GEGLMOOC: GLOBAL EDUCATION GOES POP, how to educate young people on global issues using pop culture

MODULE 3: Facilitating global learning process with young people

2020, English

3.0 INTRODUCTION TO THE MODULE

In this module we will explore how to facilitate learning process with young people. We will first make an overview of the principles on which we base the education on global learning. After that you will be invited to take a self-evaluation test on global citizenship competences, a self-assessment to allow you, on the one hand, to observe what kind of competences are needed to become a global citizen, and, on the other hand, to be able to self-assess and know yourself better in this aspect. Moreover, you will taste some global education practical tools, following the principle of experiential learning, where you will as well interact with other people from the course. And finally, we will present you the Global Education goes local Tool Kit, developed by experts of "Global education goes local" project, where you can find many useful theories, practices and concrete tools that can make your educational processes with young people very attractive, cool and pop.

WHAT WILL YOU LEARN IN THIS MODULE?

- Get the know-how in how to educate young people on Global Education, experiment some tools based on pop culture

- Deepen the understanding on Global citizenship competences, evaluate yourself and reflect on the competencies you have and perhaps draw up a plan to improve or acquire the ones you still want to develop further

- Get the chance to interact and connect with youth workers from all around the world to exchange experiences and good practices in facilitating global learning

3.1.GOING POP IN FACILITATING LEARNING PROCESSES WITH YOUNG PEOPLE

What means to facilitate the learning process with Young people? Who is a facilitator? What are the principles of Non-Formal Education? Please check out the following video about basic aspects of facilitation and non-formal learning processes within global education:

LINK:

[Video Script]

Hello, in this video we will focus on the basic aspects of non-formal education and facilitation of the learning process of Young people

What is facilitation?

By definition, it is the process of making something possible or easier.

In the context of Global education, we can say that facilitation is the way of leading Young people through discovering global issues and global interdependencies and

widening their understanding, knowledge, skills, behaviours and values about Sustainable Development Goals.

It is a process where the relationship with the group is based on equality - we give the power and trust to the participants to fully participate in discussions, we do not impose our way of thinking.

As a facilitator you need to plan your activities. For this is important to:

- set the learning objectives, think what you want to achieve with activities, for this take your time and explore local and global situation and how it can be put into your learning objectives;
- Select the methods with flexible structure that would be the most appropriate to achieve learning objectives;
- methods of activities should be designed in the way that enhances active participation;
- choose the methods for reflection and evaluation;
- Set the time frame and prepare materials;
- Always keep in mind that in NFE you need to stay flexible.

One of the key principles of NFE is that it is a learner centered process, that means that it is crucial for facilitators to know participants' needs, knowledge and expectations. If

possible try to assess it during the preparation phase, while it gives you the possibility to adopt methods. On the other hand you can assess them at the beginning of the session.

At training, always outline learning objectives, discuss them with participants, make sure that they know and understand what is the goal of activities - this will make the learning process more focused and effective.

Another important aspect of facilitation is to create a safe space for participants if we want their full participation - to do so you can use the vitality of icebreakers, furthermore incorporate into icebreakers pop-culture, like singing, dancing, craft, and drawing. During all these activities it is important to make sure that participants interact and get to know each other. And let participants understand that there are no wrong answers!

Have in mind that by facilitating global learning the most important is to promote critical thinking and leading participants to act, interact, experiment, take responsibilities and reflect in a creative and "sustainable" way about global interdependencies in our daily lives.

Be aware that "active participation" does not always mean that all people will sing, dance or do "silly" things that we propose. There are a lot of different ways how people are learning and participating (for example some don't like being exposed in a debate, or to do reflection in couples, etc.) therefore we need to provide a variety of tools that can allow all of them feel comfortable and motivated within the process: never push them, participation should be voluntarily.

