 5: Debrief with a call to action. Encourage participants to think about what they learned from this activity when hearing about an experience or perspective.

This activity can be completed online. During the warm-up activity in Step 1, participants could write 'X' on the screen to signal that they agree. Google Forms could be used to complete the anonymous poll.

ACTIVITY 1.4: POWER AND PRIVILEGE

*Use this activity to support participants to **understand the meaning of power and privilege** and to **examine how privilege shapes experience**. Guide participants through perceptions of privilege, before a reflection on personal privilege. Encourage discussion around people who have challenged the status quo and made a difference in their communities. Finally, **encourage participants to look inwards** to better understand how privilege shapes our lives and our actions.*

Learning Objectives: B, C, E, H, I, J, K, L

Activity Length: 45 minutes

Materials: Tools to share words, e.g. pen and paper or Mentimeter; Sometimes You're a Caterpillar video *(page 39)*; **Definition Index** *(page 39)*; **Person 1 and Person 2 images and biographies (see** *page 40* **for tips on how to create these); Power Flower template** *(page 41)*; **tools to complete the Power Flower, e.g. highlighters, colouring pencils; tools to create a Majority Index, e.g. flipchart paper and pen, chalkboard**

Instructions

Step 1 – What is privilege? Ask participants to share three words they associate with 'power and privilege' (they can write the words or use Mentimeter). Gather and discuss the results. Introduce the video Sometimes You're a Caterpillar *(page 39)*. Alternatively, build a working definition of privilege based on this one:

Privileges are societally granted unearned advantages that are restricted to certain groups.

Introduce Step 2, which will examine the unequal impacts of socially constructed value hierarchies on individuals.

Step 2 – **Perception vs. reality:** View the images of **Person 1** and **Person 2** that you have prepared in advance (see *page 40*). Invite the participants to think about their first impressions of and assumptions about each person. Ask the participants to work in groups, and allocate Person 1 or Person 2 to each group. Invite the

Remember to refer to the Definition Index on page 39. Define relevant terms at the beginning of each step.

groups to discuss who they imagine these people to be (e.g. what are their challenges/opportunities?) Then, reveal the Person 1 and Person 2 biographies. Did reality match the perception? What does this mean for individuals and for society?

Step 3 – Power Flower: Display the **Power Flower** template (turn to *page 41*). Explain that each petal represents a different characteristic of people within society.

Create a **Majority Index** that relates to your context: discuss with participants who they feel is the majority/power-holder in their community for each identity category and adjust for your context.

Ask participants to fill in their own Power Flower. Then ask them to highlight or shade the individual petals if their characteristics match the majority/more powerful group of society. Explain to the participants that the highlighted/shaded petals are the advantages that grant them the most privilege within society. Ensure that participants have an opportunity to respond to the concept of the Power Flower as well as to their own completed Power Flower. How does it make them feel? What does this communicate to them about power and privilege?

Step 4 – Breaking the mould: Debrief by emphasising that privilege is not the sole determinant of success. Highlight that many people, both at a global and local level, have campaigned for a more equal, less power/privilege-focused and more community-led society. Emphasise that privilege is not something we aim to uphold, and give examples of ways we currently work to combat it. Conclude by encouraging participants to stand alongside changemakers in their communities and to consider Einstein's words: 'Those who have the privilege to know have the duty to act.'

Emphasise that privilege is certainly not the sole determinant of success, and that regardless of how many or how few petals participants have shaded on their Power Flower, they can achieve great things.

Take special care to share the stories and impact of local individuals who have worked to disrupt stereotypes and initiate discussion about power and privilege.

Bridging Activity

Reflect ➡ Empower ⬅ Energise
(Self-Care for Activists!)

By taking time to calm their minds and reflect on the 'good feelings' associated with being a changemaker, participants can better connect the interpersonal skills developed over Part 1 with the community action skills they will develop in Part 2. This helps to build a greater appreciation for local action and a feeling of empowerment to drive change.

Learning Objectives: J

Activity Length: 23 minutes in total (Part 1: 5 minutes; Part 2: 15 minutes; Part 3: 3 minutes)

Materials: Tools for an anonymous poll, e.g. flipchart paper and pen or Mentimeter; Part 1: Meditation Script and Affirmations *(page 42)***; Part 2: Empower Prompts** *(page 44)***; Part 3: Power Poses** *(page 44)*

Instructions

Part 1: Reflect Guide participants through the Meditation Script and Affirmations (see *page 42*).

Part 2: Empower: Ask participants to close their eyes again and to reflect on the last time they carried out a random act of kindness (see *below*).

