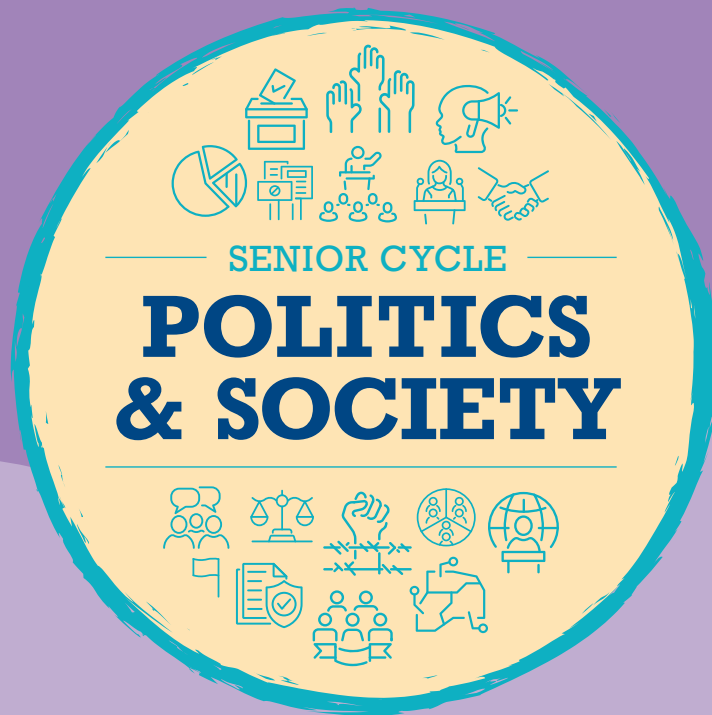




UNIT 1

GLOBAL CITIZENSHIP



www.worldwiseschools.ie

A. What is Global Citizenship?

In this lesson, learners explore what Global Citizenship means to them and work collaboratively to develop their definition of Global Citizenship.

Learning Outcomes: 4.2, 4.3, 4.4, 7.4.

Time: 45-60 minutes

Materials needed: Whiteboard and Internet to show class videos. Blank A4 paper per learner, large sheet of paper/flipchart paper per small group, coloured markers.

Additional Activity: Exploring Global Citizenship Education (LOs: 4.2, 4.3, 7.4).

1. Warm-up Activity (10mins)

- On a blank sheet of paper, ask learners to complete the sentence, 'Global Citizenship is' Once complete, share with a partner.
- Watch the video '[What does Global Citizenship mean to you?](#)' (1 min video in which young people define global citizenship in their own words).
- After the video, give learners time to look at their own sentences again and add/amend them in light of the video.

2. Word Bug Activity (30mins)

The aim of this activity is for learners to explore the idea of Global Citizenship and come up with words associated with it. In the second part of the activity learners develop their own definition of Global Citizenship.

- Each learner has a piece of A4 paper. They draw a 6-legged bug like this:



- On the **word bug**, learners write Global Citizenship in the central body. In 60 seconds, they write down 6 words (one for each leg) that come to mind when they think of Global Citizenship.
- Give learners 4 minutes to go around the class to as many people as possible, and see if they have written any words in common. If they do find words in common, they tick them to keep track. After 4 min, learners take a seat.
- Go round the class with each learner saying 1 word from their word bug, starting with words that were ticked, i.e. the common words in the group. They keep going with those, when they run out, turn to the unique words, i.e. any words that were not ticked.
- Defining Global Citizenship.** In small groups, learners share their common and unique words associated with Global Citizenship. They record these on flipchart paper as a mind map. Encourage learners to make connections between words, to create compound words where possible, to build sentences with words. After 5 minutes learners focus on creating their own definition.
- One member of each group shares their definition with the class. These are recorded by the teacher on a whiteboard/flipchart.
- Review the various definitions and discuss similarities and differences. Provide an opportunity for groups to amend or add to their definitions.

