Training Module
Active Citizenship

Module IO2_ 3:to be sensitive to global issues and to be protagonists of change

Background and Scope

This module on active citizenship will aim to

▶ Improve students knowledge and skills, but also their interest in and empathy for people and issues outside their everyday lives.

▶ Relate to real-world issues and boost their general academic engagement, motivation, and critical-thinking abilities.

▶ Interact with people from other contexts/cultures and they can experience growth in issues that matter to them.

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Introduction

Outline of the module

▶ This training module on 'Active Citizenship' will help teachers to support pupils with understanding WHO they are and HOW they can make a difference in creating a positive change.

Students will reflect on

▶ Their personal strengths

▶ Their responsibilities

▶ Their opportunities

Goal

➤ Students made aware to think beyond there own personal gain and to think how they can make a positive impact on society.

Learning outcomes

➤ Know the skills required to be an active citizen
➤ Use these skills to make positive choices
➤ Understand and reflect on local and global issues that they can support and share information

Teaching methods

➤ Individual research
➤ Group work
➤ Role plays
➤ Presentation

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Schedule

STAGE AND ACTIVITIES	PROCESS	TIME
WARM UP/LEAD IN/ REVIEW	Welcome, introduction and expectations	20 minutes
1. ICE BREAKER	My personal profile (my strengths)	20 minutes
2. WORKSHOP	The team player (making a contribution)	30 minutes
	MORNING BREAK	25 minutes
3. WORKSHOP	Being at active citizen (skills needed)	30 minutes
4. WORKSHOP	What matters to me (Investigate, take action, reflect)	30 minutes
	LUNCH BREAK	30 minutes
5. WORKSHOP	Social enterprise (be the change)	20 minutes
6. WORKSHOP	Global issues-climate change	40 minutes
7. WORKSHOP	Global organisation providing support	40 minutes
	Short break	
PLENARY	Review and evaluation	20 minutes

Ice Breaker

Name of the activity - My Personal Profile

Purpose of the activity

▶ The best way students translate their knowledge, skills, and attitudes into active citizenship is to provide opportunities for positive participation in their home, schools and communities.

▶ **Materials/Resources**

▶ Record sheet

Description of the activity

➢ Make a list of things that you do at home, school and in your communities that make a positive impact?

➢ Remember even the smallest actions you might make that has a positive impact.

➢ Reflect and share some of your thoughts with the group and your teacher will record them.

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ACTIVITY 2

## Name of the activity- The team player

Purpose of the task

► Being effective in a group/team you must:

- ► Understanding the feelings and needs of others.
- ► Being able to express our own ideas and needs and express emotion.
- ► Solving problems and Negotiating.
- ► Being able to "read" social situations accurately.
- ► Initiating and maintaining friendships.

Materials

- ► Resource sheet

Description of the activity

➢ listen to the questions and choose a category that suits your personality.

➢ The most effective answers will be discussed after each question to help you become a more effective team player.

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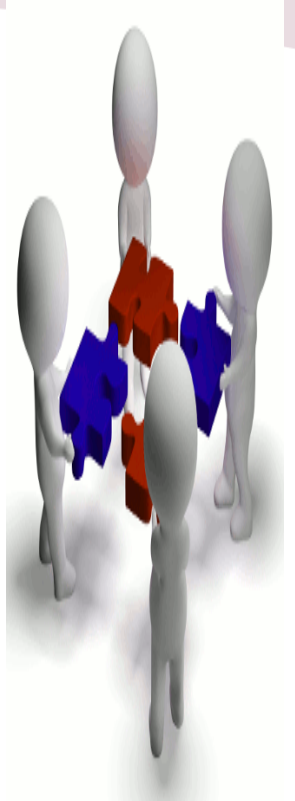
Activity 3

Name of the activity-Being an active citizen

Purpose of the activity
Students should think about the skills they would need to cause a change

Description of the activity

▶ Create a mind map of the skills that is needed to be an active citizen.