> *Facilitators may personalise the provided Meditation Script (page 42) or create a new meditation guide based on affirmations and themes relevant to the group and discussions had.*

Invite participants to think of a strength they have. Ask them to anonymously write their strength on a piece of paper or to share it in a Mentimeter poll. Collect all submissions and choose one strength at random to read aloud (the facilitator can read it or ask each participant to select and read out a strength).

Ask the group to imagine each individual strength as a single drop of water, and the collective strengths as an ocean. Invite participants to now write a strength they see in someone else in the room, without naming the person. Challenge them to come up with strengths they haven't seen already in the collective strengths. Collect all the new submitted strengths and again have each strength read aloud (by the facilitator or by each participant). After reading, add each strength to the original collection.

Share that no one person is ever going to have every strength, but

that collectively, we can share to build a strong community. One droplet of water could not survive the course of a river alone, but combined with many others, the flow is strong enough to shape the world around them.

Part 3: Energise: Ask participants to stand with arms-length distance from one another, or to step back from their screen a bit. Invite participants to think about how they feel 'in this moment'. Display a series of Power Poses for participants to try *(see page 44)*. After they have tried each pose, invite participants to choose their favourite pose to hold continuously for two minutes. Afterwards, invite participants to reflect on how they feel now compared to how they felt before this part of the activity.

Part 2: Building a Community

Introduction

We hope that the Bridging Activity has given you some space to think about everything you learned in Part 1 about yourself and about the way you interact with the world around you. It is so important to take a bit of a brain break after the kind of learning that happens when we really examine why we have certain thoughts, and why we respond to those thoughts in a particular way. This is a very important part of the global citizen's journey!

Now you're ready for Part 2.

In this section, you'll find activities that are all about prompting you to translate what you learned in Part 1 into action. But not just any action! We want to encourage slow activism. This is the kind of action that takes planning, involves groups of people and which really can change the way our communities and our world work.

Because we think they are so important, some of the concepts discussed in Part 1 will also pop up in Part 2! See if you can identify them along the way, and see how being conscious of them might impact the way you interpret the Part 2 activities!

Niamh F.

"This resource aims to create a community that is there to support all its members. It is everybody's responsibility as a global citizen to take the initiative in being part of something bigger than yourself."

Joseph

"The activities bring young people together to discuss key issues they are facing in their communities and to see how they can bring about positive change."

ACTIVITY 2.1: WHO IS A COMMUNITY?

Encourage participants to think critically about **how personal identity contributes to group identity.** *Discuss* **issues that affect different communities** *as well as the* **interdependence of communities** *and* **the ways they can collaborate** *to work through the issues they identify.*

Learning Objectives: B, G, I, J, K, L

Activity Length: 45–60 minutes

Materials: Tools to create a word cloud, e.g. flipchart paper and pen or Mentimeter

Instructions

Step 1: Begin by inviting the group to share words and phrases they associate with 'community'. Record the words in a word cloud on a flipchart or digitally. Use the Discussion Questions from the Annex *(page 34)* to explore participants' understanding of 'community' through concrete examples. Record the communities they mention (e.g. my neighbourhood, my sports team, the climate strikers) and consider similarities and differences between these communities. What brings each community together?

Step 2: As a group, choose two of the communities mentioned from Step 1. In small groups or all together, brainstorm the various internal and external challenges faced by each community. What are their goals? What, if anything, stands between the community and their goals? Consider any benefits of being part of the community and how the strength of a collective can help to deal with or even overcome challenges.

Step 3: Ask the group if these two communities intersect or overlap. If they don't link directly, there is likely to be some kind of influence from one to the other, even if it isn't obvious. Use those intersections or influences to discuss how communities can cooperate to achieve both their own and shared goals. You could begin to branch the discussion out here (if it has not done so already) and discuss how these communities might work together on a global challenge (such as climate change, poverty or gender equality).

Step 4: Debrief by asking the group to think about the things that each community needs to bring about lasting change and to take care of themselves. Conclude by challenging the participants to try to notice all the communities around them, and to notice how distinct communities impact each other both intentionally and unintentionally.

INCLUSIVITY

ACTIVITY 2.2:
A DAY IN THE LIFE

Participants are encouraged **to explore personal experiences** *and impressions of community.* **Build critical thinking skills** *through identifying the ways in which one person can participate in many different communities at once. Explore the ways in which one person can influence and be influenced by their intersections.*

Learning Objectives: A, B, D, E, F, G, I, K, L

Activity Length: 45 minutes

Materials: A Day in the Life narration *(page 46)***, display materials, e.g. flipchart paper and pen or Google Jamboard**

Instructions

Step 1: Using the narration in the Annex *(page 34)* or one of your own creation, take the participants on a journey through a fictional community via 'a day in the life' short narration where you introduce key issues/themes/people/communities that a person could encounter on any given day. Before you begin the narration, share some prompts (see *page 46* of the Annex) for the participants to think about as they listen.