3. Video: What is a Global Citizen? (15-20mins)

[Watch a UNESCO video](#) (3.28mins) of participants from the Second UNESCO Forum on Global Citizenship Education in Paris 2015, defining;

- *what is a global citizen?* ([@0.09mins](#))
- *why should everyone be a global citizen?* ([@1.32mins](#))
- *what do you do as a global citizen?* ([@2.16 mins](#))

Using a [Concentric Circles](#) activity facilitate a discussion based on the video, use the following prompts:

- Did anything surprise you?
- What, if anything, stood out for you?
- Is there anything in particular you agree/disagree with?
- In what ways are these definitions similar to and different from those you have developed?
- In response to the question, '*what do you do as a global citizen?*', the final participant responded "*I think being a global citizen is just being a human, so I'm being a human!*". Do you agree with this? Why or why not?

4. Exit Ticket (5-10mins)

At the end of the lesson, each learner completes an 'exit ticket'; this can be as an oral round robin or as a written exercise on a small piece of paper that learners give (anonymously if they prefer) to the teacher.

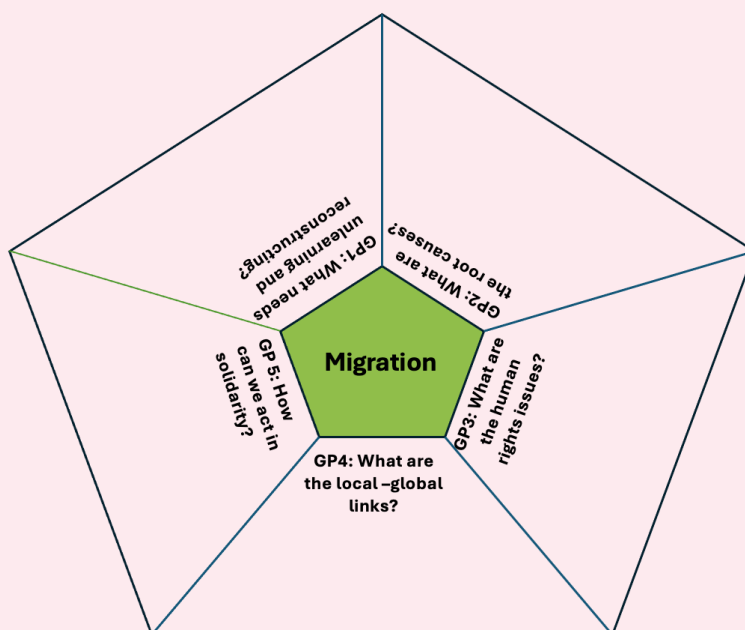
On the exit ticket, learners record one thing they remember, one way in which their thinking has changed and one thing they'll think more about. Learners could also respond to the question asked of the participants at the UNESCO Forum on Global Citizenship, '*what do you do as a global citizen?*'

Additional Activity Exploring Global Citizenship Education (45mins)

Building on learners' understanding of Global Citizenship, this activity explores global citizenship education (GCE) and the five WWGS Guiding Principles for GCE.

1. Class reviews their definition of Global Citizenship from parts 2 and 3. Alternatively the class brainstorm words. Now ask the class to consider what Global Citizenship Education means, can more words be added to the brainstorm?
2. Access PowerPoint [What is GCE Placemat Pentagon](#). Display slide 2, the youth-friendly definition of Global Citizenship Education from the WWGS Teacher Handbook.
3. The WWGS definitions of GCE refer to global justice issues, ask the class to brainstorm what they understand by the terms 'justice', 'global justice' and 'global justice issues'. When they have discussed this, ask can they think of any justice issues, e.g., climate justice, migration, gender equality, deforestation. For more on global justice and global justice issues, see the [WWGS Activities Resource](#).
4. Display slide 3, Global Justice Issues. Explain that this list is not exhaustive and learners might have come up with additional justice issues which can be added to slide 3.