▶ Think of what you might need to make a positive contribution to a cause of your choice

Materials/Resources

▶ Mind map sheet

Ideas for teachers
➤ Communication
➤ Critical thinking
➤ Analysis
➤ Evaluation
➤ Research
➤ Team work
➤ Confidence
➤ Resilience
➤ Decision making
➤ Representing views of others
➤ Create reasoned arguments

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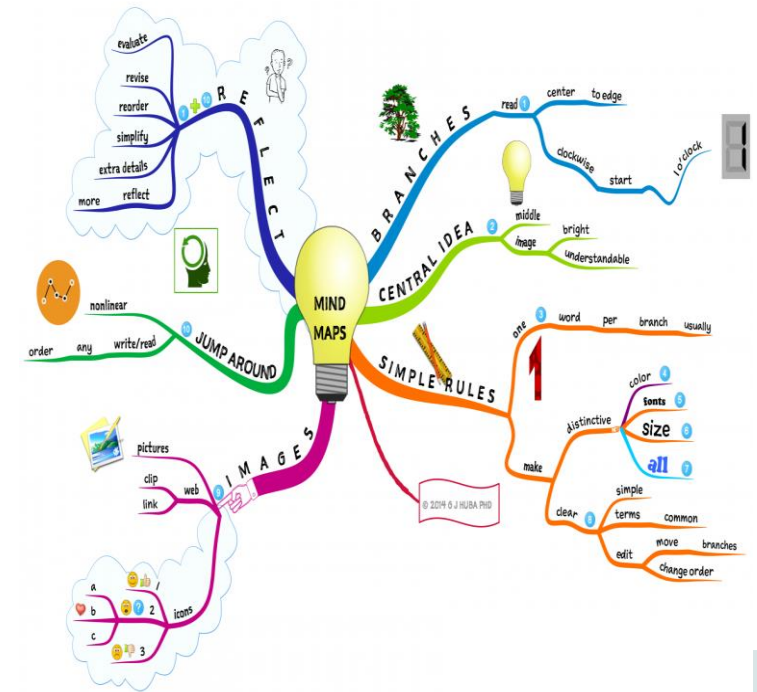
Task 4.

Name- What matters to me!

Purpose broaden students knowledge and empathy

All successful projects follow the same principles- investigation, taking action and reflection. As an active citizen you should use the model to plan for change!

Ideas

▶ Creating a school charter for rights/student council

▶ Environmental issue

▶ Community links- how can you support your community

▶ Safety online-guide to keep pupils safe

▶ Contacting local government for support on an issue

Description of the activity

➢ Students are asked to think of an issue that matters to them and they would like to change. (Brainstorm)

➢ Students who share similar views can join in small groups, share and talk about the issue and how they would plan for the change. They should record what they would do and how they could gain support.

➢ Finally, each group presents a summary and reflection on what they planned to do to bring about the change.

Materials

➢ Paper/pens/markers

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Task 5

Name of the activity- Social Enterprise and the active citizenship

Purpose of the activity

➢ Understand the key principles of social enterprise and making positive choices for the environment and society.

➢ The challenge of the social entrepreneur – balancing social and commercial goals -practicing self-care rather than self-sacrifice

Materials

➢ Question sheet/pens

Description of the activity
A basic role play game where participants experience running a social enterprise.

➢ Introduce the activity by telling the group that they are going to create an experience of running a social enterprise.
➢ Roles: Within each group, ask group members to select their roles in the social enterprise:
• Sales or Business Development
• Entrepreneur and ideas person
• Manager: quality, administration or financial management

➢ Pupils are asked a number of questions and responses are discussed from the aspect of being a active citizen.

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Task 6

Name- Global issues-Case Study on Climate Change

> **Purpose of the activity**

To make students aware of the research and perspectives on how climate change, as well as regulations meant to combat it, may impact various communities. Some will benefit from it and some will lose.

> **Materials**

IT facilities for internet search

Recording materials

> Information websites

▶ https://www.nrdc.org/stories/global-climate-change-what-you-need-know

▶ https://climate.nasa.gov/causes/

▶ https://www.nature.org/en-us/what-we-do/our-priorities/tackle-climate-change/climate-change-stories/climate-change-frequently-asked-questions/

▶ https://www.nationalgeographic.co.uk/26facts

Description of the activity

> Internet search- Students research climate change and the effects it has on different communities.

> Some countries and industries can win or lose on the climate change. (Investigate this idea)

> Students participate in a debating exercises in which they adopt the perspectives of different stakeholders, engage in critical discussions with each other, and try to come to collaborative decisions on what to do going forward.

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Task 7

Purpose of the activity
➢ To make students aware of organisations who help to broaden the understanding of global citizenship.

➢ Students to understand as they grow as an entrepreneur they have a responsibility to support local and global communities.

Materials
➢ IT facilities
➢ posters/markers

Description of the activity

➢ Task- Pupils note down a range of organisations that support identity and cultural diversity and then choose one to research.

➢ In groups, create a presentation (online or poster) setting out the work of their chosen organisation. They should try to find out the aim of the organisation, a little on the history, who they try to help and how they do this.

➢ Share their presentation with the group.

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Acknowledgement

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