Step 2: When you have finished reading the narration, invite the participants to break into smaller groups to discuss their responses, using the prompts that were read out before the narration *(page 46)* as a guide. Use this opportunity to encourage the participants to practise self-awareness. Is their day very similar to the character in the narration? How is it different?

Step 3: Bring the whole group back together to share any insights from their discussions. Then prepare the participants to create their own 'a day in the life' narration! Ask the participants to work together in their small groups and follow the example to create a narrative of their own.

Step 4: Each group takes a turn to present their narration. As each group presents their 'a day in the life' narration, ask the remaining participants to make a note of any communities, issues or people with power that can influence decisions that come up during each narration.

Step 5: Conclude by summarising how exploring these narratives invites us to become aware of the many different types of people, communities and issues we can encounter on a daily basis.

- How many communities can they think of that they are part of?

- What kind of issues are facing those communities?

- Do they see themselves as people who can have a positive impact in their community, and if so, how?

- Who makes the decisions in their community?

- Do young people hold any power to influence the people making those decisions?

This activity can be completed online using Google Jamboard and Zoom breakout groups.

ACTIVITY 2.3: COMMUNITY POWER MAP

Through a case study and workshopping examples, participants are empowered to be more conscious of key individuals and groups in their communities, and how to connect with them to drive community-level change.

Learning Objectives: B, C, F, G, I, K, L

Activity Length: 30–45 minutes

Materials: Display materials, e.g. flipchart paper and pen or Google Jamboard; Keyword Descriptions *(page 48)***; Power Map template** *(page 48)*

Instructions

Step 1: Display the following words in-person or online for the participants to see:

- *power*
- *influence*
- *stakeholders*
- *gatekeepers*
- *collective action*
- *power maps*

Let the participants know that these words will be important in this activity. Some of the words might be familiar to the participants, while others could be new. Spend some time defining these words, and make sure that the group has access to this list of keywords throughout the activity. Refer to and expand this list throughout the activity.

Step 2: Working as a group, choose a familiar community that faced the challenge of making change, e.g. from within the group itself or a popular TV show/movie/story. The change they try to make could be anything from the building of a playground to the banning of single-use plastics. Using your in-person or online display method, brainstorm all the people/groups who might be interested in or affected by the change, for better or worse – these are the stakeholders!

Go to the Annex (page 34) to discover the local change movement that inspired us!

Step 3: Display the Power Map template *(page 48)* so the group can see it clearly. All together or in small groups, the participants place the stakeholders on the Power Map according to each stakeholder's support for the change and how influential they are in the community.

Step 4: Invite the participants to respond as a group to the map, or if they previously worked in smaller groups, to discuss any differences in their maps. Was there surprise or disappointment when thinking about different stakeholders? Do they think the placement of stakeholders on the map is set in stone? Could the stakeholders' positions be changed? How?

Step 5 (OPTIONAL/TAKE HOME): Invite participants to select a local issue/concern and create local Power Maps based on their understanding of their community. Remind the group that this Power Map is not perfect, and that it is based on what we believe. Power Maps are useful tools, but only if we allow them to be changeable.

Step 6: Invite participants to reflect on the practical skills they have learned, and on how these skills could be applied in the future to drive change in their local communities.

ACTIVITY 2.4: STORYTELLING FOR CHANGE

Participants explore the various ways that stories are told, **how storytelling can be a tool for change,** *and* **consider the connection** *between finding and sharing one's story, with* **Global Citizenship.**

Learning Objectives: A, B, E, H

Activity Length: 45–60 minutes

Materials: Tools to record a brainstorm, e.g. flipchart paper and pen or Mentimeter

Instructions

Step 1: With the group, first brainstorm: What is a story? Then consider the various forms that stories take (e.g. books, songs, poems, paintings, dance). Next, ask the group to share if they have a favourite story. What is it that they like about the story? Finally, ask the group why they think stories are important.

Step 2: In small groups, or all together, ask participants to discuss the challenges in telling stories. What might prevent someone from sharing a story? Can they think of a time they found it difficult to share a story? Without necessarily sharing the story itself, what helped them decide to share it or not?

Step 3: Take a moment here to appreciate how personal all stories are, whether they are fiction or non-fiction, or whether they are spoken aloud or communicated through sound, images or movement. Now that the group has discussed the feeling of sharing a story personally, ask them to 'zoom out' a little. Ask the group how they think change is linked to stories. There is no right answer here!

Step 4: Based on the discussion about how change is linked to storytelling, can they think of any examples in which the telling of a story led to positive change? Reflecting on their own feelings of telling stories, share with the group (if they haven't made this connection already) that stories invite empathy in those who receive them, which is a key factor in creating positive change. Discuss with the group why they think this might be. Again, there are no right answers!

