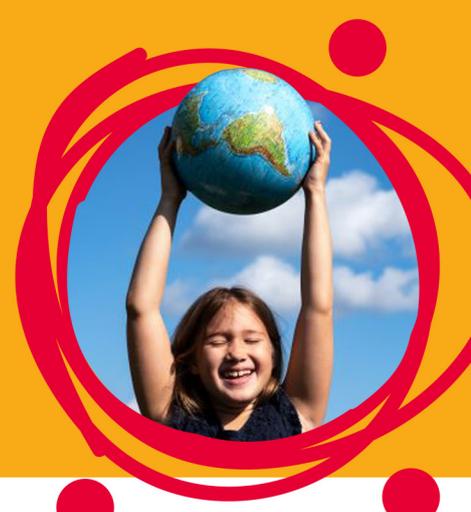




ADVANCING FUTURES

Education for Sustainable Development and Citizenship

Exploring Global Citizenship Education in the Classroom



Global Citizenship Education (GCE) Sub-topics

1. Languages people speak
2. What do you eat with?
3. Normal to me, weird to you
4. Money can buy anything!
5. How much do you move?
6. Breathing and my wellbeing
7. Hats, scarves, and hijabs
8. Communities I belong to
9. Making our rules
10. A citizen of the world
11. What makes you happy?
12. What makes you sad?
13. Fair trade
14. One change leads to another
15. 10% have 40% wealth
16. Are you an influencer?
17. My leaders need to...
18. Who is responsible for what?

To get students to think about Global Citizenship Education, we need to help them consider the way things are connected – on a personal, local, and global level. This will assist the learner to see themselves as a bigger unit, will reduce the feeling of being overwhelmed, and will encourage them to relate to others and practise greater collaboration and cooperation. It will also encourage a sense of responsibility towards others, instead of only considering their own lives and existences, thus helping them to tackle injustice where they see it.

The questions we ask our students should get them reflecting and thinking for themselves. The questions should help them relate easily to the sub-topic and draw their attention towards a specific aspect.

Questions to help students dive deeper into GCE sub-topics

Example of #1 from the above list:

- How many languages do you speak?
- How many languages are there in your country?
- What's the average number of languages that people speak?
- How does it help when people can speak each other's languages?
- What qualities make a global citizen?
- Do you know anyone who has these qualities?
- Do you feel you are or could become a global citizen?

Example of #15 from the above list:

- What is the estimated world human population? (Do a basic internet search.)
- Should the majority collectively own more wealth, or the minority?
- How many in numbers is 10% and 90% of the world population, respectively?
- How is it possible for so few to own so much? (Refer to the title of this sub-topic)
- Can you think of more examples of inequality?
- Should a surgeon earn the same as a nurse?
- If so, why. If not, why not?

Asking the questions:

The questions asked are to help the teacher to reflect on:

- What do I think my students will know already about this sub-topic?
- What do I want them to become more curious about?
- What do I want them to learn and take away with them today about this sub-topic?

Asking the questions, once they are specific enough, helps the students to focus in on the sub-topic and go in the direction that the teacher wants them to go in. Which is why the teacher becomes a guide and facilitator directing the learning that is being explored.