

Theme 1: GLOBAL CITIZENSHIP

We can act and we can make a difference. But first, we must understand the truth that whatever we do—or don't do—impacts on the ways of life that we all share. We are always involved, even if we are sitting on the sideline. We are consuming resources, having relationships, working towards goals. There is no way we are not involved in what is happening. The question is, How best can we be involved?

Let's be active citizens! Let's make the change! The best way to do this is to empower students by asking the right questions that lead to action and change.

Fran Peavey, a social worker from North America, developed an approach for strategic questioning. Strategic questions are designed to create movement and foster creativity. They are open-ended questions that promote new thinking and lead to strategies for action. Strategic questioning can be an empowering process that guides students through a logical sequence which supports examination and turning concerns into action.

The strategic questions family includes:

- observation questions;
- feeling questions;
- visioning questions;
- change questions;
- consider the alternatives;
- personal inventory and support questions;
- personal action questions.

Strategic questioning is not manipulative. It is not the teacher's role to figure out what a student should do and then somehow get him or her to do it, rather the teacher should allow the questioning to drive a student-centered learning approach.

Strategic questioning can be used in any conversation or in any situation. Just remember to stay open to new alternatives and avoid yes/no questions. Always look for more than two options. Even if you are not naturally a very open person, adopting these strategies may help you develop habits of openness and freedom.



1a Activity “Social change in school”

In groups, following a set of given questions, students discuss and share their future vision about social problem at school. They take inventory of situation and make a personal action plan to provoke necessary changes.

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|---|---|
|  Sustainable development skills | Anticipatory competency; Normative competency; Strategic competency; Self-awareness competency. |
|  Curriculum | Languages; Psychology; Ethics; History; Social studies / civics. |
|  Tips and recommendation | If you want to understand the power of question and learn how to be good questioner start from this activity. It can be helpful when you need to empower students to make changes and use their motivation. This activity also needs to be good listening person, don't forget it. |
|  Materials needed | List of questions; Pens and paper. |

INSTRUCTION: Organize the classroom for group work. Depending on situation choose by yourselves (or ask to do this your students) the social problem (bullying, violence, drugs and alcohol, unplanned pregnancy) for your school, create trustful atmosphere, prepare to listen and questioner. For example: School board want to know students' opinion about emotional atmosphere in school and how to make it be better to feel one's more accepted, self-expressed.

Ask student to work in groups (4-6 persons). Give each group one set of questions and ask them to discuss with each other. Start from first group - 1. Observation questions. After discussion in small group ask one of student from each group to share their opinions with all.

Next, give to each group the second set of questions - 2. Feeling questions to work on. Work this way with all the questions groups until you will get list of each student personal action.
Depending on topic you can reduce or add questions. Just follow the same sequence of Strategic questioning group.

List of questions groups:

1 Observation questions

What do you know about the issue?
What do you see, hear?
How did you learn about it?
What do you know for sure and what are you not certain about?
What other people are concerned about it?
How does it affect your local area?
What are the main cultural structures that affect this situation?

2 Feeling questions

How do you feel about this issue?
Has this issue affected your own physical or emotional well-being?
How has this situation affected your feelings in your family?
How has this situation affected your feelings in your country, school?

3 Visioning questions

What is the meaning of this issue in your own life?
How could the situation be changed so it would be as you wished it to be?
If we wanted to build a revolutionary change what would we do?

4 Change questions

What will it take to bring the current situation towards your vision?
What exactly needs to be changed?
How might these changes come about? Name as many ways as possible.

5 Consider the alternatives

How would your first alternative affect the others in the context?
What would be the effect on the environment?
How could you reach that goal? What are other ways?
How could you reach that goal? What are other ways?
Consider the consequences for each alternative:
How would your first alternative affect others in our group (city, etc.)?
What would be the effect on the environment?
Consider the Obstacles:
What would need to change in order for alternative "A" to be done?
What forces in our society/school would push against this goal.

6 Personal inventory and support questions

What would it take for you to participate in the change?
What would you like to do that might be useful in bringing about these changes?
What support would you need to work for this change?

7 Personal action questions

Who do you need to talk to about your vision?
What are your first steps?
How can you get others together to work on this?

Activity created using "family" questions from Fran Peavey (1994) "By Life's Grace: Musings on the Essence of Social Change".





For reflection you can ask some more question.

Questions:

- What do you think of the Strategic Questioning process? Was it difficult?
- Did you feel that it was an authentic way of communicating? Why?
- Does the process help you feel more confident about the future?
- Do you feel a little better prepared to engage in action after participating in the Strategic Questioning process?

1b Activity “Personal being and identity”

Students analyze provided pictures and share their personal opinion about life situations depicted. They consider their lifestyle and that of others, and the influence it has on local and global environment.

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|---|---|
|  Sustainable development skills | System thinking competency; Collaboration competency; Critical thinking competency. |
|  Curriculum | History; Math; Literacy; Geography; Social studies / civics. |
|  Tips and recommendation | If you don't have much time you can choose only some parts of activity or take only one part, that is most suitable for you. You can add your personal photos depending on your topic/discussion needs. |
|  Materials needed | Photos from Annex 9, #1–6. |

What makes us human?

INSTRUCTION: Show image #1 and present the information below. Then ask the students the questions.

Lao Tse, Confucius, Buddha, Moses, Christ and Mohammed all turned attention to the essential importance of people's intangible, spiritual needs and to the relationships between the individual and community. Today's global community also focuses on the fulfilment of non-material needs, as well as material needs. Agenda 2030 and the Sustainable Development Goals (SDGs) emphasize the role of justice, fairness, tolerance, respect, dignity, empathy, caring, commitment and solidarity.