Step 5: Present participants with a take-away task: take note of the stories they encounter and the change they think could come from those who 'hear' them. Remind them that while storytelling is an amazing tool to use for positive change, stories can also be used to create change that can be damaging, and that regardless of whether or not a person or a community shares their story, every person is entitled to the protection of their basic human rights.

In this final activity in The Global Citizen's Journey, the participants have had many discussions and built many skills that will help them to focus on the stories that create positive change and which encourage growth, learning and empathy for our global community.
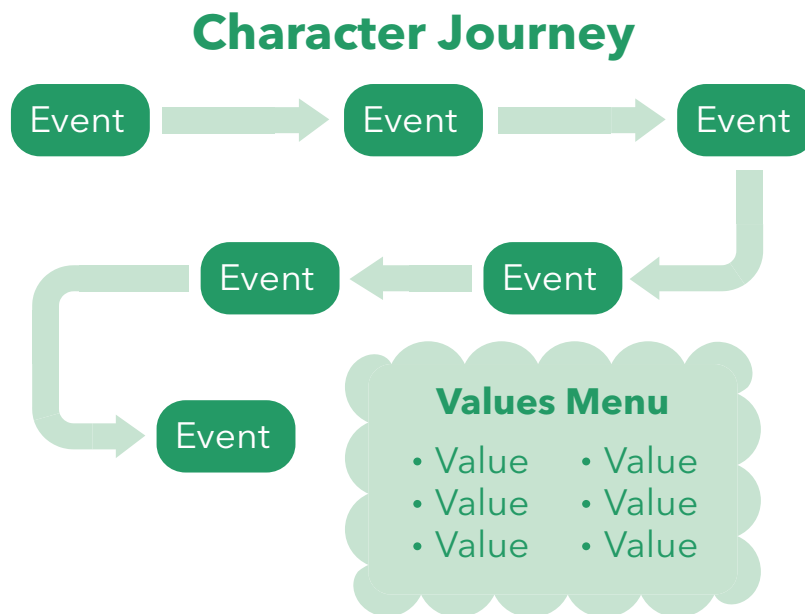
SUSTAINABILITY

ANNEX

These are all the materials (e.g. scenarios, discussion questions) that we found useful as prompts in the activities. We encourage you to use these, but modify them as you see fit!

ACTIVITY 1.1:
THE VALUES BOARD GAME

Board

We loved using the story from Monsters University to create our board game. This image is the basic format we followed to create the game. You can even use dice to move from event to event!

Character Journey

Event → Event → Event

Event ← Event ←

Event →

Values Menu
- Value
- Value
- Value
- Value
- Value
- Value

Values Menu

This is the Values Menu that we came up with:

Friendship	Pride	Confidence
Fun	Recognition	Optimism
Pessimism	Learning	Teamwork
Reputation	Success	Honesty
Determination	Modesty	Stubbornness

ACTIVITY 1.2: CONNECTING VALUES AND ACTIONS

Scenario 1

A parent is en-route to collect their child from school. As they stroll along, they meet an elderly person walking in the opposite direction who is visibly struggling with a heavy bag of shopping.

Does the parent:

A. Continue and collect their child on time?

B. Stop and help the elderly person to take their shopping home, and be late collecting their child?

C. Other (describe).

What kind of values can impact the parent's decision?

