Consigli pratici
per l'Educazione Globale

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Mandy's example

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- https://fb.watch/4Kn1l8tTJE/

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Vision

- What is the long term vision you have for your group? What are you seeking to achieve?

- Qual è la visione a lungo termine che hai per il tuo gruppo? Cosa stai cercando di ottenere?

Change

- Based on your problems that we indentified before, that contribute to your present situation, what needs to change?

- Sulla base dei tuoi problemi che abbiamo identificato prima, che contribuiscono alla tua situazione attuale, cosa deve cambiare?

Creating Change

- How can we disrupt and transform the current system?

- How can we create cultural change on these issues?

- How can we disrupt or transform institutions?

- How can we support or amplify alternatives?

- Come possiamo interrompere e trasformare il sistema attuale?

- Come possiamo creare un cambiamento culturale su questi temi?

- Come possiamo smantellare o trasformare le istituzioni?

- Come possiamo supportare o amplificare le alternative?

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What Influences?

- What relationships, trends or events currently have influence/help sustain the current situation or which ones can shift it?

- Quali relazioni, tendenze o eventi hanno attualmente influenza / aiutano a sostenere la situazione attuale o quali possono cambiarla?

Who can help?

- Who do we need to bring about this change?

- Who has influence?

- WHO IS AFFECTED?

- With whom can we collaborate?

- Di chi abbiamo bisogno per realizzare questo cambiamento?

- Chi ha influenza?

- CHI È INTERESSATO?

- Con chi possiamo collaborare?

Goals

- What is your specific goal for this project?
  - OBJECTIVES
  - What do we need to do to achieve this goal?

  - Qual è il tuo obiettivo specifico per questo progetto?
  - OBIETTIVI
  - Cosa dobbiamo fare per raggiungere questo obiettivo?

Outcomes

- What does success look like to you?

- Where are you now and how long do you need to arrive to your goal?
  - INDICATORS
  - How will we know that we are on the right path?

  - Cosa ti sembra il successo?
  - Dove sei adesso e quanto tempo ti occorre per arrivare al tuo obiettivo?
  - INDICATORI
  - Come sapremo di essere sulla strada giusta?

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What's the story?

- What are the key elements of the new narrative that we want to create?

- Quali sono gli elementi chiave della nuova narrativa che vogliamo creare?

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What do people need to do?

- How can you get the help you need from your students and your school to achieve your goal? What questions do we need to ask them?

- Come puoi ottenere l'aiuto di cui hai bisogno dai tuoi studenti e dalla tua scuola per raggiungere il tuo obiettivo? Quali domande dobbiamo porre loro?

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What do WE need to do?

- What are the key activities and tasks that we need to do to support people, take action and create a shift toward our goal?

- Quali sono le attività e i compiti chiave che dobbiamo svolgere per supportare le persone, agire e creare un cambiamento verso il nostro obiettivo?

Assumptions

- What assumptions have we made about how the system will respond? Why do we believe your plan will succeed?

- Quali ipotesi abbiamo fatto su come risponderà il sistema? Perché crediamo che il tuo piano avrà successo?

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Risks

- Why might this plan fail? What resistance could we face? Are there risks to the staff or the organization?

- Perché questo piano potrebbe fallire? Quale resistenza potremmo affrontare? Ci sono rischi per il personale o l'organizzazione?

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Tracking and measuring

- If you can measure it, you can manage it.

- What will we track and measure to show progress toward our objectives?

- Se puoi misurarlo, puoi gestirlo.

- Cosa monitoreremo e misureremo per mostrare i progressi verso i nostri obiettivi?

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What are the greatest challenges for using Global Education?

I am listening………

- Is it teaching different levels in the same class?
- Is it teaching a multilingual class?
- Is it the organization of your classroom?
- Is it your own personal organization that you need to improve?

- Sto ascoltando………
- Insegna a diversi livelli nella stessa classe?
- Insegna in una classe multilingue?
- È l'organizzazione della tua classe?
- È la tua organizzazione personale che devi migliorare?

Debriefing

- Debriefing can make even the simplest activity a very powerful one and with a poorly conducted debriefing, or with the absence of it, even the most interesting or cool activity will have no impact.

- **Mastering debriefing is THE key competence that any facilitator has to have** – it is not an optional one and it is not an easy to master one. That is probably why, even after years of experience, many facilitators still struggle with it.

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Steps to debriefing

Follow the phases in the given order

- Reflection

    (discussing of their feelings, reactions, actions, thoughts during the experience itself),

- Generalization

    - (discussing their associations with real life, general observation, extracting general learning points – this discussion is based on the outcome of the reflection discussion),

- Transfer

    - (discussion of how they can take the learning points further, which ones are more suitable to them and they can transfer in their lives)!

