

Global Citizenship

Joel Besancon
Nate Powers

<https://tinyurl.com/kentglobal>

Objective

To empower teachers to promote the importance of global citizenship to their school community members.



<https://www.youtube.com/watch?v=4z7gDsSKUmU>



What is global citizenship?

What is one issue facing our global community?

Use two separate sticky notes to answer the questions. Place your answer to the first question on the chart paper and place your issue facing our global community on the map where you feel the issue is the most affected.



What is global citizenship?

“Global citizenship refers to a sense of belonging to a broader community and common humanity. It emphasises political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global.”

United Nations Educational,
Scientific and Cultural Organization
(UNESCO), 2014

What are the issues facing our global community?

Reference our map.

- Are there multiple issues in the same place? What is the relationship between the issues?
- What issues are present in multiple places?
- Are there any other observations?

GLOBAL CITIZEN®

https://youtu.be/_yio6kQrIYQ





United Nations
Educational, Scientific and
Cultural Organization

Global Citizenship Education

TOPICS AND LEARNING OBJECTIVES

Open Access for Researchers. Vol. 3, Global Citizenship Education. Paris: UNESCO, o 2015. Accessed April 30, 2017.
<http://unesdoc.unesco.org/images/0023/002329/232993e.pdf>.

Box 1: Core conceptual dimensions of global citizenship education

Cognitive:

To acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations.

Socio-emotional:

To have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity.

Behavioural:

To act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world.

Box 2: How to use the pedagogical guidance at country level

Global Citizenship Education: Topics and learning objectives (TLOs)

Contextualization of TLOs at country level by national and local stakeholders (e.g. education planners and curriculum developers and, where needed, with support from other partners and stakeholders)

Detailed and concrete context-specific guidance developed and capacity issues addressed

Implementation and use by education practitioners at various levels (e.g. national, provincial, school)

Box 3: Key learning outcomes

Cognitive

- Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations
- Learners develop skills for critical thinking and analysis

Socio-Emotional

- Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights
- Learners develop attitudes of empathy, solidarity and respect for differences and diversity

Behavioural

- Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world
- Learners develop motivation and willingness to take necessary actions

Miniature Earth

Miniature Earth: If the world were 100 people...

Directions: If the world were 100 people, what would it look like? How many people out of the 100 would fill each of the descriptions? Before watching the video, provide an educated guess for each demographic group listed and then as you watch the video, write down the actual number presented.



<http://www.miniature-earth.com/>



Reflection Questions

Discuss these
questions at your
table.

1. Which statistic surprised you the most? Which statistic least surprised you? Why?
2. How accurate was your perception to the actual results? What do you think accounts for the differences and similarities?
3. Do you think that we have a responsibility to be aware of how people live in other parts of the world? Do we have a responsibility to try to help improve the lives of others less fortunate? Why or why not?

Global Citizenship Education

DOMAINS OF LEARNING

COGNITIVE

SOCIO-EMOTIONAL

BEHAVIOURAL

KEY LEARNING OUTCOMES

- Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations
- Learners develop skills for critical thinking and analysis

- Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights
- Learners develop attitudes of empathy, solidarity and respect for differences and diversity

- Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world
- Learners develop motivation and willingness to take necessary actions

KEY LEARNER ATTRIBUTES

Informed and critically literate

- Know about local, national and global issues, governance systems and structures
- Understand the interdependence and connections of global and local concerns
- Develop skills for critical inquiry and analysis

Socially connected and respectful of diversity

- Cultivate and manage identities, relationships and feeling of belongingness
- Share values and responsibilities based on human rights
- Develop attitudes to appreciate and respect differences and diversity

Ethically responsible and engaged

- Enact appropriate skills, values, beliefs and attitudes
- Demonstrate personal and social responsibility for a peaceful and sustainable world
- Develop motivation and willingness to care for the common good

TOPICS

1. Local, national and global systems and structures
2. Issues affecting interaction and connectedness of communities at local, national and global levels
3. Underlying assumptions and power dynamics

4. Different levels of identity
5. Different communities people belong to and how these are connected
6. Difference and respect for diversity

7. Actions that can be taken individually and collectively
8. Ethically responsible behaviour
9. Getting engaged and taking action

LEARNING OBJECTIVES BY AGE/LEVEL OF EDUCATION

Pre-primary/
lower primary
(5-9 years)

Upper primary
(9-12 years)

Lower secondary
(12-15 years)

Upper secondary
(15-18+ years)