Scenario 2

It is an important occasion (e.g. Christmas, Eid al-Fitr, Hanukkah) and you are with your close and extended family. You have very different political and social opinions to some of those present, and you find yourself disagreeing with a lot of what is being said.
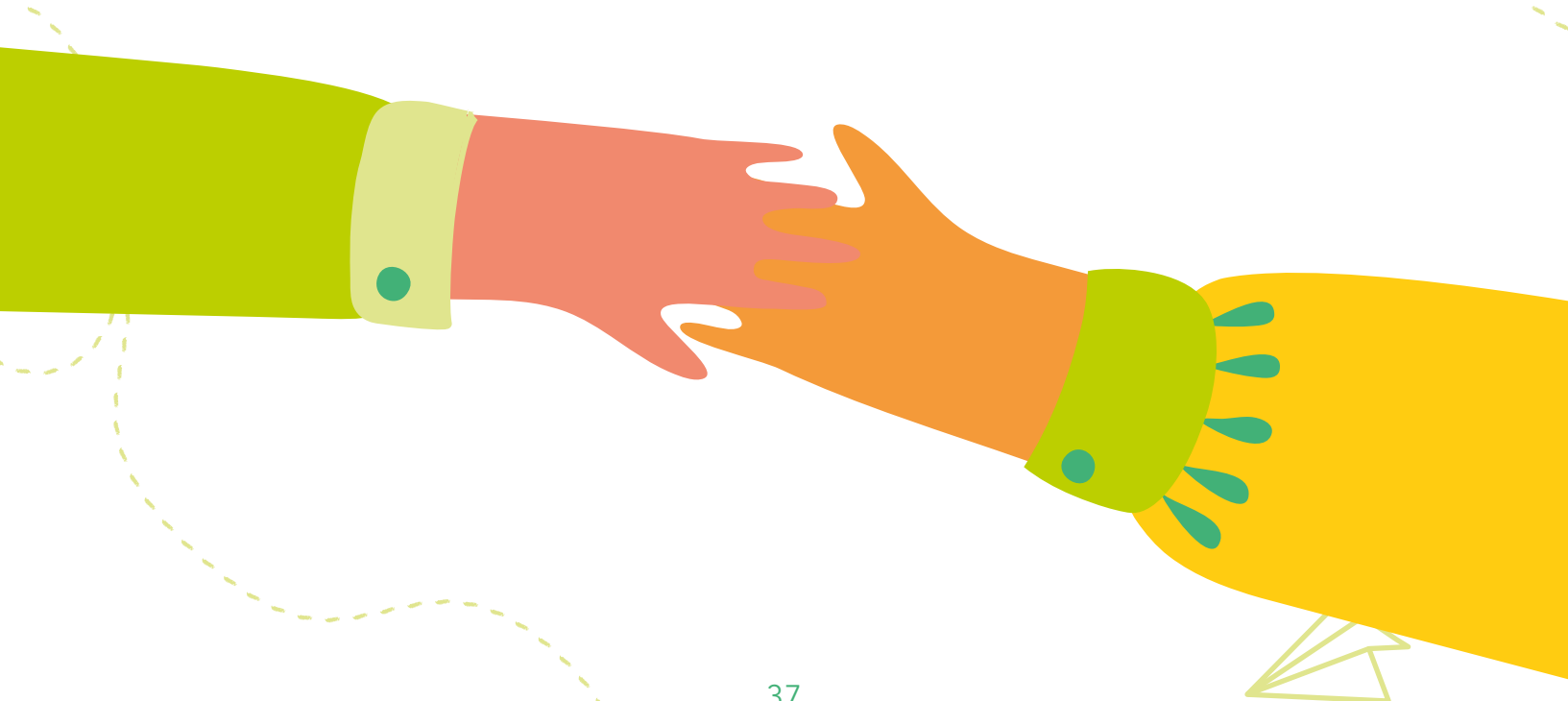
Do you:

A. Express your opinions, knowing that it will likely cause heated arguments and potentially change the mood?

B. Hold your tongue and try to rise above what is being said?

C. Other (describe).

What kind of values can impact your decision?

Scenario 3 (OPTIONAL)

Choose a scene from a TV show, movie or book. We really liked using a scene from The Office (U.S.) in which Jim is confronted with all the pranks he has pulled on his co-worker Dwight.

We discussed what values might have influenced both Jim and Dwight in their behaviour and their responses to each other.

Sample statements: 'The Chicken'

- I come before the egg.

- I like sweet food.

- I like exercising.

- I have lots of friends.

- I am happiest around other chickens.

Sample statements: anonymous poll

- I like eating cereal for dinner.

- Sometimes I feel my opinion isn't important or valued.

- I don't often see people who look or sound like me in positions of power.

- Insufficient money has stopped me from participating in opportunities.

- Climate change has affected my life.

- People have made comments about me that made me feel uncomfortable.

- My studies have negatively affected my mental or physical health.

- I worry every day.

- My community doesn't treat me as an equal because of my gender.

- I have made a mistake that hurt someone.

- I blame myself for things outside of my control.

- Religion influences my daily life.

- I have experienced difficulties or challenges related to school, friends or family.

- I feel pressure to present myself in a certain way online and/or in reality.

- I have experienced racial discrimination.

ACTIVITY 1.4: POWER AND PRIVILEGE

Sometimes You're a Caterpillar video

➡️ *https://www.youtube.com/watch?v=hRiWgx4sHGg*

Definition Index

Ethnicity: an ethnic group; a social group that shares a common and distinctive culture, religion, language, ethnic traits, background or association.

➡️ *https://www.dictionary.com/browse/ethnicity*

Meritocracy: a social system, society, or organisation in which people get success or power because of their abilities, not because of their money or social position.

➡️ *https://dictionary.cambridge.org/dictionary/english/meritocracy*

Privilege: an advantage that only one person or group of people has, usually because of their social or socio-economic status.

➡️ *https://dictionary.cambridge.org/dictionary/english/privilege*

Socio-economic status: the social standing or class of an individual or group. It is often measured as a combination of education, income and occupation.

