

DESIGN THE FUTURE

GLOBAL AND BLENDED LEARNING ACTIVITIES



A toolkit to teach global topics in a blended way

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INTRODUCTION

Dear trainers,

It is a pleasure to present this toolkit featuring global citizenship education activities through the blended approach.

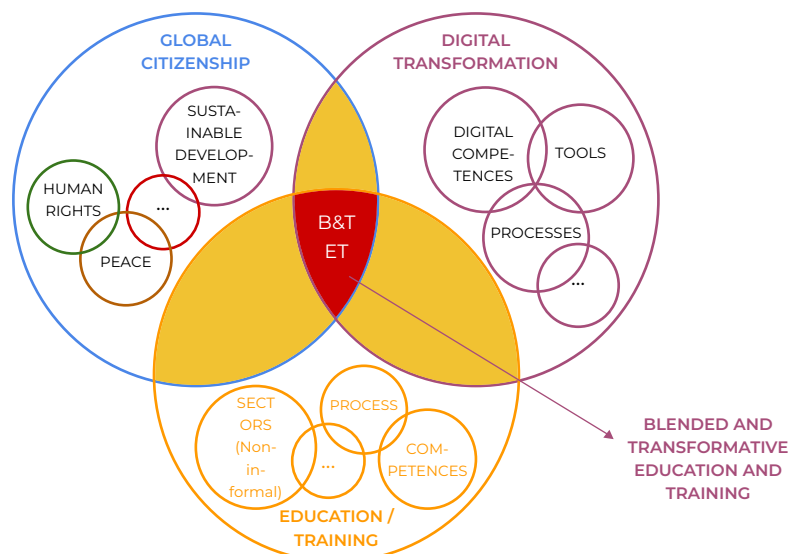
The aim of these activities is to develop in learners the skills needed to be global citizens by using analog and digital tools and face-to-face and online learning environments.

The global citizenship education perspective, consistent with its transformative and inclusive purpose, promotes teaching and learning models that with the help of digital tools stimulate critical reflection on the connections between local and global and on the relationship between individual and collective rights and responsibilities, in order to co-create an equitable and sustainable society.

Global Citizenship Education is closely related to Sustainable Development Education in terms of themes, approaches and framework¹:

<p>Target 4.7</p> <p>4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p>	<p>Indicator 4.7.1</p> <p>4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment"</p>
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In this publication, digital transformation supports the Global Citizenship Education approach by encouraging various learning models.



¹<https://sdgs.un.org/2030agenda>

1. **Transformative Learning**, understood as a pedagogical principle inspiring education for adults and young people and **Experiential Learning** as the related methodological approach. Educational organisations - like the members of this partnership - which intend to enhance transformative and experiential learning - with a learner-centered approach promoting competences and awareness-raising - need to explore the theoretical, methodological, and technical development of present and future socio-cultural contexts;
2. Critical approach to the **Digital Transformation** (DT), which is a dominant phenomenon that affects our societies and democracies, and the way each individual learns;
3. Global Citizenship and **Global Citizenship Education** perspective, as the horizon to strive for in order to promote active and participatory citizenship: citizenship is understood as a cultural vision and practice and human rights are tackled with a relativistic approach.

Based on the above, the objectives of the Toolkit is to introduce global perspectives through a blended approach and to increase the capacity of trainers in teaching global competencies.

The toolkit is specifically developed for teachers, trainers and educators to teach global education, using analog and digital tools and face-to-face and online learning environments.

It also offers learner-centered, participatory, dialogue-oriented and experiential methodologies, rooted in themes and learning objectives of global and sustainable education.

This toolkit is structured into 11 activities, covering the various aspects of engaging the learners in Global and Sustainable Education through various competencies²:

Systems thinking competency: the abilities to recognize and understand relationships; to analyse complex systems; to think of how systems are embedded within different domains and different scales; and to deal with uncertainty.

Anticipatory competency: the abilities to understand and evaluate multiple futures – possible, probable and desirable; to create one’s own visions for the future; to apply the precautionary principle; to assess the consequences of actions; and to deal with risks and changes.

Normative competency: the abilities to understand and reflect on the norms and values that underlie one’s actions; and to negotiate sustainability values, principles, goals, and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions.

Strategic competency: the abilities to collectively develop and implement innovative actions that further sustainability at the local level and further afield.

Collaboration competency: the abilities to learn from others; to understand and respect the needs, perspectives and actions of others (empathy); to understand, relate to and be sensitive to others (empathic leadership); to deal with conflicts in a group; and to facilitate collaborative and participatory problem solving.

Critical thinking competency: the ability to question norms, practices and opinions; to reflect on own one’s values, perceptions and actions; and to take a position in the sustainability discourse.

Self-awareness competency: the ability to reflect on one’s own role in the local community and (global) society; to continually evaluate and further motivate one’s actions; and to deal with one’s feelings and desires.

Integrated problem-solving competency: the overarching ability to apply different problem-solving frameworks to complex sustainability problems and develop viable, inclusive and equitable solution options that promote sustainable development, integrating the abovementioned competences.

You can also check the contacts of the team and partners of this publication.

Make sure you share this reading with colleagues, contacts and networks who might be interested. In the meantime, enjoy reading!