5. Display WWGS Guiding Principles for GCE: see slides 4-8, or access our WWGS Guiding Principles [poster](#) here. These can be read as a whole class, printed off and read independently or in small groups.
6. Divide the class into groups of 5 (or fewer if class size is not a multiple of 5 - some learners will then complete 2 parts of the placemat).
7. Either assign a global justice issue to each group or the groups choose one from slide 3; ensure each group has a different justice issue.
8. Each group does Pentagon Placemat (right) with Guiding Principles.
Encourage learners to use the questions for each Guiding Principle to help stimulate their discussion and responses; these can be found on slides 4-8, the Guiding Principles poster on slide 9, or access on [our website](#).



9. When each group member fills in their Guiding Principle section for the theme, they then turn it around and add the answers to each of the 4 other Guiding Principles (3mins per GP).
10. When all groups have finished, swap pentagons with other groups or go round and add notes to other groups' pentagon themes.
11. Suggestions:
 - Groups create a presentation or poster on what they have learned about the global justice issue they explored. Opportunities exist for peer-learning here.
 - Groups create a presentation or poster on what they have learned about GCE and the Guiding Principles.
 - See our [WWGS Teaching and Learning Activities for GCE](#) resource for reflection activities and closing exercises.

B. Cosmopolitan Citizenship

In this lesson learners explore the development of Global Citizenship from its first ancient expression as Cosmopolitanism. They relate Cosmopolitanism to Key Thinkers and have a walking debate.

Learning Outcomes: 4.2, 4.3, 6.2, 7.4, 7.5 , 7.7.

Time: 45-60 minutes

Materials needed: PowerPoint: Cosmopolitan Citizenship available [here](#).

1. Warm-up Activity (10mins)

- On a sheet of paper, learners draw a series of circles like those in [slide 2](#) 'Circles of Concern.'
- In each circle, learners write any words that come to mind which are connected with the circle's heading, for example:
Self – kindness, football, piano, mountains.
Family – parents', siblings', grandparents' names.
All humanity – justice, acceptance, peace.
Earth – environmental care, animal rights.

In other words, anything that's important to the learner - names, values, interests, favourite film etc. There is no wrong way of doing this; it is just to get learners thinking!

- Learners share their answers in pairs. Discussion questions:
Towards which of the circles do you feel the greatest duty of care? The least?
Do you agree that we all have a duty of care to each of these circles, from family to earth?

2. Cosmopolitanism

- Explain that these 'Circles of Concern' are adapted from the ancient Greek Circles of Care devised by the Stoic philosopher Hierocles. This idea gave rise to Cosmopolitanism, from the Greek kosmopolites which means 'citizen of the world'.
- Display [slides 3 and 4](#). These quotes show that the idea of shared global identity has arisen in different ways and times around the world and that it continues to resonate today.
- Give learners 2 minutes to discuss their responses to the quotes in pairs, discussion prompts are on [slide 5](#).
- Similar to Socrates or Diogenes, ask learners to describe their own citizenship, to come up with a statement which describes themselves as a citizen.

3. Key Thinkers and Cosmopolitanism

Activities here will depend on which Key Thinkers learners have studied:

- Use [slides 6-10](#); Martha Nussbaum, Vandana Shiva, and Kwame Anthony Appiah to provide some background on Key Thinkers and Cosmopolitanism.
- Do a K-W-L exercise on one Key Thinker and cosmopolitanism. For more, including a video on K-W-L, see the Teacher Toolkit [here](#).
- Develop a fact file on Key Thinker(s) and cosmopolitanism.
- Identify Key Thinkers who oppose cosmopolitanism, for example Nozick or Anderson.
- What evidence exists today of cosmopolitan ideals or practices? Think about multilateral, multinational organisations, for example, SDGs, UN, trade agreements, etc.
- Learners respond creatively to what they have learned about cosmopolitanism (e.g. with a sketch, cartoon, haiku/short poem etc.). They can share with the group, or a partner or keep private.
- Present the two opposing views from Appiah and Chomsky, learners write a discursive essay arguing in favour of one view and critiquing the other:
 - Appiah advocating for cosmopolitanism would argue in favour of supranational organisations such as the UN and the EU on the basis that they address human problems and inequalities.
 - Chomsky on the other hand may argue that supranational organisations (WTO/IMF) are totalitarian institutions. Discuss these views.