➡️ *https://www.apa.org/topics/socioeconomic-status/*

Race: the idea that people can be divided into different groups based on physical characteristics that they are perceived to share such as skin colour, eye shape, etc., or the dividing of people in this way.

➡️ *https://dictionary.cambridge.org/dictionary/english/race*

Person 1 and Person 2 images and biographies

We have some suggestions to guide you in your creation of Person 1 and Person 2 images and biographies. The activity aims to get participants to think beyond stereotypes. When choosing a picture to accompany the biography you create, be sure to choose one that is respectful and that you have permission to use.

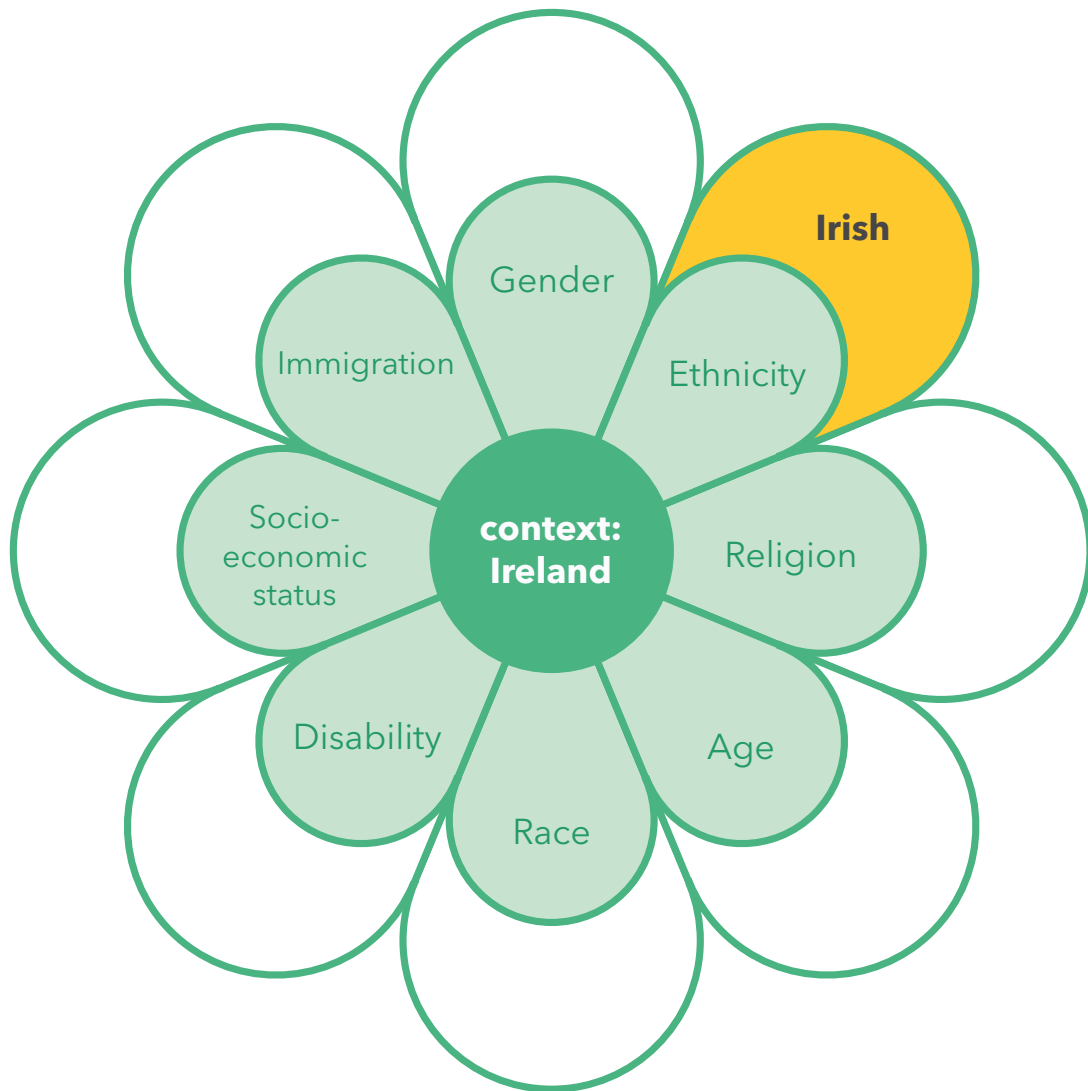Here are short biographies to help you get started:

Person 1

- Aamil is 35.

- He moved to Ireland with his family from Pakistan when he was 10.

- He identifies as Muslim.

- His dad is an engineer and his mother is a doctor.

- He has a Master's Degree in law from University College Dublin.

Person 2

- Alice is 17.

- She and her family are white Irish natives.

- Alice identifies as Roman Catholic.