² <https://unesdoc.unesco.org/ark:/48223/pf0000247444>

HOW TO USE THE TOOLKIT

This toolkit is designed to be used in a variety of learning contexts with secondary school youngsters. It is targeted towards teachers and trainers in a formal and non-formal education context. The activities are designed in a way that they can be adapted according to the participants' age.

It would be very useful to use more of the tools and activities proposed in this toolkit to engage participants and to strengthen their digital and global skills.

All activities in this toolkit are designed in a very practical and engaging way using a student-centered approach. These are very creative and practice-oriented activities based on different elements of blended learning with the aim of enhancing their profile as global citizens.

Each activity is presented following the same structure so that they are user-friendly. The description of each activity includes these elements:

INTRODUCTION - presentation and brief information about the activity



GLOBAL TOPIC: selection of the most relevant global topics of the activity



GLOBAL COMPETENCIES: with reference to Unesco competencies



TARGET: who can use the activity



OBJECTIVES: what the participants are expected to learn through the activity



DURATION: approximate duration of the activity

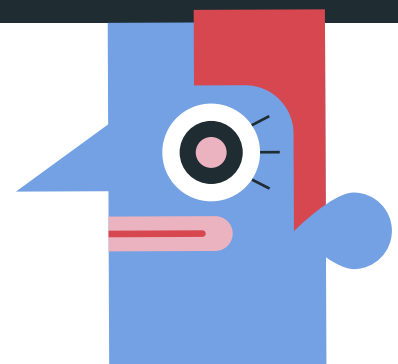
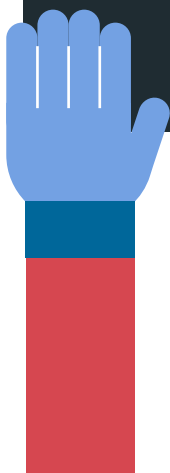


MATERIAL: practical things needed to carry out the activity



TIPS AND VARIATIONS: suggestions for facilitation and adaptation; practical proposals regarding possible modifications and insights

DESCRIPTION OF THE ACTIVITY: a step-by-step instruction on how to run the activity



WHAT DOES IT MEAN TO BE AN ACTIVE CITIZEN



BRIEF DESCRIPTION

A group activity that examines the topics of equality and the right to expression and the interrelationships between them. Critical thinking and free discussion of topics in the context of local and global processes is encouraged. Attention is paid to the concept of active citizenship at the national level as well as to global citizenship education, emphasizing the participants' own understanding and observations of these topics in society.



GLOBAL TOPIC

Human rights
Economic and social justice
Solidarity
Sustainability



GLOBAL COMPETENCIES:

Systems thinking competency
Normative competency
Collaboration competency
Critical thinking competency
Self-awareness competency
Sustainability



TARGET

Social workers
Educational mediators
Community Mediators
Psychologists
Teachers



DURATION:

120 minutes.



MATERIALS

Computer, camera, microphone,
Internet access and Miro



OBJECTIVES:

Right of expression. Participants exercise and learn the importance of the right of expression, both their own and that of others. They also learn how and why it is important to assert this right.

Equality and respect for others. It is important for participants to understand the importance of different points of view and that they should be respected and accepted as valid in order to create an opportunity for dialogue on important and current societal topics and issues.

Right to opinion and expression. In order to be able realise this right, it is important that we respect the opinions and views of other people. Participants understand and exercise the right to personal opinion, free expression and how this helps to have a broader and more complete perception of the world around us and the interrelationships in it. It emphasizes the idea of critical thinking as an essential component in understanding and applying human rights.



ACTIVITY STEPS:

1. During the discussion group members will create a web using Miro where they will make a mind map. This symbolic network represents the connections we form with members of our community.
2. All participants are invited and join a common workspace in the Miro app.
3. In the center of the workspace is written the sentence "Being an active citizen means...". Begin the activity by asking, one by one, each member of the group to complete the sentence by making a branch from the statement in the middle to write his or her idea of how he or she thinks it should be completed. You can say, for example, "Being an active citizen means ----- voting during elections."
4. After the first person finishes the sentence, he instructs another person to do the same. The network, which will be in the form of a mind map, will begin to take shape with each subsequent sentence.
5. The next person also completes the sentence "Being an active citizen means..." and then chooses someone else.
6. When everyone is there and the network is formed, ask the group members to think about the examples that have been given, asking some questions such as:
 - What is the idea of the network created with the mind map?
 - Are there any connections between the examples that were given? What do they all have in common?
 - What is it like to have a good network in the community and society?
7. Ask group members to name something that could be an obstacle to active citizenship. For example, corruption, violence, poverty, lack of space to express themselves. After giving the relevant example, each person deletes a line connecting the original statement and its ending, so that finally the network is completely destroyed.

A discussion that reflects on the following topics and questions:

Feelings - How did you feel when the network connected the group members?

How did you feel when the web was broken? Did you enjoy this discussion? Is it easy to talk about active citizenship?

Reflection - Why should we be active citizens? What do freedom and equality mean in a society?

Actions - What can you do to overcome some of the challenges or obstacles you face as a citizen in your community?



TIPS AND VARIATIONS

The subsequent discussion can be related to additional questions coming from the participants. An opportunity is given for a broader or deeper exploration of the themes and ideas related to the discrimination of women.