4. Walking Debate

Carry out a walking debate to facilitate debate and discussion on what learners have learned about Global Citizenship. For step by step instructions on a walking debate see the WWGS Activities Resource available [here](#).

Use the suggested statements below, alternatively ask learners to create statements, or create your own.

Statements:

- I think of myself more as a citizen of the world than as a citizen of my country.
- Everyone in the world should be treated equally.
- I have a greater moral responsibility to care for people from my own country than people from other countries.

Further Information for Educators

For more on Martha Nussbaum listen to the discussion '[Should Nations Help Strangers? Understanding Cosmopolitanism](#)' (9.29mins) from Philosopheasy.

For more on Cosmopolitanism, including a comparison of cosmopolitanism to traditional forms of citizenship, see the [supporting materials for Unit 1](#).

C. Inspiring Acts of Global Citizenship

In this lesson learners explore Global Citizenship in action. Through the story of Hugh Evans, founder of the global movement 'Global Citizen', learners see how small steps can lead to meaningful change. In the second part of the activity learners identify a 'dream action' to undertake as a class or school and make a plan for learner-led meaningful action.

Learning Outcomes: 3.1, 3.2, 3.3, 3.5.

Time: 1 hour

Materials needed: PowerPoint 'Inspiring Acts of Global Citizenship', available [here](#). Whiteboard /flipchart and internet to show class video.

Links: Unit 2 Youth Participation, Unit 3 The Media.

1. Warm-up Activity

Learners imagine they are at a gathering where they must introduce themselves to each other using one phrase to describe themselves. Make it as unusual, creative or intriguing as possible. e.g. *'Hi, I'm a cheesecake-loving, spider-hating saxophone player.'*

They walk around and introduce themselves to each other.

Explain to the class that they are going to watch a video by Hugh Evans, who started a movement of people who self-identify first and foremost not as members of the human race, but as global citizens.

The class will watch the video in 4 parts (total length of video 16:56 min). After 4-6 minute sections, the video will be paused and learners will be given a task related to that section; remind them to watch attentively and to take notes.

2. What does it mean to be a citizen of the world?

Watch: the first 5 min of the video (a TED Talk): ['What does it mean to be a citizen of the world?'](#) Pause the video at 5mins.

Task: Display [slide 2](#) and ask whole class questions on the slides. Answers are given for teachers, with the video times, in [green](#) below.

Video Q&A (0-5.52mins)

1. How does Hugh Evans define a global citizen? (@1:28-1:46mins)

'A global citizen is someone who self-identifies first and foremost not as a member of a state, a tribe or a nation, but as a member of the human race, and someone who is prepared to act on that belief, to tackle our world's greatest challenges.'

2. How did he start his global citizen journey at age 12 in high school? (@3:20-30mins)

'I started raising money for communities in the developing world. We were a really enthusiastic group of kids, and we raised more money than any other school in Australia. And so I was awarded the chance to go to the Philippines.'

3. Which two groups does Hugh Evans hold responsible for Sonny Boy's circumstances? (@4:41-56mins)

'Now, I only later came to understand that the poverty I'd seen in the Philippines was the result of decisions made or not made, man-made, by a succession of colonial powers and corrupt governments who had anything but the interests of Sonny Boy at heart.'

4. Does his position relate to any WWGS Guiding Principles for GCE? Which Principle(s) and in what way? Hugh talked about taking action beyond charity and fundraising (@5.25mins).