- In her free time she works a part-time job to help her family pay bills.

- She was diagnosed with epilepsy when she was 10.

Power Flower template

Gender

Immigration

Ethnicity

Irish

Socio-economic status

context: Ireland

Religion

Disability

Age

Race

BRIDGING ACTIVITY

Part 1: Meditation Script and Affirmations

Please find a comfortable position in which to sit or lie down, take a couple of deep breaths, in through the nose, out through the mouth . . . Now clench all your muscles for 10 seconds, then let go. Unclench your jaw, soften your forehead, drop your shoulders and close your eyes for the next few minutes. As you listen to these words, you may find yourself noticing the sounds of the room around you . . .

If your mind begins to wander, you may bring your attention back to my voice, or perhaps remain consciously wandering as you explore your own thoughts. You are as you are. Now I ask that you take the deepest breath you've taken all day, in through your nose . . . and out through your mouth . . .

You may notice how relaxed your body can be as you release . . . You may experience a tingling or numbness in your hands and feet . . . As you breathe, continue to release tension all the way from the top of your head . . . to your neck . . . down your back and arms . . . down your legs to your feet and toes . . . You might already begin to notice that your body is more relaxed, and your mind feels calmer. And as you enjoy this time of relaxation and calmness, you are welcome to notice how much you have already learned with the past activities . . . How much you are still learning . . . How you are ready to learn more . . . How much you are already bringing into how you think . . . how you see . . . how you feel . . . how you do.

Continue to breathe deeply and consciously as I read out some affirmations. Remember: these statements are prompts/food for thought and are by no means the only way to feel. As I read each statement, I want you to consider if it applies to you. If it does, gently wiggle your feet from side to side.

- I am more aware of my values . . .

- I was able to laugh or smile in some of the activities . . .

- I am more aware of how my values impact my actions . . .

- I worked through some uncomfortable feelings . . .

- I have developed a greater understanding of how experiences shape perspectives . . .

- I learned something new . . .

- I have a greater ability to understand how various issues impact everyone differently . . .

- I listened . . .

- I have a better understanding of privilege . . .

- I feel a greater sense of self-awareness . . .

- I have a greater understanding of how my privileges affect my life . . .

- I have taken time to check in with myself . . .

Take a minute or two in silence to keep breathing and come back to yourself and your own thoughts of these activities . . .

[Allow a couple of minutes to pass.]

How's your mind? . . . How's your body? . . . Be here now . . .

Now, before you return to the room and to the workshop, you might consider some things for which you are grateful. One may come to mind, perhaps a number will. This may take some time, and perhaps you will think of it later today or this week or this month. That's okay. Enjoy the moment you have now for yourself . . .

Take some final deep breaths, in through the nose, and out through the mouth. Slowly begin to wriggle your wrists and your ankles. . . Your arms and your legs. . . Take a big stretch if you like, and slowly open your eyes.

And as you return to the room and to the workshop, rested and restored, you are welcome to enjoy this experience and bring it into the day ahead . . .

Part 2: Empower Prompts

- Have you made a cup of tea for someone or held a door open? No act of kindness is too small!

- Reflect on how this act of kindness made you feel. Did you get that warm fuzzy feeling?

- How does it feel giving someone a compliment?

- How does it feel to receive a compliment?

Part 3: Power Poses

ACTIVITY 2.1: WHO IS A COMMUNITY?

Discussion Questions

Step 1: Based on the word cloud you create, ask . . .

- What is a community to you (is it a feeling, or do you need evidence of membership)?

- Which communities do you consider yourself a part of?

- Name some communities you are aware of but are NOT a part of.

- What is it that links the individuals in each of these communities?

Step 2

- What are the challenges of joining and participating in a community?

- What are the benefits of being part of a community?

- Are either of the communities well represented in TV shows, movies, books, the news, local or national government?

- How could stereotypical representations present a challenge to these communities?

Step 3

- Might these communities impact each other positively/negatively? How so? Are these impacts intentional?

- Can communities that have different values (or some different values) work together? Can communities work together if they are not in agreement on everything?

- How might communities impact each other without knowing it?

Optional Covid-19 related discussion

Choose a global challenge to focus on and then discuss:

- Can you think of a global issue facing us currently (e.g. Covid-19)?

- What is the effect that it has on communities?

- How do communities work together during these times (e.g online)?

- How do people feel about this issue affecting their communities?

ACTIVITY 2.2: A DAY IN THE LIFE

Narration

Prompts to consider while listening to the narration

- Look for the communities that Conor encounters.

- Notice how those communities overlap and link.

- Where are issues present?

- Who is responsible for resolving the issues?

- Who holds the power or makes the decisions?

- Are there barriers that may prevent change from happening?