FEMALE TOPOONYMY

BRIEF DESCRIPTION

The study of female toponymy at the educational level allows students to experiment with new methodological forms based on experience and access to different sources of research (archive documents, directories, street maps, etc.). Additionally, studying the biographies of notable women helps create models of value and difference upon which to reflect and draw inspiration for constructing one's own identity.



ECG TOPIC

Gender Equality



MATERIALS

Online mapping services (e.g. Google Maps, the municipality website, etc.)
Graphic design services (PowerPoint, Prezi, Canva, etc.)



GLOBAL COMPETENCIES:

Normative
Critical Thinking
Systemic Thinking
Self-awareness



OBJECTIVES:

To contribute to raising awareness among students about the topic of toponymy, which is not usually perceived as discriminatory.

To reflect on the economic, cultural, social, and political reasons for the absence of women in our historical memory.

To reflect on the value of the achievements made by women in previous generations and propose ways to promote visibility in our cities by dedicating spaces to them.



TARGET

teachers trainers educators



DURATION:

Approximately 120 minutes



CENTRO PER LA
COOPERAZIONE
INTERNAZIONALE

ACTIVITY STEPS:

1. The teacher introduces the concepts of toponymy and odonymy.
Toponymy is the part of linguistics that deals with the set of names assigned to geographic entities and studies their formation and distribution on a geographical and historical level. Odonymy is the set of names of streets, squares, and more generally all areas of circulation in a town, and its historical-linguistic study.
2. The teacher asks students to map streets named after female figures in the municipalities where the students live. To conduct this research, students can consult the website of their municipality of residence or use online mapping services.
3. The teacher asks students to identify 5 streets named after women in the town/city where they live.
4. Students conduct research on the Internet for each woman selected in step 3 to learn about them (saints, scientists, politicians, etc.)
5. The teacher asks students to research important women in their city who are not included in its toponymy.
6. Think of symbolic places in the city that represent them, choose one, and make a proposal: name of a street, statue, commemorative plaque...
7. Create a biographical card on Canva for each female subject identified in step 5, including:
Name and surname
Date of birth and death
Why are they remembered?
Curiosities
What would you title them and why?
8. Debriefing in plenary
 - Did you manage to find 5 streets named after women in your city?
 - What percentage of streets are named after women in your city?
 - Who were the women after whom streets are named (saints, scientists, politicians, etc.)?
 - What roles did the men after whom most of the streets are named play? Were they scientists, writers, soldiers, etc.? Who is valued in our city?
 - Why do you think women are mostly absent from our cities?
 - What can we do to encourage institutions to dedicate streets, squares, parks, and urban spaces to women?
 - In addition to the names of streets and squares, what else can be done to make the city more suitable for women (e.g. lighting, transportation, sports facilities...)?



TIPS AND VARIATIONS

It is possible to delve deeper into female toponymy at the European level by consulting the **Mapping Diversity** (<https://mappingdiversity.eu>) website to further reflect on the gender inequalities that characterise the composition of the streets in cities.

WHERE DO YOU STAND



BRIEF DESCRIPTION

This is one of the classic methods used in the field. It consists of asking the group what position it has on certain statements that are deliberately vague and provocative, in order to incite debate. Tasks:

- The members of the group are required to agree, disagree or to choose a middle position;
- The members of the group can take any of these positions: agree, disagree and undecided (middle);

After positioning, the members of the group share their arguments for the position taken. During the discussions, they can change their position if they feel that the arguments heard from the others are convincing enough.



TOPIC

introduction in Global Citizenship Education



MATERIALS

printed A4 with statements / PPT with statements to be projected or shared on ZOOM



GLOBAL COMPETENCIES:

Critical Thinking
Systemic Thinking
Self-awareness



OBJECTIVES:

- To raise awareness among trainers and teachers about position towards GCE in their lives.
- To reflect on the economic, cultural, social, and political impact of GCE principles.
- To contribute to motivate trainers and teachers to apply GCE principles into their personal and professional lives.



TARGET

trainers and teachers



DURATION:

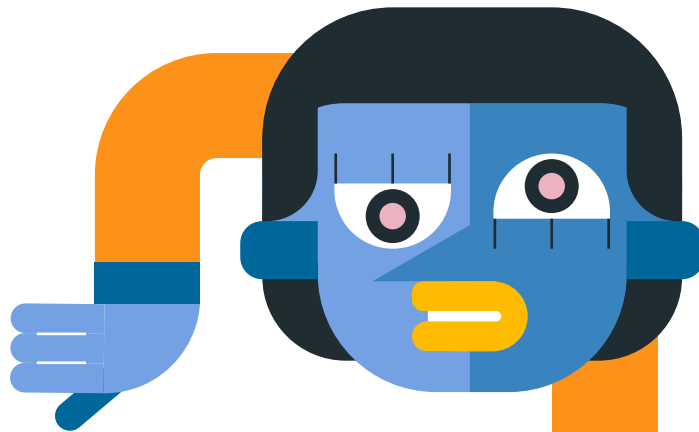
1h



ACTIVITY STEPS:

One statement will be read and debated. After a few minutes and a short conclusion, another statement will be read and debated until all statements are discussed and all people are involved in discussions to give arguments for the positions they chose.