'Although charity is necessary, it's not sufficient. We need to confront these challenges on a global scale and in a systemic way. And the best thing I could do is try to mobilise a large group of citizens back home to insist that our leaders engage in that systemic change. That's why a few years later I joined with a group of college friends in bringing the Make Poverty History campaign to Australia. We had this dream of staging this small concert ...'

Answers: Guiding Principle 4: Acting in Solidarity: moving beyond charity, mobilising large groups of citizens to stand with those in poverty.

Guiding Principle 2: Finding Root Causes – finding the core of the problem of poverty (e.g. Smokey Mountain), confronting the challenges in a systemic way, on a global scale, insisting leaders engage in systematic change.

Watch: from 5.52mins-9.42mins. Pause after *'For me, citizenship means you have to act, and that's what we require. And amazingly, it worked'*.

Task 1: Display [slide 3 Global Citizen](#). Learners discuss this in pairs and come up with a one sentence response to share with the whole class. Responses can be given in an oral or written round robin activity.

Answer - people care about global issues, are passionate and keen to participate, sometimes they don't know how or where to participate. Music as a universal language is a useful tool to bring people together.

(@7.58) And research data tells us that of the total population who even care about global issues, only 18 percent have done anything about it. It's not that people don't want to act. It's often that they don't know how to take action, or that they believe that their actions will have no effect.

(@8.28) And as we did so, we discovered something really thrilling, that when you make global citizenship your mission, you suddenly find yourself with some extraordinary allies. See, extreme poverty isn't the only issue that's fundamentally global. So, too, is climate change, human rights, gender equality, even conflict. We found ourselves shoulder to shoulder with people who are passionate about targeting all these interrelated issues. But how did we actually go about recruiting and engaging those global citizens? Well, we used the universal language: music. We launched the Global Citizen Festival.

Task 2: Display [slide 4 Think-Pair-Share: Dream Action](#). Learners follow the instructions. Provide examples if required:

- Climate justice: lobby the government to phase out fossil fuels.
- Migration: petition the government to improve conditions for asylum seekers in direct provision.

Watch: from 9.44mins- 14.20mins. Pause after *'Both the problems and the tools to solve them are right before us'*.

Task 1: Based on the actions of global citizens referenced in the video, in pairs learners revisit their 'dream of action' and edit, amend or add to it.

Task 2: In Hugh's argument he makes local to global links, connecting with WWGS Guiding Principle 4-Making Local to Global links.

What according to Hugh influences the local-global connection?

Answer: social media, every voice can be heard, more capacity to influence, more access, more tools. (@13:49)

We live in a time that favours the global citizen, in an age where every single voice can be heard. See, do you remember when the Millennium Development Goals were signed back in the year 2000? The most we could do in those days was fire off a letter and wait for the next election. There was no social media. Today, billions of citizens have more tools, more access to information, more capacity to influence than ever before. Both the problems and the tools to solve them are right before us.

Learners follow the task on [slide 5](#) - the pros and cons of social media for global citizenship. If time allows, host a walking debate: Social media is a positive tool for global citizenship. Add statements which may influence learners positions, for example:

- The Far Right use social media as a propaganda tool
- Peaceful protests use social media to share details of upcoming protests....

Watch: from 13.47mins to the end.

Task: Slide 6 Reflection. Learners reflect on the questions individually and privately - use a learning journal or reflection journal.

3. Taking Action

Following on from [slide 5](#) above, record each pair's global justice theme and dream of action on the whiteboard or a flipchart.

The class votes on which action to take as a class or school and brainstorms how to go about it. To assist with meaningful learner action, we recommend you consult the Focus on Action section of the [WWGS Teacher Handbook](#), as well as the learner Action Template. See below for more ideas and websites which will be useful to inspire and take action.

Explore More

Explore globalcitizen.org, the global citizen movement which Hugh Evans refers to will inspire ideas and actions.

The Rules

The Rules' collective takes you on a journey through ten years of crisis, resistance and activism with leading voices in the global justice movement. Links can made here to themes such as climate justice, poverty, activism and equality. 'The Rules' worked with social movements, journalists, think tanks, independent researchers and others to reframe and amplify alternatives to capitalism. In other words, they set out to change the rules! Visit www.therules.org to see case studies of rewriting 'The Rules'.