Conor is eighteen years old and Irish. He lives in Dublin with his family, and is a sixth-year student. At 7a.m. Conor's alarm goes off. He turns on his phone, checks his Snapchat notifications and plays Morning Buzz, a Spotify playlist, as he prepares for school. Before getting dressed, he checks the weather channel. After getting dressed, he messages his friend Salem on Instagram and then orders an Uber. Conor goes outside to wait and is greeted by the local postman, Qasim, who hands him a GOAL leaflet about a campaign to raise awareness of the crisis in Syria. Qasim, who is from Syria, tells Conor that he hasn't been able to see his family due to strict immigrant laws recently imposed by the government. Conor is aware of this, as his father is an immigration officer.

At 8.07 a.m. Conor's Uber arrives. Conor's Uber driver's name is Salem. In the car Conor notices a flag with a star on a blue background. An intrigued Conor asks Salem where he is from. Salem is from Somalia. In the car Salem shares Somali music with Conor. Conor uses Shazam to find the exact song and shares it on his Instagram story with his close friends. Salem has been living in Ireland for three years, but his visa restricts the number of hours he can work. In the meantime, he drives for Uber to support himself. Conor has a little knowledge on Somalia, as one of his classmates did a presentation on the famine in Somalia for CSPE.

Salem drops Conor ten minutes away from school. Conor makes a quick stop at the local shop to buy lunch. The shop is owned by the Murphy family, who have owned the shop for sixth-years. There have been complaints, as many homeless people tend to gather there. On his way out of the shop, Conor gives his change to a homeless person sitting outside.

Conor sees a leaflet from members of the Green Party rallying for Michael Brennan to be elected. Michael Brennan is a known campaigner for climate change legislation. This is an issue that affects the town that Conor lives in. Conor recently turned 18 and is now eligible to vote, and he is interested in making his vote count.

Conor arrives on time for school. It is close to graduation so the sixth years are preparing for the end-of-school Mass. They rehearse with Father Tony, who plays an integral part in school life. Father Tony is the local priest, and did Conor's First Communion and Confirmation. During final period, for CSPE class, a representative of BeLonG To Youth Services speaks about LGBTQ+ issues to Conor's class. They offer confidential services and give a list of resources for the students to take home.

On the way home, Conor checks his notifications and sees he has reached 15,000 followers on his Facebook page.
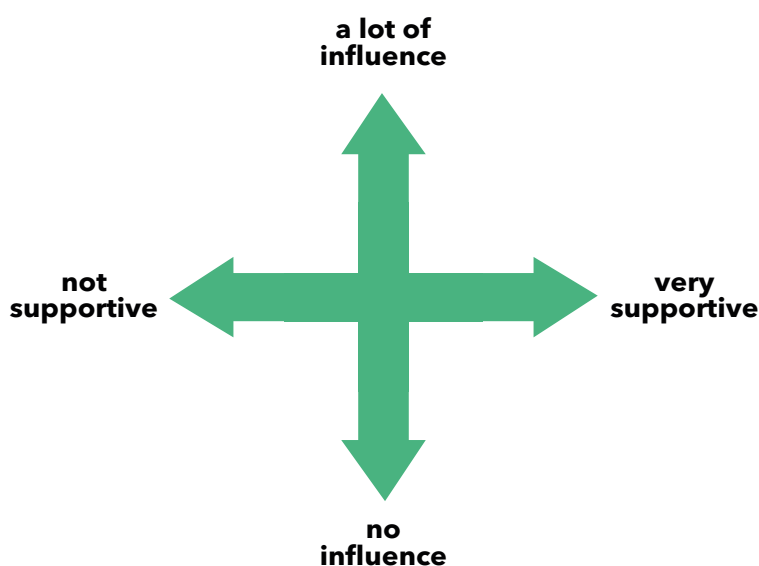
COLLABORATION

ACTIVITY 2.3: COMMUNITY POWER MAP

Keyword Descriptions

We found these descriptions helpful, but feel free to build on them.

- **Power:** the ability to influence behaviour, attitudes or belief.

- **Influence:** the ability to bring about a direct or indirect change.

- **Stakeholder:** a person or a group that is affected by or interested in an issue or event.

- **Gatekeeper:** a person or a group that controls access.

- **Collective action:** the kind of action that takes place when different people come together to reach a shared goal.

- **Power Map:** a map, usually of a community, that clearly shows the important groups or individuals to target to bring about change or to reach a goal.

Power Map Template

a lot of influence

not supportive — very supportive

no influence

The story of change that inspired us!

See if you can identify the stakeholders and gatekeepers, and maybe even where they would go on a Power Map. Search online for 'Bali plastic bag free by 2018', or type in:

https://www.youtube.com/watch?v=SsF4xun1-u0

GOAL

#GOALNextGen

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