1. If big actors like governments, companies, etc. don't become responsible, what we do individually is not enough.
2. If you are not a responsible global citizen yourself, you should not hold global education workshops.
3. You must be constantly informed of what is happening in the world to be credible as a global educator.
4. It is a good approach to make people feel guilty about what is happening in the world, to make them become more responsible.
5. Simply boycotting is not enough to change a company's practices.
6. Less is more – for us as global citizens and in our workshops.
7. Small and simple habits related to reducing the consumption of natural resources have a big impact at the global level. (adapted from Manual for Global Education Facilitators:



https://artfusion.ro/wp-content/uploads/2020/12/Manual-for-Global-Education-Facilitators_romanian.pdf

DISCRIMINATION AGAINST WOMEN

BRIEF DESCRIPTION

Participants discuss how discrimination against women occurs in society, what is characteristic of this form of discrimination and how they could deal with it. Particular attention was paid to this problem in a local context. Participants were encouraged to share their own experiences and observations, as well as good practices in solving the case studies.



GLOBAL TOPIC

Human rights
Gender equality
Economic and social justice
Interculturalism



MATERIALS

Laptops, cameras, microphones, internet access, video call application, group work applications.



GLOBAL COMPETENCIES:

Systems thinking competency
Normative competency
Strategic competency
Collaboration competency
Critical thinking competency
Self-awareness competency
Integrated problem-solving competency



OBJECTIVES:

The main goal was to examine critically and objectively the situation with discrimination against women in a local and global plan.

Attention was paid to the topicality of the problem and the need for systematic efforts to improve the attitude towards women in social, family and professional contexts.

Through the group work and the discussion aspect of the task, a visually represented system of interrelationships between processes, countries, organizations, representation, advocacy was formed, which help create a network of countries that partner to reduce discrimination against women.

Participants gained insight into their own personal and professional role, that of society, in upholding equality, justice and critical consideration of issues.

The place of civic education was defined as a guarantor of public sensitivity to problems and the search for adequate solutions.



TARGET

Social workers
Educational mediators
Community Mediators
Psychologists
Teachers



DURATION:

120 minutes.



ACTIVITY STEPS:

1. Participants are divided into groups of 5 people and work in separate Zoom rooms.
2. Each group is given one of the following topics related to women's rights:
 - To establish a policy and measures to eliminate discrimination.
 - To take measures to eliminate stereotypes and prejudices regarding gender roles.
 - Women should participate actively in public life.
 - Women have equal access to education and work.
 - Women have equal rights with men before the law, in the family and in the community.
 - Women have the right to choose whom they marry.
3. Group members discuss and present to the others what they understand by the concept of "discrimination against women". It cites Article 1 of the Convention on the Elimination of All Forms of Discrimination against Women for an official definition: "For the purposes of this Convention, the term "discrimination against women" means any distinction, exception or limitation based on sex which is directed to weaken or minimize the recognition, enjoyment or exercise by women, regardless of their marital status, on the basis of the equality of men and women of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field."
4. Each group receives a card that describes society's obligations in terms of eliminating discrimination against women.
5. Each group comes up with two concrete actions that the community in which they live can take to fulfill the conditions for non-discrimination against women.
6. Each group should present the results of their work to everyone.

After the exercise, have a discussion based on the following questions:

Feelings - What is your impression of this exercise?

Reflection - Do you think that in the community in which you live, measures can be taken to eliminate discrimination against women?

Why yes or why not?

Are there obstacles to the implementation of such measures?

What are they?

Actions - Can you mention something you can do in your community to help end discrimination against women?

What can you do to advocate for the establishment of measures that combat discrimination against women in your community?



TIPS AND VARIATIONS

The subsequent discussion can be related to additional questions coming from the participants. An opportunity is given for a broader or deeper exploration of the themes and ideas related to the discrimination of women.

ENVIRONMENTAL MOVEMENTS AND ENVIRONMENTAL ACTIVISTS

BRIEF DESCRIPTION

In this activity, students will learn about environmental activism through education in the critical, conscious and active use of online information and document sources and their correct use. After presenting the topic, the lesson will focus on how environmentalism is remembered today, which aspects of this phenomenon are included in the public memory and how, who the activists are.



GCE TOPIC

Environment and climate change



GLOBAL COMPETENCIES:

Strategic
Critical thinking
Collaborative



TARGET

teachers trainers educators



DURATION:

about 150 minutes



MATERIALS

- List of activists
- Activist sheet
- Digital presentation tools (Canva, google powerpoint, Prezi)

The activity requires the use of pc/tablet/mobile phone to carry out digital searches

LIST OF ACTIVISTS

Laura Conti
Aurelio Peccei
Giorgio Nebbia
Alexander Langer
Chico Mendes
Rachel Carson
Barry Commone
Petra Kelly
Wangari Maathai
Edward Goldsmith



OBJECTIVES:

- Learn about the history of transnational environmental movements
- Select and use online sources
- Problematised and integrate documentary sources
- Carry out an analysis and assessment of the sources
- Stimulate reflection on the theme of public memory and the role of civil society
- Take action as citizens to promote public memory in the field of environmental activism



CENTRO PER LA
COOPERAZIONE
INTERNAZIONALE

ACTIVITY STEPS:

1. The teacher introduces the theme "Environmental movements":
<https://en.wikipedia.org/wiki/Environmentalism>
2. The teacher divides the class into groups or pairs and assigns each group/pair the name of an activist.
The teacher explains that through a search of digital sources the groups/pairs have to fill in the "activist sheet" and create a digital presentation.