Anti-racism:

Amnesty International
[Sport Against Racism Ireland](#)
[Irish Network Against Racism: Focus on Solidarity](#)
[NASC](#): Migrant and Refugee Rights, campaigns and advocacy

Climate justice:

[Friends of the Earth: Take Action](#)
Stop Climate Chaos: [One Future](#) is a network of campaign groups across Ireland supported by Stop Climate Chaos and Friends of the Earth.

Peace and Justice:

[Afri](#): Afri is guided by the primary goal of the UN Charter: "to save succeeding generations from the scourge of war".
[Trocaire](#): working for a just world, explore campaigns, resources, ways to get involved.

D. Global Frameworks

The aim of this lesson is to learn about global frameworks and how these both facilitate and restrict global citizenship. The lesson is broken into 3 parts.

Part 1 is a research task where learners do a case study on a global framework (e.g. The United Nations Convention on the Rights of the Child). Part 2 is the presentation of the case studies and the sharing of learning. Part 3 explores the rules-based international order (RBIO) and considers what it means for Global Citizenship.

Learning Outcomes: 4.5, 6.1, 6.2, 6.3, 7.5, 7.6, 7.7.

Time: 1 hour

Materials needed: PowerPoint 'Global Frameworks', [available here](#).

The student resource pack, found in the supporting materials folder for Unit 1, contains useful information for case studies.

Links: Unit 2 Youth Participation; Strand 2: Power and Decision-making.

Introduction: Brainstorm

As a whole class brainstorm a list of global frameworks, agreements, conventions, goals or declarations which learners know or are familiar with. For example; United Nations Convention on the Rights of the Child (UNCRC), Universal Declaration of Human Rights (UDHR), Conference of the Parties(CoP) Sustainable Development Goals (SDGs), United Nations (UN) United Nations Educational Scientific and Cultural Organisation (UNESCO), Paris Agreement etc.

Part 1: Research Task

The approach to this research task is dependent on prior learning in GCE, CSPE and Politics and Society.

The research may be carried out as an individual homework assignment or as a group activity using a Jigsaw method (see the [Teacher Toolkit](#)) or a World Cafe method (see [WWGS Activities Resource](#)). The whole class could collaboratively research one framework, or three frameworks across three groups. The student resource pack which accompanies this Unit has background detail, videos and links on the UNCRC, the UDHR and the SDGs. However, learners may wish to research other frameworks based on the brainstorm above.

To guide their research, learners can use a K-W-L strategy, see [slide 2](#) (for more on K-W-L, see the [Teacher Toolkit](#) for a 1.27 minute video).

Display [slide 3](#) which presents 'what to include in the case study':

1. Summary and background information.
2. Recent success, developments or progress resulting from, or linked to this Framework.
3. Advantages of this Framework, describe these and relate them to what you know about global citizenship.
4. Are there any challenges? How do they relate to what you know about global citizenship?
5. Is there anything missing? Anything you would add to this Framework? And why?
6. Does this connect with any other Frameworks? Which one(s) and in what way(s)?

Part 2: Presenting the Research

Provide learners with an opportunity to share their learning with the class or with other class groups, for example, Junior Cycle CSPE. This may be done as a peer-learning project, a presentation (PowerPoint, poster, speech), as a blog or interview for a school radio/assembly/newsletter, or in class using a Jigsaw strategy or a World Café Activity.

Reflection

Learners can discuss the prompts on [slide 4](#) in pairs, small groups or record in a learning journal. Alternatively use a graffiti board, where learners add their thoughts, responses or remaining questions to a graffiti board. Contributions can be on post-its placed on a wall/window, or with markers directly on to a board/poster.