Facilitator should act as a motivator. Motivation can be achieved by using trendy tools among young people, tools that they are using in their everyday life, after all they feel comfortable using them, for example incorporate in workshops usage of Instagram, and other social media

Another motivational moment is giving young people the space to take the role of facilitators,

Don't forget about reflection and give the space for discussion, - this is important because it allows participants to explore their own opinion about the topic and enriches them by listening to others.

It motivates critical thinking, helps people to shape their thoughts. It's important that through leading the discussions and asking the right questions, participants come to their own conclusions.

As facilitator stay neutral, but you can always have provoking point of view to develop discussion, be open to different opinions, perspectives, values and flexible in implementing activities.

At the end just to outline the key principles of non-formal education which we had in mind while preparing this video

- Learning is based on participants needs, knowledge and skills
- learning is focused on active participation,
- Usage of Methods that actively engages participants skills, knowledge, and values,
- It's Based on the team work so participants have the space to interact, experiment and learn from each other,
- Participants ideas are source of learning and
- Participation should be voluntary

NFE is an opportunity for creativity and brainstorming, for learning from each other, experimenting, for enhancing teamwork and definitely it is a tool for empowerment of young people.

You can find many different toolkits about GE, GEGL experts developed toolkit Global Education goes Pop where you can find trendy ideas for workshops with young people with included tips for facilitators.

Thank you!

[Discussion Forum]

Please, share with us, what is for you the most important thing you need to keep in mind as a facilitator, when you organise educational activity on the topic of global education with young people?

Link to Forum

3.2. GET HANDS ON TOOLS: SDG5 and SDG11 GOES POP

As mentioned in the video, this course is a result of a 3 year project (GEGL) where the partnership had a possibility to develop and test many tools directly working with young people and with professionals of youth in diverse formal and non-formal settings in 6 European countries.

The whole experience was brought together, analyzed by experts and summarized as a collection of theories and practices within 2 final outputs of the project: This "*MOOC*" and the "*Tool KIT Global Education Goes Pop*".

The toolkit is especially focused on tools based on non-formal education principles linked to pop culture. In this part of the module we would like you to taste some of activities taken from the Tool Kit, to see how global education based on NFE methodology looks like. In this way you can have a deeper *learning by doing* experience, and on the other hand, you are going to be invited to reflect how each tool is adaptable (and should be revised critically and be adapted) to your own reality and to the needs of the group you will be working with. So, take you time, enjoy learning and at the end join the forum discussions to reflect on the learning achievements and the ways on how you can adapt those to your needs.

The 1st activity "Competences on global citizenship" is taken from "6 steps to Global Citizenship Manual", developed within Global Lab project. The 2nd (MEME IT) and the 3rd (IF A FILM WAS A COMMUNITY) are taken from "Global education goes POP t-kit" and adapted from on-site learning to online learning.

COMPETENCES ON GLOBAL CITIZENSHIP

"Global citizen would be the one that acknowledges their benefits from being part of a global community but also recognises their responsibility towards it and acts on it."

Taken from GlobaLab definition https://www.globalab.org/global-citizenship.

The process of facilitating global learning requires some preparation. It should not only be focused at knowing the groups of young people and their needs, or the social and political reality in which they live, etc. In order to facilitate a transformative learning and growing of others, we need to first be aware of our own skills, attitudes and knowledge connected with the topic, and spot the things we would need to improve/change/learn.

Here we present you a self-evaluation tool where you can evaluate yourself and become aware of your competencies connected to global citizenship. It is a set of competences which are considered as valuable in order to be an active citizen of the world. Please tick the boxes according to the level you consider owning a competence, in the scale from 1 to 10.