ACTIVIST SHEET

PHOTO

Famous quote:

BIOGRAPHICAL PART

SHORT BIOGRAPHY

FIRST NAME

SURNAME

COUNTRY OF ORIGIN

DATE OF BIRTH

DEATH DATE

COUNTRIES THEY WERE ACTIVE IN

HOW THEY BECAME COMMITTED TO ENVIRONMENTAL ACTIVISM

AREAS OF ENVIRONMENTAL COMMITMENT

MEMORY PART

Are there places in Italy named after them (streets, squares, schools...)?

Are there events/celebrations/conventions/conferences/anniversaries dedicated to them?

Are there relevant books/publications/articles in newspapers and magazines about them?

Are there other ways in which they are remembered in Italy (e.g. murals, songs, films, etc.?)

How do the social pages of the large environmental associations remember them?

3. Activity on memory and activation
 - a) Presentation of character sheets: each group presents their own to the class
 - b) After the presentations, plenary dialogue and debate around the following questions:
 - Did you find it difficult to find information about your character?
 - When did people start remembering them? Lately?
 - Who is the most committed to promote their memory?
 - What are the most popular ways to remember them?
 - For what reason are they remembered or forgotten?
 - Are these memory tools effective in reaching and informing citizens?
- Final question: after listening to the presentations of the other groups, what do you think of environmentalist memory in your country? nation against women?
- What can you do to advocate for the establishment of measures that combat discrimination against women in your community?

4. The teacher invites the class to create a collective product in the expressive form most congenial to them to remember and value environmental activists.
What can we do to promote/enhance/spread the memory of these people?
E.g. exhibition, podcast, naming a classroom, dedicating an Institute assembly to the theme of the environment and presenting them, etc....



TIPS AND VARIATIONS

Tip: the product created can be presented on International Environment Day, Only One Earth.



INTERNATIONAL ENVIRONMENT DAY

World Environment Day was proclaimed in 1972 by the United Nations General Assembly on the occasion of the establishment of the United Nations Environment Program and has been celebrated every year on June 5 since 1974 with the slogan Only One Earth.

MISSION IMPOSSIBLE

(ACTIONBOUND APPLICATION)

BRIEF DESCRIPTION

This exercise can be organized in hybrid mode. Participants have to complete a message that is scattered throughout the building and that requires several steps to be completed in a certain order and in a given timeframe (30 minutes).

The participants from the distance (in online) are divided into teams and have a Whatsapp video with their colleagues to complete the tasks at the same time.



TOPIC

Online and digital –
what they mean for us



MATERIALS

markers, flipchart papers or A4
papers, laptops or mobiles



GLOBAL COMPETENCIES:

Communication
Collaboration in teams
Digital competence



OBJECTIVES:

To share their own ideas about
some of the concepts that are part
of the blended environment.
To become more aware about how
they use technology in their lives for
teaching and training.
To know each other better using an
entertaining application.



TARGET

trainers and teachers



DURATION:

1 h



ACTIVITY STEPS:

Possible tasks:

1. To build a meme (with or without sound) for their team. To take a group photo using a thematic background (they could choose the theme or the trainers should suggest knowing the group).
2. To share and draw the first digital object that the team members remember (1 object/member)
3. To upload in ActionBound a photo (taken now or in the past, but not found online) that illustrates the following concepts: Digitalization, Blended learning and define these concepts under the respective photo (as they understand them without prior research).
4. To conduct a survey on the attitude of 5 people from different generations about digitization/digital transformation and to centralize + interpret the results in a visual format
5. To share a remarkable/interesting moment from the first training they attended online
6. If you are not a responsible global citizen yourself, you should not hold global education workshops.
7. You must be constantly informed of what is happening in the world to be credible as a global educator.
8. It is a good approach to make people feel guilty about what is happening in the world, to make them become more responsible.
9. Simply boycotting is not enough to change a company's practices.
10. Less is more – for us as global citizens and in our workshops.
11. Small and simple habits related to reducing the consumption of natural resources have a big impact at the global level. (adapted from Manual for Global Education Facilitators)



TIPS AND VARIATIONS

Each team will discuss in the plenary the results and the facilitators can have a short introductory presentation of the concepts of Digitalization and Blended or use this exercise more for knowing each other and introducing the ActionBound application and explain it more.

DESCRIPTION OF THE GENDER

BRIEF DESCRIPTION

Group activity in an online environment. Participants work in groups on topics related to existing gender stereotypes and their roles in society. The aim is to identify major problems related to the role of women in social systems and to propose possible solutions to these problems.



GLOBAL TOPIC

Human rights
Gender equality
Economic and social justice
Solidarity



MATERIALS

Laptops, cameras, microphones, internet access, video call application, group work applications.



GLOBAL COMPETENCIES:

Systems thinking competency
Normative competency
Strategic competency
Collaboration competency
Integrated problem-solving competency



OBJECTIVES:

Community Living Skills – participants are placed in situations that provoke them to think critically about different social and societal and professional roles based on gender. The main aim is to create an opportunity for a new and broad view of the qualities and capabilities of the sexes and to develop a more holistic acceptance and understanding of the diversity of qualities and characteristics that a person possesses. Attention is paid to the right to equality and non-discrimination, the right to free expression and respect for others

Participants were confronted with current societal stereotypes and gender-based constraints and were placed in learning situations in which to find solutions and express ideas to address these issues.

