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The Trainers' Guidelines



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The Trainers' Guidelines

The Trainers' Guidelines aim to explain the content of the Global Citizenship Course to the future trainers/teachers and how they can implement the course with their students.

1. Welcoming and Aim

Inform teachers that the Global Citizenship Course aims to increase educators' and students' knowledge and skills in Global Citizenship.

2. Target Group

The learning material is addressed to students in secondary education, aged 12 to 18 years old.

3. Level of Difficulty

The level of difficulty is low to medium, given both teachers' and students' lack of familiarity with the concepts under investigation due to the evident gap in Global Citizenship Education in most European schools. Nonetheless, the learning material is innovative so as to spark students' interest and of high quality.

4. Content

The Global Citizenship Course consists of four lessons:

1. What is Global Citizenship?
2. Global Citizenship: Organisations and Goals
3. Global Citizenship Challenges
4. Driving Change – Youth as Global Citizens and Change makers of Tomorrow

Each lesson entails both a theoretical and a practical part. In the first one, students will gain knowledge on the main issues and concepts in Global Citizenship and in the second one, they will practice necessary

skills of global citizens in related classroom activities. In this way, students will be given the opportunity to acquire hands-on knowledge and skills they need as global citizens of the world.

5. Duration

Each of these lessons last approximately 45 minutes.

6. Implementation

Implement the Global Citizenship Course face-to-face or online with the appropriate tools. Considering the ongoing COVID-19 pandemic, in the case where face-to-face implementation is unlikely, use the online platform you prefer (Zoom, GoogleMeet, GoToMeeting) to implement the course within the context of virtual classes. Some other online applications are the following:

- **Jamboard** – for getting feedback, opinion polls, etc.
- **Padlet** – interactive visual board
- **Mural** – interactive “whiteboard” space for collaborative work
- **IdeaFlip** – online sticky notes
- **Canvanizer** – a platform for collaborative work

Follow as closely as possible the lesson plans created for this course. Each teacher can adjust or modify the lesson plans based on their students’ profile, needs, knowledge and general settings.

7. Methodology

The methodology used in the lessons is participatory, learner-centred and inquiry-based.

- Inform students about the objectives and the learning outcomes of each lesson
- Use role plays, team games, discussions to make the lessons interesting.
- Discussion groups, brainstorming, experiential learning, game-based learning, arts projects, case studies (from the national, regional or global framework) and ICT tools can all be valuable when teaching Global Citizenship.
- Share your knowledge with them.
- Encourage recalling and building on existing knowledge.
- Motivate students to develop and build their own views and to learn how to act effectively and responsibly for common good.

- Guide and facilitate your students during this process of critical thinking, enquiry and self-discovery about global issues.
- Enable students to apply learning to real-world problems, test and build their own views, values and attitudes
- Help them to engage in sensitive conversations about controversial topics, so as to become familiar with multiple perspectives and viewpoints, but also avoid or successfully resolve conflict between them.
- Provide feedback to the students about their discussions, points of view and their newly acquired knowledge.

8. Skills gained by students

The Global Citizenship Course learning material should foster as much as possible students' skills of:

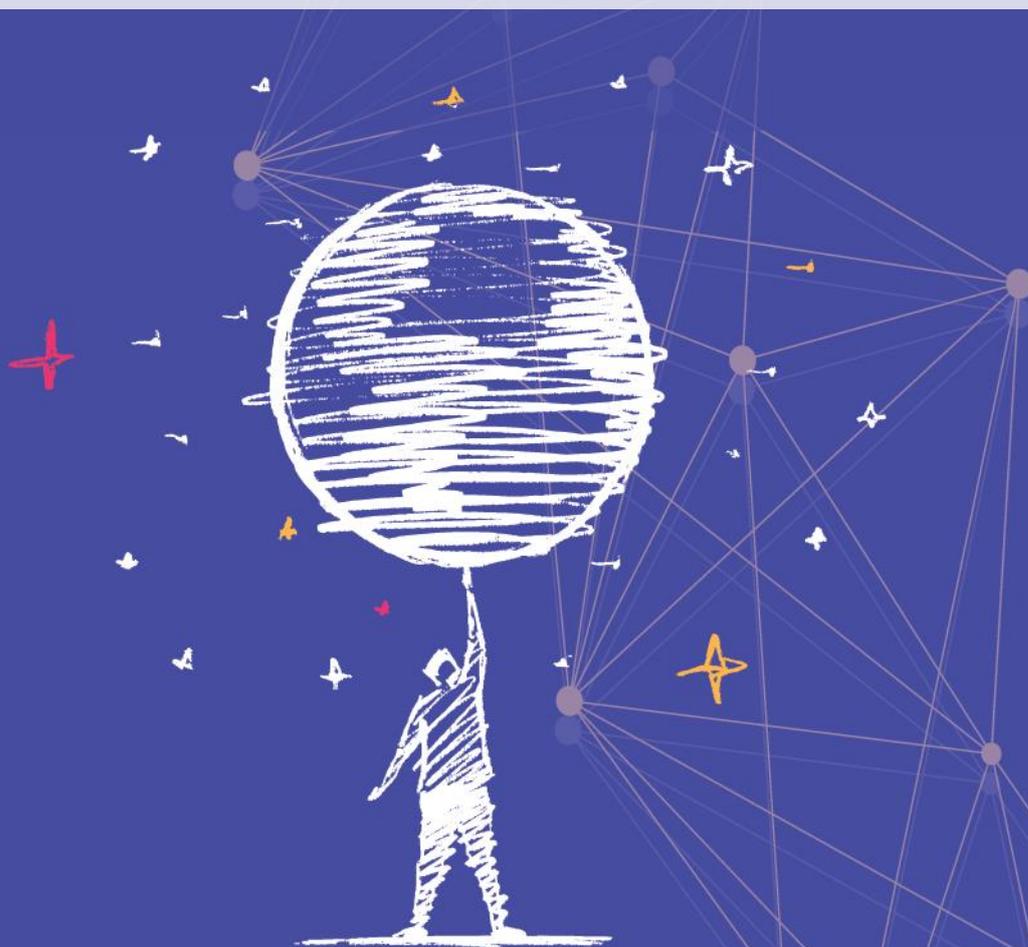
- Enquiry (i.e., asking questions, anticipating responses, exploring issues, testing conclusions)
- Information processing (i.e., gathering, comparing and contrasting information, making connections between different pieces of information)
- Critical thinking/reasoning (i.e., justifying opinions, drawing conclusions, using evidence to back up their views).
- Creative thinking (i.e., extending ideas, using their imagination, exploring alternative outcomes)
- Evaluation (i.e., evaluating their own and others' work or ideas, feeling confident about their judgements)
- Social and interpersonal skills (i.e., active listening, effective communication, sharing, cooperation, empathy)
- Problem-solving skills (i.e., handling controversial topics, conflict resolution)

9. Assessment

Each lesson of the Global Citizenship Course includes an assessment measuring students' achievement of specific learning objectives. The assessment is in the form of a questionnaire where you could document skills gained by students, knowledge gaps and what more they could do to improve.



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