- A productive flow of discussion should follow these steps, which will maximize the learning outcomes. This structure in fact helps the facilitator, because it makes it easier for them and the group to follow the way the discussion is building up and crystalizing into learning points.

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Take your time

- It takes time! There is no short cut- to reach its purpose it takes time! Depending on the size of the group and the experience itself *(the more intense and complex an experience, the more time needed for debriefing)* it can take from 15-20 minutes to 1 hour. The size of the group is not always a reliable reference point. Often, in smaller groups, (around 10 people) participants feel more comfortable and actually share and talk more. It is better you allocate more time to it than less!

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Accept the challenge, it's ok to make mistakes

- **Be self-critical and open to the idea that you are actually doing something wrong!** There shouldn't be any excuses in the way you evaluate yourself or you answer somebody's feedback. Common excuses often being used: people talk too much and I can't ask all the questions, this or that participant just doesn't want to stop talking and keeps interfering, people do not give answers to the questions I asked, etc. All these examples and any other "excuses" you might present are all a reflection of the issues you need to work on with yourself, they are all a reflection of the competencies you need to develop to manage such situations.

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Resources Strumenti

- Kit didattico
di Cittadinanza Digitale https://civix.fvg.it/kit-cittadinanza-digitale

https://civix.fvg.it/formazioni

https://civix.fvg.it/formazioni#patentino

https://helpcode.org/wp-content/uploads/2017/10/EDUCAZIONE-ALLA-CITTADINANZA-GLOBALE.pdf

https://www.getupandgoals.it/notizie/content/educazione-alla-cittadinanza-globale

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Games: Take a Stand

Intro sessions in global issues

- • We eat a wider variety of food than ever before.

- • Life is better for people today, than it was 50 years ago.

- • It's important to buy local products before imported ones.

- • (I'd buy local products even if it were more expensive)-to be used especially if the whole group agrees on the previous one.

- • If we welcome products from other countries we should also welcome their people.

- • I believe there shouldn't be any borders/visa requirements for anybody in the world! (or) In a globalised world we don't need borders anymore.

- • Globalisation has made people think more openly.

- • Stopping global warming is an unrealistic goal in a trade-oriented world.

- • Technology will save/is capable of saving humanity's future.

- • Religious beliefs will become less important in a trade-oriented world.

- • Multiculturalism doesn't work.

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Global EDUCATION BINGO

- *https://goo.gl/hmXjo8*

- Introduction to Global Issues;

- Climate Change;

- Sustainable Lifestyle.

- The examples are presented along with the instructions we used. They can be applied as such or they can inspire you to modify them or develop totally new ones (on the same topics or new ones).

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Role play

- Participants receive a specific role to act out, the role includes details such as gender, age, family status, job situation, personality traits, views on different matters, etc.

- The role aims to copy a specific person from real life. The given role is being acted out in a specific situation, where we know the place, the context, etc. and the idea of the role play is to reproduce one aspects of reality in order to:

- Gain understanding, empathy towards people, groups experiencing different life situations;

- Observe the dynamic in different real situations and then have a follow-up analysis and discussion on it- especially when we have a part of the group observing the role play.

- Very often a role play exercise done with different groups will have similar dynamics and outcomes to those explained in the instructions.

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Examples of role-plays:

- Participants can play the role of workers and employers, and act out the interaction between them in a clothing factory in a country from another continent;

- They can play the role of heads of state and UN leaders in a climate change agreement meeting.

- They can play the role of refugees trying to cross the borders and border officers *(you can find detailed examples of such role plays in COMPASS-manual for human rights education, available online)*

SIMULATION

Examples of simulations:

• Life in my community *(in the first manual, mentioned previously- page 81);*
• Participants represent different countries *(poor/rich/middle)* and have to discuss and

decide on how the global wealth should be distributed;
• They represent different actors *(farmers, producers, consumers, etc.)* involved in the life

cycle of a certain product and have to discuss and take some decisions on the problems

of the industry ;
• Participants are themselves and are going to visit another culture *(played by the facilitator*

team: such as Albatross Culture exercises – can be found online)

• Many of the psychological experiments are in fact simulations which led to various outcomes and observations about human nature and psychological traits. Famous ones are the Stanford Prison Experiment and the Milgram Experiment *(with electric shocks)*;

• Also most of the group team-building task/activities are in fact simulations which then ideally will be transferred in more efficient working teams.

Guidelines to develop a good Role Play

- **When you write down the role you need to put enough information about the person**: gender (if needed), age, social status, job, past experience, views on the problem approached, the position they have or defend in the situation, the relationship they have with other people (and roles from the exercise).