From the group work, it was noticed that gender stereotypes in Bulgaria are strongly expressed and there is a lack of acceptance and understanding of differences, which is due to underdeveloped civic education.



TARGET

Social workers
Educational mediators
Community Mediators
Psychologists
Teachers



DURATION:

120 minutes.



ACTIVITY STEPS:

Possible tasks:

1. Participants are divided into groups of five people in separate Zoom rooms
2. Each group member is given a Jamboard with a picture of a man and a woman.
3. Each group ranks the characteristics listed at the end of this exercise under the corresponding picture according to their understanding of which gender this trait is typical and common for.
4. Members of each group present to the other groups the number of characteristics for each gender and discuss the selection and ordering.
5. Discuss the issue of stereotypes associated with men and women by asking group members to explain their choice of characteristics attributed to men and women.
6. Members of each group choose one characteristic that might describe them, but which is usually associated with the opposite sex. Gender characteristics include: Dependent, Submissive, Smart, Good leader, Independent, Dominant, Responsible, Good at home, Sensitive, Good at cooking, Attentive, Good at business, Gentle, Caring, Strong, Weak

A discussion follows that reflects on the following topics and questions:

Feelings - Describe the activity you just did in one word.

Do you agree with the characteristics associated with men?

And with those related to women?

Reflection - Why do we associate certain characteristics with men and others with women?

Can a man possess certain so-called "feminine" qualities? Why?

Can women have certain so-called "masculine" qualities? Why? What are the consequences of stereotypes?

Actions - How can we promote a more positive image of both men and women?

What can we do to change gender stereotypes and discrimination in our community and society, or when we are with our friends or families? How?



TIPS AND VARIATIONS

The subsequent discussion can be related to additional questions coming from the participants. It allows for a broader or deeper exploration of topics and ideas related to gender stereotypes.

THE SDGs ROULETTE

BRIEF DESCRIPTION

The SDG roulette is an interactive board game in which students focus on how sustainable lifestyles can be made more accessible, interesting and socially acceptable. The different roulettes allow students to explore the relationships between the SDGs, lifestyle issues and responsible actors. Shifting to more sustainable ways of life requires people, individually and collectively, to understand how their lifestyles and behaviours affect the global pursuit of sustainable development. Achieving this change is a key challenge for everyone, whether government, business, advertising, civil society, education or just individuals. This game encourages students to explore what makes a healthier, better and more sustainable lifestyle and to consider who has responsibility for making sustainable lifestyles the norm and not the exception. The game examines the essential ingredients of the good life: family, community, time as a resource, the satisfaction of basic needs, recreation and the balance between obligations and desires. It can foster reflection on strategies for achieving sustainable lifestyles, such as deciphering the systemic nature of lifestyles, harnessing life stages and transitions, embracing the diversity of lifestyles and engaging in collective action.



GCE TOPIC

Sustainable Development



GLOBAL COMPETENCIES:

Problem solving
Critical thinking
Collaborative
Prediction



TARGET

teachers trainers educators



DURATION:

about 100 minutes



MATERIALS

- Roulette (online version: <https://spinnerwheel.com/wheels/PXicyUREt9ycc3iOsV0>)
- Cards with roles (*individual, civil society, business, government*)



OBJECTIVES:

- Encourage students to address the key concept of sustainable development
- Develop a greater understanding of the SDGs
- Collectively implement innovative actions that promote sustainability at the global level
- Improve the ability to analyse, summarise and solve problems



CENTRO PER LA
COOPERAZIONE
INTERNAZIONALE

ACTIVITY STEPS:

1. The teacher divides the students into 4 groups
2. Each group is assigned a Stakeholder (individual, civil society, business, government) and asked to play this character. They have 10 minutes to reflect on the specific values and objectives of this group of actors. Groups need to discuss: What is important to this actor? What are their goals? What do they work on to achieve sustainability/goals? What role does this actor have within society? How do they judge or measure the success of their actions?
3. The groups present their Stakeholder to the class
4. Then, the Sustainable Development Goals roulette is spun to identify the goal on which the group of actors will focus.
5. All groups are allotted 10 minutes to confer and consider their point of view on the assigned topic. Groups need to discuss: How does your Stakeholder fare towards this goal? Is it of interest to them? Do they work to achieve it? If yes, how?
6. The selected group of actors has 3 minutes to present and comment. The relevant points are recorded on a blackboard or graph.
7. The theme dial is spun to identify the theme
8. All groups are given 5 minutes to confer as a group and consider their views on their assigned topic and how this relates to this SDG. Groups need to discuss: Explain your Stakeholder's view on the assigned topic and how this relates to this SDG
9. The selected group of actors has 5 minutes to present and comment.
10. The other groups are asked to contribute their perspective as actors on how they impact the assigned lifestyle issue and the identified SDG.
11. Time permitting, the activity is repeated in more rounds with different actors, themes and SDGs.



TIPS AND VARIATIONS

It is possible to change the roulettes in different languages using the digital tool: <https://spinhewheel.io/>

HUMAN BINGO

Human Rights BINGO Human Rights - <https://www.coe.int/en/web/compass/home>

BRIEF DESCRIPTION

Adapting to famous method with numbers to the educational context is that the table, instead of numbers, contains different sentences (which can be personal, various information, questions, etc.), and the participants walk around the room asking all members of the group about those topics. They collect the names of those associated with the questions or information, sometimes they are repeated, sometimes they should not, and the first person to complete the table shouts BINGO and the game is over. Optionally, the facilitator can then discuss each sentence with the group.