Prompts for reflection:

- What are the benefits of global frameworks (i.e. lists of goals/aims/universal rights)?
- What are the dangers or pitfalls of a global framework?
- In what ways can global frameworks connect people as global citizens?
- In what ways can these global frameworks help achieve the aims of global citizenship?

Part 3: Rules-based International Order

Ask the class if they have heard of the Rules-based international Order (RBIO) or Rules-based Order (RBO). Display [slide 5](#) - a summary of the RBIO. Invite learners to respond with comments or questions.

Gallery Walk

Conduct a Gallery Walk with a range of quotes on the RBIO (see [slides 6-17](#)).

Refer to our [Activities Resource](#) for more details on the Gallery Walk method.

In short, display the quotes around the room (Gallery), learners walk around, read, discuss, respond to the quotes. Written responses can be recorded on post its placed directly on the quotes and can include words, sentences, questions, drawings, emojis etc.

Options for responding:

- Learners identify similarities and differences between quotes- note these down.
- Learners add 'new' or 'novel' information to the quotes- this could be based on their research on global frameworks.
- Learners pick out a word or phrase which stands out for them- share and discuss with a partner.
- Learners come up with their own quote on what is the RBO in the current global context?
- Prompts for discussion:
 - o In what ways do these quotes relate (or not) to current political and economic contexts?
 - o Consider the contradictions between America's permanent membership of the UN Security Council and its support for Israel in the war on Gaza that began in 2023.
 - o Similarly, consider how Russia's permanent membership of the UN Security Council, and its presidency of the Council in April 2023, conflict with its unprovoked invasion of Ukraine.
 - o What would the world look like without international agreements/conventions?

Additional Activity

What is the purpose of the UN Security Council?

- Small group of learners use a placemat strategy to record:
 - 1 sentence summing up the purpose of UN Security Council
 - a definition of multilateralism in their own words (use a dictionary if necessary)
 - 1 pro and 1 con of multilateralism
 - solution to prevent the 'biggest joke ever' from happening again (i.e. one country's simultaneous presidency and invasion).
- Groups then share their solutions and the whole class votes for the best one.

E: Negotiating as a Global Community

This is a fun activity to inspire good governance and global citizenship. Firstly, learners use their creativity, vision and hope to imagine their ideal society in the form of a nation (an island country is the most simple). Secondly, the 'nations' come together as a global community to develop and negotiate a global framework or international agreement.

Learning Outcomes: 2.1, 4.2, 4.3, 4.5, 5.4, 6.1, 6.2, 6.3.

Time: 1- 2 hours

Materials needed: Large sheets of paper, pens, markers.

Additional Activity:

- Comparing 'ideal nations' to governance in Ireland (LOs: 2.1-2.6, 4.5, 5.2, 5.3, 5.4, 6.2, 6.3).
- Mapping and adapting aspects of the 'ideal nations' onto school as a 'mini-nation'. (LOs 1.1, 1.2, 4.5).

Part 1: Nation Creation - Group Work

Explain to learners that they will 'imagine a nation' i.e. dream up their country, complete with a name, flag, laws, system of government, economy etc.

- Divide learners into groups, ideally 4 or 5 per group.
- Each group works at a different table, with paper and pens, markers etc. and gets to work creating their nation.
- On the large sheet of paper, each group draws an outline map and names their island country.
- They design a flag representing the values and aspirations of the country (symbols, pictures, collage, any other materials). Give some examples of flags to introduce this, e.g. the Irish flag - green for Catholic, orange for Protestant, white in the centre for union/peace. Mozambique, Vietnam, Cuba, South Africa are interesting examples.
- Optional aspects to include:
 - Type of governance - democracy, oligarchy, republic, monarchy etc.
 - Laws
 - Physical geography -types of terrain, natural resources.
 - Economy -how does the government measure wealth? For instance, GDP, Human Development Index, Gross National Happiness. See the [Ethical Network: 7 ways to measure a country's wealth](#).
 - Exports, imports, trading partners etc.
 - Currency, jobs, labour practices and laws, work practices (e.g. Universal Basic Income, 4-day week etc.)
 - History e.g. colonised or coloniser
 - Language, music, culture, traditions, folk tales (origin story) etc.
 - Sport, leisure etc.
 - Budget allocation -education, health, environment, military, infrastructure etc.
- Groups present their nations to the class, the visual and summary of each aspect covered, with time for questions and (if necessary) challenges to ideas. Alternatively, groups prepare and present a speech, poster or presentation detailing life in the nation for its citizens; or groups do a sales pitch on their nation, 'selling' it as a good place to live, or use a [Jigsaw strategy](#).