- **Make sure you include enough positions/views on a specific matt**er reflected in the roles you created but also, to still be a reflection of reality.

- **Think how your group would benefit more in terms of learning outcome**: to have observers or not (meaning participants that don't have a role, they will observe the dynamics and then provide their views- often a position which participants don't want – they want to be part of the action),

THEATRE BASED METHODS

- Ask the group (or the groups) to list a series of situations in which they found themselves /or other people: discrimination/exclusion/abuse/challenges they face as responsible consumers, in the work place, at school, with family, travelling, etc. and from these to choose one they will act out to exemplify and then have a discussion about it. Alternatively you might give them a list already, to add more to it, if they know and then choose one to act-out in a sketch of no more than 5 minutes (or more if you think it is justified).

TYPES OF THEATRE PLAY

- You can ask them to show only the problem and then together with the group to brainstorm on solutions for what can be done in such cases. This brainstorming can be just discussed or you can also ask participants to go in the scene and replace the person that should act differently.

- They have a group discussion task and they need to report their results back to the group. If the topic and content is suitable you can ask them to report the most relevant aspects in the form of a theatre sketch.

- You can give them a written material *(for example an article or case study– see the specific section later in the manual)* and they can act it out in order to exemplify it to the other groups and then have a follow-up discussion.

USING DOCUMENTARIES

- https://freedocumentaries.org/ http:// www.filmsforaction.org/ https:// topdocumentaryfilms.com/ http:// documentaryheaven.com/ https:// documentarystorm.com/ http:// www.documentarytube.com/ http:// www.aljazeera.com/documentaries/ http:// www.hbo.com/documentaries

TV Shows

- There is a large variety of programs that are known and popular worldwide, as well as national or regional ones produced in all corners of the world.

- The participants do not need to know the general flow of action of the program (in case they are not regular viewers) as the point of their focus will be the specific issue/action that you want to have a discussion about, which is independent of the general action flow.

- ASK YOUR STUDENTS FOR THEIR OPINIONS AND INPUT

HOW TO USE MEDIA

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- You need to see the entire movie/video before you show it to the group.

- Be careful with outdated material.

- Some videos can be very shocking, strong and emotional! Choose such material wisely.

- Don't show any video without a discussion afterwards!

- One alternative to using videos as a tool is also to ask the participants to create a video with a certain theme. It can be something to create awareness or send a message in relation to you topic. The time frame for doing such a task can go from quick 1-hour video-making (idea conception, recording material and preparing it) to 1-week assignments. In both extreme situations results have sufficient value to be used in the follow-up discussion and debriefings.

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Use images in your global education sessions

- You can use them for any introduction to a topic.

- When making an introduction on a certain topic you can use images to portray aspects of your presentation.

- Any journey of a product from phase zero of its production to the moment it is in your hands can be split into various stages and each can have an image associated with it.

- You can give the group a series of images of various places in the world.

- You can use images that are part of a bigger picture and from the part you chose to show, the meaning of the image will be perceived differently.

Fish Bowl

The general set up is that the discussion takes place in the middle of the room and only a few people (4-5 people) actually participate at once, the others are placed outside of this small group in a larger circle surrounding the inner one. The name comes from this specific aspect, as the outside circle follows what is happening inside the small circle, similarly to the observation of a fish bowl. The process goes as follows, the people in the middle discuss a given topic or question and they give their views on the matter. As mentioned previously, the discussion takes place only in the center, only those people talk, the outer circle is silent, they observe, but the whole group can participate. They have options for doing this:

- Whenever somebody from the inner circle feels they don't have anything else they have/ want to say they can just leave and take a seat in the outer one. Anybody from outside can at this moment occupy the free place and continue the discussion and bring in additional aspects.

- At any moment when somebody from the outer circle wants to comment on something that was mentioned, they want to bring in an argument that was not introduced and is relevant, they can just tap any person from the inner circle on the shoulder and take that person's place. It is not optional for the person inside whether they leave or not- it is the rule and they have to get out. They can return later on, there is no condition to be in the inner circle only one time.

Resources

- https://issuu.com/andreea_loredana/docs/manual_it_online

- https://www.salto-youth.net/downloads/toolbox_tool_download-file-1770/manual%20en%20online.compressed.pdf

- https://www.education21.ch/sites/default/files/uploads/pdf-i/CoDeS-Toolbox_it_web.pdf

- https://civix.fvg.it/kit-cittadinanza-digitale

- https://disney.fandom.com/wiki/Schoolhouse_Rock!_videography