This method is very popular, it is well received by various groups, easy to use for any subject, good for breaking the ice, but also good for deepening a topic. The atmosphere created by a bingo exercise is friendly, calm, stimulates discussion and is therefore suitable for certain purposes.



TOPIC

Human Rights



GLOBAL COMPETENCIES:

Active listening
Collaboration
Critical thinking



TARGET

trainers and teachers



DURATION:

30 minutes



MATERIALS

A4 papers printed with the exercise, pens/ for online version can be done in plenary and all questions introduced one by one by the facilitator or have small groups of people who have to answer at least "X" number of questions and then discuss in the plenary.



OBJECTIVES:

- To know better that human rights are relevant for everyone everywhere
- To develop listening skills
- To encourage respect for other people and their opinions.



ACTIVITY STEPS:

The name of a document that proclaims Human Rights	A special right all children should have	A small or big action you did to protect Human Rights
A right denied to some people in your country	A human right that has been denied to you personally	An organizations that fights for Human Rights
A duty we all have in our relation to the Human Rights	An example of discrimination	A right sometimes denied to women
Someone who fights for Human Rights	A violation of the right to life	An example of someone's right to privacy can be violated

1. Hand out the quiz sheets and pencils
2. Explain that people should find a partner and ask them one of the questions on the sheet. The key words of the answer should be noted down in the relevant box.
3. The pairs then split and find others to pair up with.
4. The aim of the game is not only to get an answer in each box but also to get a different person to answer each question.
5. Whoever gets an answer in every box first shouts out "Bingo!". They win.
6. Move on to the discussion. Take the question in the first box and ask people in turn to share the answers they received. List the key words on the flipchart. Allow short comments at this stage
7. When the chart is complete, go back and discuss the answers in each box more fully.





TIPS AND VARIATIONS

Debriefing questions:

1. Were all the questions related to human rights? Which rights?
2. Which questions were the hardest to answer? Why?
3. Which questions were the most controversial? Why are rights controversial?
4. How did people know about human rights and human rights violations? Do they trust the sources of the information?

It can be used in different ways

- You can limit the number of names mentioned by participants in the game - for example, a name can appear in the table no more than twice or as many times as you set.
- The sentences chosen are personal, from people's lives - in this case, you need to choose sentences that can be found realistically among the members of the group (they can be beliefs, behaviors, etc.).
- You can use it as a test, with questions on a specific topic, and players need to find people who know the answers.
- May mix personal and informational sentences (see example for Introduction to Global Issues).
- It can be used to inform people, to stimulate deeper discussion on a general topic, or to provoke discussion of their opinions or practices.
- Although it is generally desired that a participant complete (and shout BINGO), this is not necessary - if you are pressed for time you can stop the game earlier and continue discussing it, for each sentence or for the important ones you want to focus on.

LET'S TALK ABOUT IT

BRIEF DESCRIPTION

A group activity in which participants identify important and relevant topics for them and choose to whom they can share and how.



GLOBAL TOPIC

Human rights
Health and well-being
Solidarity



GLOBAL COMPETENCIES:

Systems thinking competency
Normative competency
Collaboration competency
Self-awareness competency
Integrated problem-solving competency



TARGET

Social workers
Educational mediators
Community Mediators
Psychologists



DURATION:

120 minutes



MATERIALS

Markers, scissors, glue, large format paper, sticky notes



OBJECTIVES:

Participants practice how to recognize important and relevant topics for them, how to formulate them and to whom to state them. Topics and questions can be both personal and public, touching on trends, personal experiences or issues. This develops the skills of self-awareness and the ways of expression and statement.

Participants should then explore to whom and how to state these themes and thoughts, with a view to the possibility of discussion, support or follow-up. This develops systemic and critical thinking and develops knowledge of social and personal systems and expectations of their capabilities.

The following is an exercise of a possible conversation and its course and consequences. Participants explore the possible topics in the context of the different addressees of these topics, personal, family and public, and the possible interactions with them and the different expectations, listening, responding, supporting, assisting, informing, etc. It is also possible to compare these situations and select an appropriate medium for expression, according to the nature of the need. The topics are roughly organized into three areas: 'With friends', 'With my family' and 'With people in my community/professional'. The information thus presented is discussed by the whole group and the contents are enriched with personal stories, opinions and possibilities,



and this creates a visual system of the trends and possibilities of family, friends and society as systems that are interconnected. The topics that are recognized as significant by the whole group are developed in different options such as environment, way of communication and possible consequences or activities.

ACTIVITY STEPS:

1. Ask participants to create posters by writing each of the following statements on a separate sheet of paper: "With friends", "With my family" and "With people in my community/professional". Place the posters in four different places on the floor in front of the group.
2. Copy the cards given at the end of this activity and give a set of them to each participant.
3. Ask each participant to cut out the 5 topics that represent 5 things they would like to talk about. Participants can also write new things that are not on the list of, and for this purpose you can give them blank cards.
4. Participants then place each of their 5 topics next to the poster that represents the person they would like to discuss that topic with.
5. When everyone is done, compile the results together and identify the 4 most popular topics under each of the 3 posters.
6. Divide the large group into smaller groups of 2 to 4 people, depending on the size of the whole group.
7. Ask each group to choose one of the topics they would like to discuss 'with friends' or 'with people in my community'. Ask them to give 3 examples of related subtopics or questions they would like to discuss. For example, if the team decides to work on 'discrimination', they can mention the following: 'understanding equality', 'what is systemic discrimination?', and 'how do I respond when I feel I am being discriminated against?'
8. Ask each group to present the problems they have come up with to the whole group.