If tight on time, this part could be shortened by having groups walk around to other tables looking at the large sheets of paper with details of the nations, one group member could remain in situ to provide details and answer questions.

Part 2: Develop a Global Framework: Whole Class

Explain to learners that the different groups (nations) will now come together as a whole class (a global community) to negotiate a global framework or international agreement on an agreed global justice issue.

- a. Decide on a global justice issue, either by vote or suggested by the teacher. Consult the global justice issues 'head' in the [WWGS Teacher Handbook](#) for a number of suggested issues, for instance: access to healthcare, gender equality, trade.
- b. Create a statement, for instance, "as individual nations we are coming together to negotiate a global framework on 'trade' [global justice issue]".
- c. Remind the class that the Sustainable Development Goals are a global framework and that these can be used to scaffold this activity. Find out which SDGs are relevant to the chosen justice issue, explore the [United Nations website](#) for more details on the 17 goals.
- d. Based on Part 1- Nation Creation and reflecting the values of their nation, give 'nations' 5-10 minutes to decide on their position relating to the chosen global justice issue. Nations will need to identify what points they will argue, what aspects are essential or non-negotiable and what aspects are less significant.
- e. Fishbowl Discussion
This is a strategy for group discussion especially suited to exploring an issue and seeking solutions. For more on Fishbowl see the WWGS Activities Resource [available here](#).
- f. For the purposes of this Fishbowl discussion, divide the class into 2 groups, contributors inside the fishbowl and listeners outside. As far as possible make sure there are representatives from each nation in both contributor and listener roles. Depending on your class group, the topic discussed and the discussion itself, the learners may have agreed on a number of aspects to include in a global framework on the global justice issue discussed. It may also be the case that consensus was difficult to achieve and that itself becomes the learning from the activity.
- g. Whole class reflection:
 - How easy was it to agree laws, governance, economy etc in Nation Creation?
 - What were the biggest challenges of the Fishbowl (e.g. listening to others' views)?
 - How did you deal with differences of opinion?
 - In reality, how do you think these challenges would play out when agreeing global frameworks? Give any real-life examples (e.g. the COPs, World Economic Forum etc.).
 - From these activities, how valuable/powerful/useful do you think global frameworks are?



Additional Activities

- Learners compare their ideal nations with governance in Ireland in the different areas covered. Link to LOs: 2.1-2.6, 4.5, 5.2, 5.3, 5.4, 6.2, 6.3.
- Learners adapt some of the ideas for their nation to the school context (e.g. governance, rights, flag, wealth index) as if the school is a mini-nation. This could develop into a peer-learning project with other classes, or as a whole school project. Link to LOs 1.1, 1.2, 4.5.

For more information about WorldWise
Global Schools and the opportunities our
programme offers to engage with Global
Citizenship Education, visit our website
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Irish Aid

An Roinn Gnóthaí Eachtracha
Department of Foreign Affairs

Irish Aid's **WWGS** is Ireland's national Global Citizenship Education (GCE) programme for post primary schools. WWGS is funded by Irish Aid and implemented through a consortium comprised of; Self Help Africa; Concern Worldwide; the City of Dublin's Education and Training Board Curriculum Development Unit; Association of Secondary Teachers Ireland (ASTI) also representing TUI; the National Association of Principals and Deputies (NAPD) and the Ubuntu Network.