[la tabla hacer como adjunto]

Competence	Key characteristics of the competence	Mark your own level with 1, being the lowest and 10 – the highest									
		1	2	3	4	5	6	7	8	9	10
Self-awareness	Ability to describe own identity (culture, lifestyle, religion, etc.)										
	Ability to assess personal strengths and weaknesses										
	Ability to define personal role towards global change										
	Confidence										
	Sense of own worth and pride										
Personal development	Learning to learn										
	Being able to meet challenges										
	Being able to recognise own mistakes and admit them										
	Patience										
	Persistence										
	Courage										

Competence	Key characteristics of the competence	Mark your own level with 1, being the lowest and 10 – the highest									
		1	2	3	4	5	6	7	8	9	10
Maintaining relations	Successful communication										
	Cooperation										
	Conflict resolution										
Understanding global connections	Understanding global interconnectedness										
	Understanding the links between local and global realities										
	Obtaining a personal relation with the global issues of one's interest										
	Ability to explore the context, the extent and the causes of issues										
	Ability to think and act beyond national borders										
Commitment to equality and Human Rights	Awareness of human rights and the ways to protect them										
	Respect for every human being										
	Commitment to treat people equally										
	Acceptance of diversity										
	Understanding the impact of stereotyping and prejudice										

Competence	Key characteristics of the competence	Mark your own level with 1, being the lowest and 10 – the highest									
		1	2	3	4	5	6	7	8	9	10
Challenging Stereotypes and Prejudices	Ability to challenge stereotypes and prejudices										
	Dealing with social and cultural diversity										
Respect for the environment	Awareness of the effects of individual behaviour on the environment										
	Commitment to sustainable development										
Critical thinking	Awareness of different sources of information										
	Critical assessment and the ability to question information										
	Recognising manipulation by media and authorities										
Maintaining independent opinion	Ability to form an opinion based on arguments										
	Ability to express opinions and debate										
	Open-mindedness										
	Ability to listen, reflect and accept different perspectives										
Empathy	Ability to get into someone else's shoes										

Competence	Key characteristics of the competence	Mark your own level with 1, being the lowest and 10 – the highest									
		1	2	3	4	5	6	7	8	9	10
	Ability to act towards global justice with sensitivity and compassion										
Solidarity	Collective mentality										
	Ability to demonstrate solidarity										
	Commitment to social justice through own behaviour										
	Ability to control and reduce own egoism										
Creativity	Ability to raise innovative ideas and non-traditional solutions										
	Ability to employ own creativity into an action process										
Active participation	Ability to define alternatives for action and set priorities										
	Ability to make smart and informed decisions										
	Ability to cooperate and share tasks with others										
Taking action	Knowing ways to oppose injustice and meet global challenges										
	Belief and motivation to contribute to making a difference										
	Value of volunteerism										

Competence	Key characteristics of the competence	Mark your own level with 1, being the lowest and 10 – the highest									
		1	2	3	4	5	6	7	8	9	10
	Ability to take the initiative and engage others										

Tips for using this tool with young people:

You can use this tool as a starting point within your educational process and create a learning plan according to the results of this self-evaluation. On the other hand, you can do the same evaluation at the end of the process and check the learning impact among the group.

Take into consideration that the participants are not always willing to share the results of the self-reflection, which is perfectly OK. The most important thing is that they become aware on the competences they have, or as well the impact of learning after participating in your activities. You can as well invite them to create their own learning plans for the future in order to achieve the most desired or needed competences for themselves.

Final reflection:

How was the experience? Was it difficult to evaluate yourself and have you done this before? Are you surprised with what you found out?

Please go to the Forum and share with others:

1. What competences do you consider as most important when working with young people on the topic of Global Education?
2. How was it for you? Did you discover something new about Global Education itself or ways how it can be done?
3. Where can you use this activity and for what? Do you have some other tools to share with us?

LInk to the forum:

3.3. MEME IT (SDG 5)

This activity is related to the use of memes that are very popular among young people and through which they can transmit a variety of messages. (This is an adaptation from activity MEME IT from the Tool kit Global Education Goes Pop).

AIM: to explore the foundations and the forms of discrimination against women and girls (SDG 5).

STEP 1:

Please take 5-10 minutes to reflect and write down what you understand by the words "STEREOTYPES" and "SEXISM". Think of clue words that would be, according to you, associated with both meanings and finally, about the consequences they have within the society.