Ask the larger group to plan an activity that will allow them to discuss the problems they have identified in more detail. They can lead a discussion on the topic and the group's group leaders can use the space to give more information regarding human rights and their observance. Ask the group to come up with an activity that would lead to a change in attitudes, both within the community itself and in the general public about the community.

A discussion that reflects on the following topics and questions:

Feelings - Did you like this activity?

Was it easy to share the problems you came up with in front of the whole group?

Reflection - Why are some topics or issues easier to talk about within the community and others more difficult?

What strategies can you use when you have to talk to someone about a sensitive topic?
Are there people around you who you trust and who can listen when you want to talk?
Is there a place in your community where everyone can speak freely?
Actions - What can we do to make everyone feel more comfortable in the community?
Are there topics you'd like to learn more about?
How can we help people feel they can talk to us about things that matter to them?
The discussion also examines the current situation and trends in society, combined with the ideas of global citizenship and defines trends for development and possible problem areas related to the juxtaposition of the national and cultural with the international.



TIPS AND VARIATIONS

Activities can be organized in presence and online as well, through a program for video connection and work with text and images in a shared environment, or if necessary - mixed. The topics, the contents, the determination of the significant topics and trends, the possibilities of working with them are preserved in both formats.

GLOBAL CITIZENSHIP EDUCATION

and Human Rights in training

BRIEF DESCRIPTION

This is a world café style exercise where participants are split into smaller groups and discuss each round another subject at another table mixing the groups for each round. We mixed the groups for 3 rounds and for the 4th round we asked them to come back to the 1st group and discuss what they found out. After this final round all the groups gather in the plenary and share their conclusions.



TOPIC

Global Citizenship Education and Human Rights in training



GLOBAL COMPETENCIES:

Critical thinking
Communication



TARGET

trainers



DURATION:

1h30min



MATERIALS

flipchart papers, markers



OBJECTIVES:

- To create awareness among participants about the things they already use in trainings and what they can introduce more from GCE and HR principles and methods
- To stimulate participants to find solutions in adopting GCE and HR principles
- To share ideas on how they can adopt GCE and HR principles in their professional life and this creates a visual system of the trends and possibilities of family, friends and society as systems that are interconnected. The



ACTIVITY STEPS:

1. - Successes and difficult/ridiculous moments related to the use of GCE and HR
 - Do you have an example of a successful moment in applying GCE and HR? A success you remember fondly?
 - What was a moment of tragedy or disaster that you experienced? Or what have you witnessed?
 - What was a funny, funny moment in your team, regarding GCE and HR activities?
 - What do these experiences tell us, what do they make us feel about what we have to do in the project in the area of GCE and HR?
2. - How I already integrate these concepts of GCE and HR in my trainings?
 - Generate a list of things you already do in training that touch on GCE, HR or are relevant to mention
 - What inspires these practices of ours? What solutions can we find, what improvements can we make?
3. They regroup and tell what they discussed
4. Integrate the feedback in the initial groups



TIPS AND VARIATIONS

Depending on the profile of the group and the preferences of the trainers, the exercise will take the form of:

- led discussion in plenary
- division into 3/4 groups and smaller group approach with one trainer each
- World Cafe (with approx. 15 min / subject)

3/4 groups, each one approaches a topic and then presents it in plenary. In the case of the self-facilitated options, it will be necessary to designate 1 facilitator/group from among the participants, who will ask the questions one by one and encourage communication and the collection of answers. For the group work options, the most relevant conclusions will be presented in plenary.

ABOUT THE PROJECT

PROJECT TITLE	Capacity Building for Trainers and Teachers: Learning the Blended Way
PROJECT REFERENCE	Programma Erasmus+ 2020-1-RO01-KA204-080401
INTELLECTUAL OUTPUT	Toolkit
DISSEMINATION LEVEL	Public
DURATION	01.12.2020 – 31.05.2023

The project aimed to increase the availability of quality blended learning offers (face to face and online) in Romania, Italy and Bulgaria, by developing new skills for teachers and trainers working in the educational and social field.

Main applicant:

Concordia Romania: <https://www.concordia.org.ro/>

Partners:

Concordia Bulgaria: <https://www.concordia.bg/>

International Cooperation Centre (CCI) Italy: <https://www.cci.tn.it/>



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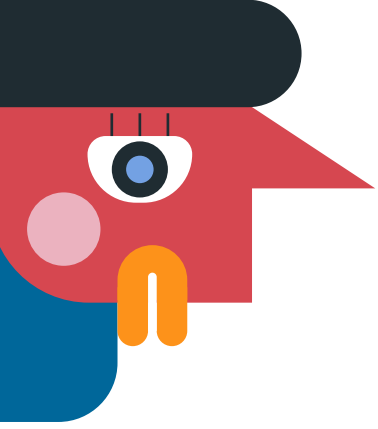
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Learning the
blended way



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