How Can I Become A Global Citizen Who **Creates Change**?

What is a Global Citizen?

Someone who learns about, and takes action on, Global Justice issues to make the world a fairer and more sustainable place.

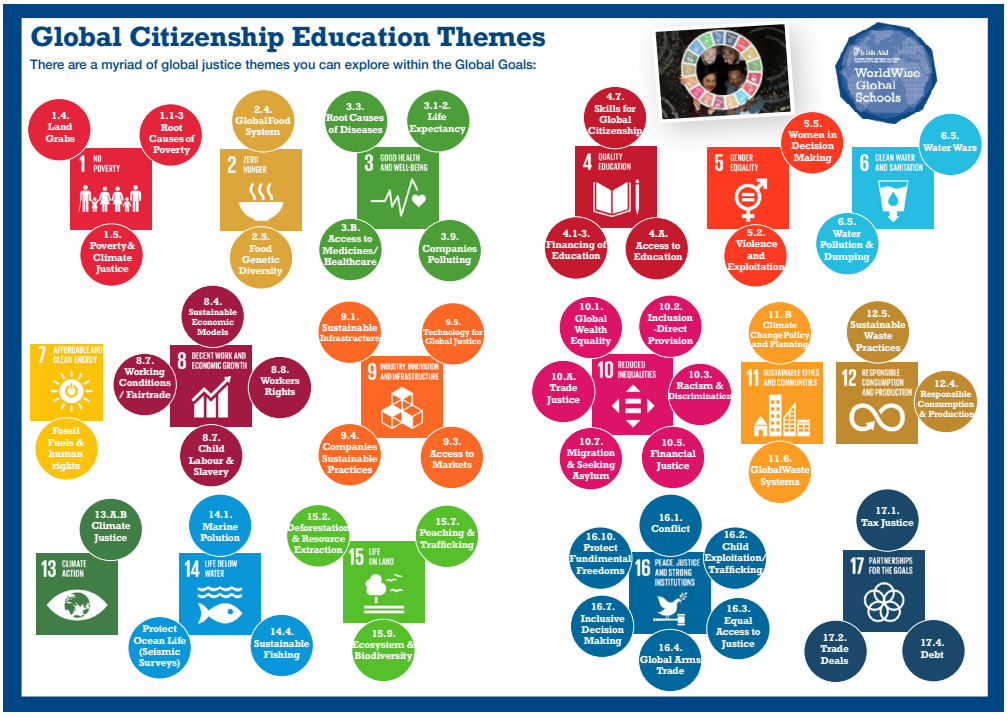
Step 1: Get Organised & Connect!

- Set up a Global Justice Committee / Group who are interested in taking action.
- Invite teachers to get involved.
- Consider what it takes to be a Global Citizen who creates change.

1. Critical, self aware, globally aware, open-minded, inquisitive, reflective and keen to take meaningful action
2. Understanding of my connections to other people and places
3. Being aware of and understanding current global challenges
4. Able to recognise, evaluate and question other points of view
5. Able to take meaningful actions to improve my life and the lives of others
6. Able to reflect upon how sustainable my lifestyle is
7. Able to ask complex questions, challenge assumptions and value other perspectives
8. Able to communicate on GCE issues and the actions i am taking

Step 2: Pick a Global Justice Theme You Are Passionate About!

There are lots of Global Justice themes you can explore:



Step 3: Explore the Global Justice Issue!

Research the issue asking yourself the following questions:

FROM GLOBAL

What is an **issue** you are concerned about?

What are the **root causes** of this issue?

What are the **different perspectives** and opinions on this? Who is winning and who is losing in the situation?

What are the **systems and structures** that allow this to continue to be an issue? Are there laws, structures to govern this?

Who has the **power** within these systems to make change happen? Who is responsible? Who has a duty of care? Who's role is it?

What is **our role**/power/duty as a school, as students, as Irish/European/Global Citizens, as consumers, as members of our community, as future voters in influencing change?

TO LOCAL

Step 4: Share Your Learning!

There is a massive benefits for sharing your learning. It:

- Raises further awareness of the issue - other students get to learn what you have found out!
- Gives you confidence to talk about Global Justice issues
- Recognises the work you have done
- Starts to create a culture of awareness of Global Justice issues in the school and beyond!

Step 4: Create Change!

Use the following action template to create change:

1 - GLOBAL GOALS
Which Global Goal will you explore?

2 - AIM
What change do you ultimately want to make?

3 - TARGET
Who has the power to make the real change needed in order to achieve your aim (person, organisation, government dept)?

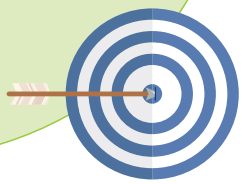
4 - INFORMATION
What do your target audiences need to know about his goal/issue?
e.g. information, facts, real life case studies

6 - LEADERSHIP
Who will be the core team to steer the project?

5 - WHO
Who do you need to have on board?

5 - HOW
How will you get each of them on board?

4 - COMMUNICATION
What are the most suitable method to communicate this information to your target audience(s)?



7 - OBSTACLES
What could throw you off course? What issues could you encounter and how will you deal with them?

8 - TASKS
What are you going to do?

8 - DEADLINE/TIMEFRAME
When does each task need to be achieved by?

9 - RESOURCES
What do you need to make your plan happen?

Before you do any action - complete the meaningful action checklist to make sure your action is on track. If not, think and adapt your plans!

Is the action informed by relevant facts and real life stories?	
Is the action empowering? Will it inspire others to get involved in taking action?	
Will it explore an issue that is locally and globally connected?	
Is the action addressing a justice centered issue? Does it address power imbalance/unfairness?	
Is it designed to achieve change?	

Step 6: Reflect and What's next?!

Ask your teacher for the full Self Assessment Tool (SAT) so you can think about, and reflect on, what you have learned along the way to becoming a Global Citizen for Change.

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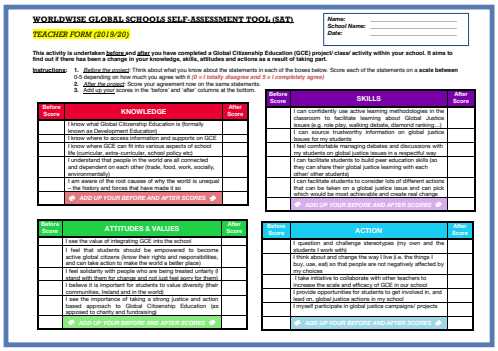


WORLDWISE GLOBAL SCHOOLS SELF-ASSESSMENT TOOL (SAT)

TEACHER FORM (2019/20)

Name:
School Name:
Date:

This activity is undertaken before and after you have completed a Global Citizenship Education (GCE) project/ class/ activity within your school. It aims to find out if there has been a change in your knowledge, skills, attitudes and actions as a result of taking part.

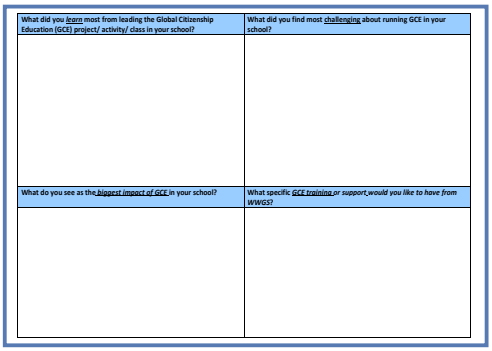
Instructions:
1. *Before the project:* Think about what you know about the statements in each of the boxes below. Score each of the statements on a **scale between** 0-5 depending on how much you agree with it *(0 = I totally disagree and 5 = I completely agree)*
2. *After the project:* Score your agreement now on the same statements.
3. *Add up your* scores in the 'before' and 'after' columns at the bottom.

Before Score	KNOWLEDGE	After Score
	I know what Global Citizenship Education is (formally known as Development Education)	
	I know where to access information and supports on GCE	
	I know where GCE can fit into various aspects of school life (curricular, extra-curricular, school policy etc)	
	I understand that people in the world are all connected and dependent on each other (trade, food, work, socially, environmentally)	
	I am aware of the root causes of why the world is unequal – the history and forces that have made it so	
	ADD UP YOUR 'BEFORE' AND 'AFTER' SCORES	

Before Score	SKILLS	After Score
	I can confidently use active learning methodologies in the classroom to facilitate learning about Global Justice issues (e.g. role play, walking debate, diamond ranking…).	
	I can source trustworthy information on global justice issues for my students	
	I feel comfortable managing debates and discussions with my students on global justice issues in a respectful way	
	I can facilitate students to build peer education skills (so they can share their global justice learning with each other/ other students)	
	I can facilitate students to consider lots of different actions that can be taken on a global justice issue and can pick which would be most achievable and create real change	
	ADD UP YOUR 'BEFORE' AND 'AFTER' SCORES	

Before Score	ATTITUDES & VALUES	After Score
	I see the value of integrating GCE into the school	
	I feel that students should be empowered to become active global citizens (know their rights and responsibilities, and can take action to make the world a better place)	
	I feel solidarity with people who are being treated unfairly (I stand with them for chances and not just feel sorry for them)	
	I believe it is important for students to value diversity (their communities, Ireland and in the world)	
	I see the importance of taking a strong justice and action based approach to Global Citizenship Education (as opposed to charity and fundraising)	
	ADD UP YOUR 'BEFORE' AND 'AFTER' SCORES	

Before Score	ACTION	After Score
	I question and challenge stereotypes (my own and the students I work with)	
	I think about and change the way I live (i.e. the things I buy, use, eat) so that people are not negatively affected by my choices	
	I take initiative to collaborate with other teachers to increase the scale and efficacy of GCE in our school	
	I provide opportunities for students to get involved in, and lead on, global justice actions in my school	
	I myself participate in global justice campaigns/ projects	
	ADD UP YOUR 'BEFORE' AND 'AFTER' SCORES	



What did you *learn* most from leading the Global Citizenship Education (GCE) project/ activity/ class in your school?	What did you find most *challenging* about running GCE in your school?
What do you see as the *biggest impact of GCE* in your school?	**What specific *GCE training or support would you like to have from WWGS?***

What's Next?!

Jot down ideas for what you will do to build and expand your action for next year!

TOGETHER WE CAN MAKE THIS WORLD A **FAIRER** AND **MORE SUSTAINABLE** PLACE **FOR EVERYONE** TO LIVE IN!