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| TARGET GROUPS | 9+ |
| TITLE | I shape the world too |
| RUNNING TIME | 45 min |
| LEARNING OBJECTIVES | The aim of the workshop is to introduce the concept of Global Education and various topics connected with it.  The goal: with describing their daily habits, participants become aware that all natural resources and living beings, including themselves, are interconnected and interdependent of each other and planet Earth. Participants learn that because of their habits and lifestyle they play a direct role in global events, and they influence and form relationships between people and nature on a local and global scale.  The workshop is appropriate as an introduction to Global Education. We can proceed with any kind of Global Education topic and connect it with the last part of the workshop. |
| MATERIALS | A4 paper, multicolored post-it notes, big world map (Gall-Peters projection), colored pens, scotch tape, ball of wool, poster, poster with Global Education concepts. |
| PREPARATION |  |
| IMPLEMENTATION | 1. The participants sit in a circle facing outwards and they are given A4 paper and colored pens. Each participant should write down five tasks they perform every day (brushing teeth, drinking coffee, preparing lunch, using phones, listening to music, shopping, sleeping, studying…). (3 min)  2. Participants should choose three out of five tasks. They write down three things/tools/necessities they need for each of the chosen tasks (e.g. toothbrush, water, towel, shirt, electricity, shoes, money, bread, coffee, bed, phone, notebook…). (5 min)  3. Participants take time to consider in which countries those things/tools/necessities were produced, and then write them on post-it notes (each country on one note). (5 min)  4. The facilitator then place a big world map in the middle of the circle and mark our country with a post-it note that has ˝I˝ written on it.  5. The participants should face inwards the circle. Each participant then name one of the tasks he/she wrote down before and one three things that are necessary for that. (5-10 min)  6. Participants then stick the post-it notes with the countries on the world map. Together we check which countries are marked on the map and which things were made in particular countries. (5 min)  7. We ask the participants to name the countries where the raw material for those things is produced (e.g. cotton, oil, wheat, water, coltan, cocoa, palm oil, wood…). We also write those countries on post-it notes (other color than the countries) and stick them on the map. (5-10 min)  8. We emphasize the fact that most of the stuff we use daily is produced in countries all over the world, and the raw materials are coming often from some other countries as well. We take a piece of wool and use it to connect us (our home country where there is a post-it “I”) and the countries where the things/raw materials are coming from. We get a visual picture of our global interconnectedness and interdependence. (5-10 min) |
| ROLE OF THE TEACHER | Oversees and facillitats the process. |
| POSSIBLE RISKS & HOW TO HANDLE THEM | / |
| FEEDBACK TOOL | 9. We show the participants the poster with the concepts of Global Education, e.g. globalization, international trade, consumerism, human rights, sustainable development, social justice, gender equality, intercultural dialogue, diversity, (non)responsible lifestyle etc.), and ask them how are we connected to these concepts as individuals and how can we fight for more just and sustainable world. (The difficulty level of the debate depends on the age of the participants and the remaining time.) |