TOPICS	LEARNING OBJECTIVES			
	Pre-primary & lower primary (5-9 years)	Upper primary (9-12 years)	Lower secondary (12-15 years)	Upper secondary (15-18+ years)
1. Local, national and global systems and structures	Describe how the local environment is organised and how it relates to the wider world, and introduce the concept of citizenship	Identify governance structures, decision-making processes and dimensions of citizenship	Discuss how global governance structures interact with national and local structures and explore global citizenship	Critically analyse global governance systems, structures and processes and assess implications for global citizenship

TOPICS	LEARNING OBJECTIVES			
	Pre-primary & lower primary (5-8 years)	Upper primary (9-12 years)	Lower secondary (12-16 years)	Upper secondary (16-18 years)
1. Local, national and global systems and structures	Describe how the local environment is organized and how it relates to the wider world, and introduce the concept of citizenship	Identify governance structures, decision-making processes and dimensions of citizenship	Discuss how global governance structures interact with national and local structures and explore global citizenship	Critically analyse global governance systems, structures and processes and assess implications for global citizenship
2. Issues affecting interaction and interconnectedness of communities at local, national and global levels	List key local, national and global issues and explore how these may be connected	Investigate the reasons behind major common global concerns and their impact at national and local levels	Assess the root causes of major local, national and global issues and the interconnectedness of local and global factors	Critically examine local, national and global issues, responsibilities and consequences of decision-making, examine and propose appropriate responses
3. Underlying assumptions and power dynamics	Name different sources of information and develop basic skills for inquiry	Differentiate between fact/opinion, reality/fiction and different viewpoints/ perspectives	Investigate underlying assumptions and describe inequalities and power dynamics	Critically assess the ways in which power dynamics affect voice, influence, access to resources, decision-making and governance
4. Different levels of identity	Recognise how we fit into and interact with the world around us and develop intrapersonal and interpersonal skills	Examine different levels of identity and their implications for managing relationships with others	Distinguish between personal and collective identity and various social groups, and cultivate a sense of belonging to a common humanity	Critically examine ways in which different levels of identity interact and live peacefully with different social groups
5. Different communities people belong to and how these are connected	Illustrate differences and connections between different social groups	Compare and contrast shared and different social, cultural and legal norms	Demonstrate appreciation and respect for difference and diversity, cultivate empathy and solidarity towards other individuals and social groups	Critically assess connectedness between different groups, communities and countries
6. Difference and respect for diversity	Distinguish between sameness and difference, and recognise that everyone has rights and responsibilities	Cultivate good relationships with diverse individuals and groups	Debate on the benefits and challenges of difference and diversity	Develop and apply values, attitudes and skills to manage and engage with diverse groups and perspectives
7. Actions that can be taken individually and collectively	Explore possible ways of taking action to improve the world we live in	Discuss the importance of individual and collective action and engage in community work	Examine how individuals and groups have taken action on issues of local, national and global importance and get engaged in responses to local, national and global issues	Develop and apply skills for effective civic engagement
8. Ethically responsible behaviour	Discuss how our choices and actions affect other people and the planet and adopt responsible behaviour	Understand the concepts of social justice and ethical responsibility and learn how to apply them in everyday life	Analyse the challenges and dilemmas associated with social justice and ethical responsibility and consider the implications for individual and collective action	Critically assess issues of social justice and ethical responsibility and take action to challenge discrimination and inequality
9. Getting engaged and taking action	Recognise the importance and benefits of civic engagement	Identify opportunities for engagement and initiate action	Develop and apply skills for active engagement and take action to promote common good	Propose action for and become agents of positive change

B.1 Topic: Local, national and global systems and structures

Pre-primary & lower primary (5-9 years)

Learning objective: Describe how the local environment is organized and how it relates to the wider world, and introduce the concept of citizenship

Key themes:

- ▶ The self, family, school, neighbourhood, community, country, the world
- ▶ How the world is organised (groups, communities, villages, cities, countries, regions)
- ▶ Relationships, membership, rule-making and engagement (family, friends, school, community, country, the world)
- ▶ Why rules and responsibilities exist and why they may change over time

Upper primary (9-12 years)

Learning objective: Identify governance structures and decision-making processes and dimensions of citizenship

Key themes:

- ▶ Basic local, national and global governance structures and systems and how these are interconnected and interdependent (trade, migration, environment, media, international organisations, political and economic alliances, public and private sectors, civil society)
- ▶ Similarities and differences in rights and responsibilities, rules and decisions and how different societies uphold these (including looking at history, geography, culture)
- ▶ Similarities and differences in how citizenship is defined
- ▶ Good governance, rule of law, democratic processes, transparency

Lower secondary (12-15 years)