Both texts will be shown (when you click on the bottom send) to all the participants of the course.

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STEP 2

Please check out the following examples of MEMEs that we found on the internet.

Reflect on the following:

- Who are the memes about?
- How do they make you feel?
- What do you think about when you see them?
- Why you think these memes were created? Which intention was behind them?
- What kind of consequences they have on women, on men, on society in general?

- What could be changed in these memes so that they would have the opposite (or different) meaning?
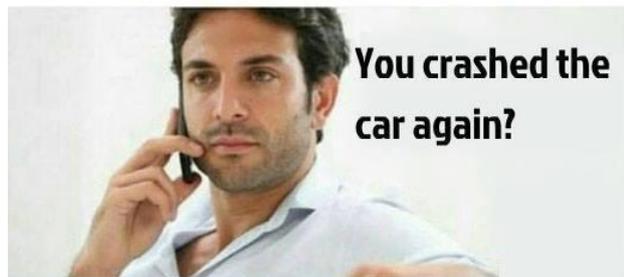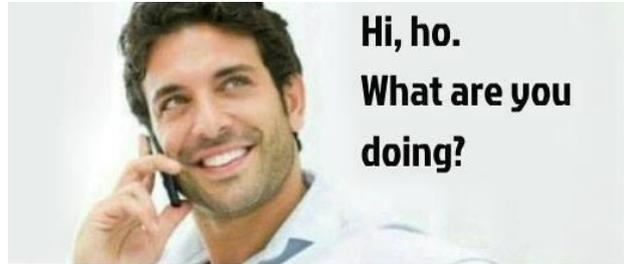
GUESS WHOS BACK ;)
~Muffins

STEP 3:

It's time to get creative! In response to everything you just felt and thought when analyzing the previous memes, we would invite you now to create your own meme. Let's change the messages and create some that do not reinforce gender-based stereotypes or oppress women.

So, think about the words or messages you would use to promote gender equality. Think about the images, characters that would help you highlighting these messages. Maybe you need a bit of help: think about things you have read in a book or your social medias, or movies or series you have seen, songs you have heard that inspired you, and go for it!

Here are some websites where you can create memes online for free:

https://makeameme.org

https://www.iloveimg.com/meme-generator

https://imgur.com/memegen

If you still need further information on how to create a meme, here are some instructions and ideas:

https://www.digitaltrends.com/computing/how-to-make-a-meme/

STEP 4: Congratulations, you've done it. The last step of the activity is to share you meme with the rest of the learners.

Please upload your meme (Jpeg format) in the Padlet screen. You are invited to comment on others as well!

[Padlet]

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And, finally, we invite you to go beyond that: share your creation to promote gender equality through your social medias, putting the hashtag #globaleducationgoespop, #GEGL.

3.4. IF THE FILM WAS A COMMUNITY (SDG11)

This activity raises awareness among participants in becoming aware of the key concepts of sustainable cities and communities as well as learning to analyses and transform information into creating their own model communities.

AIM: to explore the core concepts of sustainable cities and communities.

STEP 1: Please read carefully this table where different elements of sustainable/unsustainable communities are listed:

The Characteristics of (Un)Sustainable Communities

Sustainable	Unsustainable
The priority is given to the quality of life and future prospects	The priority is given to consumption and economic growth
Effective use of resources and waste reduction	Ineffective use of resources, a high amount of waste
The pollution is reduced so that it does not make harm to the environment and human health	Pollution makes a threat to human health and makes harm to the natural systems
The human health is protected by developing a safe, clean environment and providing health services focused on prevention	The health conditions of people are unsatisfactory, the health services give the priority to avoiding symptoms
The diversity in nature is valued and protected	The diversity of nature is neither valued nor protected
Community needs are met by using local resources	The needs of the community are met by imported goods
Everyone in the community has access to cost-effective and quality food, water, shelter and energy	Quality food, water, shelter and energy is expensive
Everyone has the possibility to have a job that they like	Many people are unemployed or have low-skilled and low-paid jobs without the possibilities for self-expression
Well-developed public transportation	Public transportation is abandoned and expensive, the safest and easiest way is using private transport
People do not feel threatened by crime and are not afraid of persecution because of their race, beliefs, gender, etc.	High criminal risk, people often become victims of political or sexual violence
Every person can gain knowledge and skills necessary for them as full members of society	Low quality of education
All people can participate in making the decisions that are important for the community	The real power is held in the hand of some groups that do not represent the interest of the society
Everyone has equal rights to meet their cultural and recreational needs without making harm to the environment	Only rich people can access recreational services

STEP 2:

Watch this video on the short presentation of the Blade Runner movie. Pay attention to different the details of the surroundings presented in it, as well as characters (who are they, what are their feelings and emotions, etc).

https://www.youtube.com/watch?v=ptKGSp4YpUs

Which elements of sustainable/unsustainable communities can you find out in the video? Please write them down here (please write at least 3 different elements), (you will be able to see the answers of the other participants as well) and explain shortly your answer

Elements of unsustainable community	explain shortly your answer

Link to Forum

STEP 3:

You have recognized some of the elements that represent challenges for the concept of sustainable development goal 11. We would invite you now to GET CREATIVE and try to transform the narrative of the scene, TAKING IN CONSIDERATION ONLY ONE UNSUSTAINABLE ELEMENT and propose solutions, changes, improvements to the director of the movie.

Think about different details: streets, buildings, parks, transportation, people, etc.

For this task we leave very open the way you want to make it: you can draw, write, use images from the internet, do a model with plasticine, etc. Upload your creations here:

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style="padding:0;margin:0;border:none;display:block;line-height:1;height:16px"
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height="16" style="padding:0;margin:0;background:none;border:none;display:inline;box-
shadow:none" alt="Made with Padlet"></div></div>

STEP 4: Please take some more minutes to reflect about the following:

- Was it easy/difficult to transform the narrative of the movie into the model of a city/community? Why?
- How did you decide on the elements of the movie to showcase in your model?
- Are you satisfied with your new scenario proposal? Do you think it's possible, achievable, realistic?
- Can you recognize in the movie any of the characteristics of a (un)sustainable community from your own area? What?
- To your mind, which characteristics of a sustainable community are most important? Why?

If you want to share you conclusions and reflections, please go to our forum:

LINK FORUM:

Final tips for facilitation: we have chosen the movie Blade runner for this activity, but there are plenty of materials online that you can use (songs, TV series, cartoons, movies, documentaries, etc.). As always, it all depends on your participants, but anyway here are some ideas on movies, songs, series you can use:

SONGS:

- Freddie Mercury - Barcelona
- The CLash - London Calling
- Guns n Roses - welcome to the jungle
- Frank Sinatra - New York, New York
- Alicia Keys: New York
- Jennifer Lopez: Ain't Your Mama
- Ciara: Like a Boy
- Beyonce: If I Were A Boy

MOVIES:

- Metropolis
- Man with the Movie camera
- City of God
- Twin Peaks
- Her
- The Truman Show
- The Wizard of Oz
- High Rise
- Manhattan
- Chinatown
- Simpsons
- Futurama

3.5. SHARING TOOLS AND EXPERIENCE

We would love to hear about the general impressions of the 3 tools we have presented to you. Do you think they could be useful for your work with young people? Do you have any other experience, or recommendations, thoughts, tools on global education and based on POP culture? Or if you already developed some IT material (videos, memes, etc.), it would be great to see them as well (you can paste the link to the forum).

So, it's the moment to go to the forum to check the experience from all. Looking forward for great interactions and tools.

LINK forum:

Finally, here you can see (or download) the toolkit "Global Education Goes Pop"

LINK: