

Global Citizens, is a learning series that addresses topics of Global Citizenship. According to The United Nations “While the world may be increasingly interconnected, human rights violations, inequality and poverty still threaten peace and sustainability. Global Citizenship Education (GCED) is the United Nations Educational, Scientific, and Cultural Organization’s (UNESCO) response to these challenges. It works by empowering learners of all ages to understand that these are global, not local issues and to become active promoters of more peaceful, tolerant, inclusive, secure and sustainable societies.”

Global Education, learning series focuses on UNESCO’s Global Citizenship Domains of Learning. (link to sample activity: <https://forms.gle/HnJy84XkmJpLSURy8>)

Each learning activity address one of the learning objectives below:

Global Citizenship		
<p>While the world may be increasingly interconnected, human rights violations, inequality and poverty still threaten peace and sustainability. Global Citizenship Education (GCED) is UNESCO’s response to these challenges. It works by empowering learners of all ages to understand that these are global, not local issues and to become active promoters of more peaceful, tolerant, inclusive, secure and sustainable societies.</p> <p>Global Citizenship Domains of Learning: (Citation see link below)</p> <p><small>https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=pp:usmarcdef_0000232993&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach_import_59f36c73-b9c9-4898-aea4-f93623d8a898%3F_%3D232993eng.pdf&locale=en&multi=true&ark=ark:/48223/pf0000232993/PDF/232993eng.pdf#998_15_ED_EN_int.indd%3A.16820%3A424</small></p>		
Key Learning Outcomes		
Cognitive	Socio-Emotional	Behavioral
<ul style="list-style-type: none"> Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations Learners develop skills for critical thinking and analysis 	<ul style="list-style-type: none"> Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights Learners develop attitudes of empathy, solidarity and respect for differences and diversity 	<ul style="list-style-type: none"> Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world Learners develop motivation and willingness to take necessary actions
Key Learning Attributes		
Cognitive	Socio-Emotional	Behavioral
<p>Informed and critically literate</p> <ul style="list-style-type: none"> Know about local, national and global issues, governance systems and structures Understand the interdependence 	<p>Socially connected and respectful of diversity</p> <ul style="list-style-type: none"> Cultivate and manage identities, relationships and feeling of belongingness Share values and responsibilities 	<p>Ethically responsible and engaged</p> <ul style="list-style-type: none"> Enact appropriate skills, values, beliefs and attitudes Demonstrate personal and social responsibility for a

<p>and connections of global and local concerns</p> <ul style="list-style-type: none"> • Develop skills for critical inquiry and analysis 	<p>based on human rights</p> <ul style="list-style-type: none"> • Develop attitudes to appreciate and respect differences and diversity 	<p>peaceful and sustainable world</p> <ul style="list-style-type: none"> • Develop motivation and willingness to care for the common good
<h2>Topics</h2>		
<ol style="list-style-type: none"> 1. Local, national and global systems and structures 2. Issues affecting interaction and connectedness of communities at local, national and global levels 3. Underlying assumptions and power dynamics 	<ol style="list-style-type: none"> 4. Different levels of identity 5. Different communities people belong to and how these are connected 6. Difference and respect for diversity 	<ol style="list-style-type: none"> 7. Actions that can be taken individually and collectively 8. Ethically responsible behaviour 9. Getting engaged and taking action

Learning Objectives: Detail Below

TOPICS	LEARNING OBJECTIVES			
	Pre-primary & lower primary (5-9 years)	Upper primary (9-12 years)	Lower secondary (12-15 years)	Upper secondary (15-18+ years)
1. Local, national and global systems and structures	Describe how the local environment is organised and how it relates to the wider world, and introduce the concept of citizenship	Identify governance structures, decision-making processes and dimensions of citizenship	Discuss how global governance structures interact with national and local structures and explore global citizenship	Critically analyse global governance systems, structures and processes and assess implications for global citizenship
2. Issues affecting interaction and connectedness of communities at local, national and global levels	List key local, national and global issues and explore how these may be connected	Investigate the reasons behind major common global concerns and their impact at national and local levels	Assess the root causes of major local, national and global issues and the interconnectedness of local and global factors	Critically examine local, national and global issues, responsibilities and consequences of decision-making, examine and propose appropriate responses
3. Underlying assumptions and power dynamics	Name different sources of information and develop basic skills for inquiry	Differentiate between fact/opinion, reality/fiction and different viewpoints/perspectives	Investigate underlying assumptions and describe inequalities and power dynamics	Critically assess the ways in which power dynamics affect voice, influence, access to resources, decision-making and governance
4. Different levels of identity	Recognise how we fit into and interact with the world around us and develop intrapersonal and interpersonal skills	Examine different levels of identity and their implications for managing relationships with others	Distinguish between personal and collective identity and various social groups, and cultivate a sense of belonging to a common humanity	Critically examine ways in which different levels of identity interact and live peacefully with different social groups
5. Different communities people belong to and how these are connected	Illustrate differences and connections between different social groups	Compare and contrast shared and different social, cultural and legal norms	Demonstrate appreciation and respect for difference and diversity, cultivate empathy and solidarity towards other individuals and social groups	Critically assess connectedness between different groups, communities and countries
6. Difference and respect for diversity	Distinguish between sameness and difference, and recognise that everyone has rights and responsibilities	Cultivate good relationships with diverse individuals and groups	Debate on the benefits and challenges of difference and diversity	Develop and apply values, attitudes and skills to manage and engage with diverse groups and perspectives
7. Actions that can be taken individually and collectively	Explore possible ways of taking action to improve the world we live in	Discuss the importance of individual and collective action and engage in community work	Examine how individuals and groups have taken action on issues of local, national and global importance and get engaged in responses to local, national and global issues	Develop and apply skills for effective civic engagement
8. Ethically responsible behaviour	Discuss how our choices and actions affect other people and the planet and adopt responsible behaviour	Understand the concepts of social justice and ethical responsibility and learn how to apply them in everyday life	Analyse the challenges and dilemmas associated with social justice and ethical responsibility and consider the implications for individual and collective action	Critically assess issues of social justice and ethical responsibility and take action to challenge discrimination and inequality