Learning objective: Discuss how global governance structures interact with national and local structures and explore global citizenship

Key themes:

- ▶ National context and its history, relationship, connection and interdependence with other nations, global organisations and the wider global context (cultural, economic, environmental, political)
- ▶ Global governance structures and processes (rules and laws, justice systems) and their interconnections with national and local governance systems
- ▶ How global decisions affect individuals, communities and countries
- ▶ Rights and responsibilities of citizenship in relation to global frameworks and how these are applied
- ▶ Examples of global citizens

Upper secondary (15-18+ years)

Learning objective: Critically analyse global governance systems, structures and processes and assess implications for global citizenship

Key themes:

- ▶ Global governance systems, structures and processes, and the way that regulations, politics and decisions are made and applied at different levels
- ▶ How individuals, groups, including the public and private sectors, engage in global governance structures and processes
- ▶ Critical reflection on what it means to be a member of the global community and how to respond to common problems and issues (roles, global connections, interconnectedness, solidarity and implications in everyday life)
- ▶ Inequalities between nation states and their implications for exercising rights and obligations in global governance

Global and local issues and the relationships between them/ Local, national and global governance systems and structures/ Issues affecting interaction and connectedness/ Underlying assumptions and power dynamics

- citizenship, employment, globalization, immigration, interconnections, interdependence, migration, mobility, North-South relationships, politics, power relations
- access to justice, age of consent, decision-making, democracy, democratic processes, food security, good governance, freedom of expression, gender equality, humanitarian law, peace, peace-building, public good, responsibilities, rights (children's rights, cultural rights, human rights, indigenous rights, right to education, women's rights), rule of law, rules, transparency, well-being (individual and collective)
- atrocities, asylum seekers, child labour, child soldiers, censorship, conflict, diseases (Ebola, HIV & AIDS) economic disparities, extremism, genocide, global poverty, inequality, intolerance, nuclear power, nuclear weapons, racism, refugees, sexism, terrorism, unemployment, uneven resources, violence, war
- civil society, corporate social responsibility, multi-national corporations, private sector, religious vs secular, stakeholders, state responsibility, youth
- biodiversity, climate change, disaster risk reduction, emergencies, emergency responses, environment, natural disasters, sustainable development, water quality
- geography, history, legacy of colonialism, legacy of slavery, media literacy, social media

Cultivating and managing identities, relationships and respect for diversity

- community, country, diasporas, family, indigenous populations, minorities, neighbourhood, school, self and others, world
- attitudes, behaviours, beliefs, culture, cultural diversity, diversity, gender, identity (collective identity, cultural identity, gender identity, national identity, personal identity), intercultural dialogue, language(s) (bilingualism/ multilingualism), religion, sexuality, value systems, values
- care, compassion, concern, empathy, fairness, honesty, integrity, kindness, love, respect, solidarity, tolerance, understanding, world-mindedness
- assertiveness, communication, conflict resolution, dialogue, inclusion, intercultural dialogue, life skills, managing difference (e.g. cultural difference), managing change, mediation, negotiation, partnership skills (international and local), prevention (conflict, bullying, violence) relationships, reconciliation, transformation, win-win solutions
- animal cruelty, bullying, discrimination, racism, violence (including gender-based violence, school-related gender-based violence (SRGBV))

Engagement, action and ethical responsibility

- consumption habits, corporate social responsibility, ethical questions, ethical responsibility, fair trade, humanitarian action, social justice
- entrepreneurship, financial skills, innovation

Factors contributing to successful delivery of global citizenship education:

- Embedded in policy, with wide stakeholder buy-in
- Long-term and sustainable
- Holistic, including the various sub-topics in a systematic way
- Reinforced in each year of schooling and preferably in the wider society
- Covering the local, national and global dimensions
- Supported by pre-service and continuing in-service training of teachers
- Developed and sustained in collaboration with local communities
- Scalable with maintenance of quality
- With feedback from monitoring and evaluation processes
- Based on collaborative arrangements that ensure expertise over the longer term with provisions for periodic review

Source: Education Above All (2012). *Education for Global Citizenship*.

Inquiry-Based Learning

Instead of just presenting the facts, use questions, problems, and scenarios to help students learn through their own agency and investigation.

Sources

- Teachingchannel.org
- Edutopia.org
- Icivics.org
- Ohioasamerica.org
- billofrightsinstitute.org
- NEWSELA.com
- Gale Database
- Scholastic Magazine
- Upfront Magazine
- Scope Magazine

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<https://www.youtube.com/watch?v=cPAbx5kgCJo>