Questions:

- Does image #1 bring to mind any needs?
- How do you feel when someone does not respect you?
- Are the students in your class tolerant to each other?
- Can you give the example of empathy behavior in your class?
- Can you find other images that indicate diverse ways of expressing justice, tolerance and social responsibility?



Image #1 Source: Lina Strauke

Back to basics

INSTRUCTION: Show image #2 and present the information below. Then ask the students the questions.

Sufficiency is often described as “having enough but not too much” or “functioning within limits”. But definitions of what is considered sufficient and moderate or excessive and luxurious change from time to time. Some understand sufficiency as being a question of “doing without” or sacrificing. Others feel that sufficiency implies functioning within certain limits.

Questions:

- *What limits does image #2 suggest?*
- *If you only had the means of doing one thing aside from your daily work, what would you choose to do?*
- *What do you consider when you decide what is of most importance to you?*



Image #2 Source: Leonid Smulskiy

A long life

INSTRUCTION: Show image #3 and present the information below. Then ask the students the questions.

According to the 2014 World Health Organization statistics, if you are born in Niger or Chad you will have one of the shortest life expectancies compared to people in other countries. If you are born in Japan or Iceland, you will have one of the longest life expectancies.

Questions:

- *Consider image #3. Discuss the positive/plus factors about this idea: “Everyone should be allowed to live where they can have a long life.”*
- *Next discuss the negative things and potential problems about this idea.*
- *Finally, think about what would be interesting to know, or to figure out, or to try out in relation to this idea.*
- *How would it feel to be 100 years old? What would your day look like if you were this old?*



Image #3 Source: Colourbox.com

Me – a global citizen?

INSTRUCTION: Show image #4 and present the information below. Then ask the questions.

There are those who maintain that young people of today have multiple identities. Others contend that young people actually lack a basic identity and construct their identity as circumstances allow.

Questions:

- *Look at image #4. What do you think about the following statement: "People should nurture a global identity as well as an individual one"*
- *What might be the positive/plus factors about this idea?*
- *Are there negative or problematic aspects to the idea?*
- *What would be interesting to know about, or figure out, or try out in relation to this idea?*



Image #4 Source: Lewis Akenji

Different ways of living

INSTRUCTION: Show image #5 and present the information below. Then ask the questions.

People choose different ways to live. Their life can be inspiring us because of different thing they did. Consider the lifestyles of persons in image #5. Mother Teresa - was admired by many for her charitable work. The Apollo 11 crew portrait. Left to right are Neil Armstrong, Michael Collins, and Buzz Aldrin The first manned Moon landing mission in July 1969. Baltic countries presidents (2018): Dalia Grybauskaitė (Lithuania); Kersti Kaljulaid (Estonia); Raimonds Vejonis (Latvia).

Questions:

- *What kind of lifestyles do they have? How do they compare?*
- *What kind of consumption do you think characterizes their everyday lives?*
- *What characterizes your life?*



Image #5 Source: Wikimedia Commons

Students can also be divided into smaller groups. Each group finds or takes a picture of a person that explicitly shows his/her profession or interests. At first each group attempts to make a brief story about the depicted individual. After each group has shared their individual's story with the rest of the class, all students discuss the topic of how the consumption of these three individuals signifies/characterizes their identity and how they differ.

If I were King

INSTRUCTION: Show image #6 and present the information below. Then ask the questions.

The Egyptians, Mesopotamians, Chinese, Indians and Romans all developed economic systems that extended beyond basic sustainability and mutuality. Society though was often split in two. There were rich and there were poor, and there were very few in between. To the upper classes, it was an accepted fact that they had a “birthright”, maybe even a “god given” right to consume the resources of society to cover their luxury needs.

Questions:

- *Can you find images of people who still live this way?*
- *What does it mean to be equal to everyone? Is it possible?*
- *How could the situation be changed so it was just as you would like it?*
- *If we wanted to build a revolutionary change what would we do?*



Image #6 Source: Colourbox.com

1c Activity “The first thing you think of when I say...”

Students write down the immediate responses to keywords given. They share their associations and consider differences from other responses.

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|---|---|
|  Sustainable development skills | Self-awareness competency. |
|  Curriculum | History; Math; Literacy. |
|  Tips and recommendation | Useful if you want to set the participants on the path of thinking about themselves and the learning environment of their school. The participants create their own individual understanding of their immediate environment and explore together what it means. |
|  Materials needed | Pens and paper. |

INSTRUCTION: Each category is read out. The participants write the first thing that comes into their heads on a post-it note or small piece of paper. Their answers can be placed on a table or stuck on a large piece of paper (one per category).

Encourage the participants to write whatever comes to mind. It can be a thought, a feeling, a question or “I don't know”, good or bad.

Categories:

- 1) Name of your School
- 2) Student life
- 3) Sustainability
- 4) Participation
- 5) Hopes for the future
- 6) Peace
- 7) Responsibility
- 8) Free time fun
- 9) Education
- 10) Citizenship

Questions:

- How did you feel when trying to write a reaction to each category?
- What skills did you use doing this activity by yourself?
- What skills did you use doing activity with others?
- What did you learn from this experience?
- What does it tell you about the meaning of these things in your school?

Annex 9 – for activities: „What makes us human?“, „Meet in the middle“, „What we buy?“

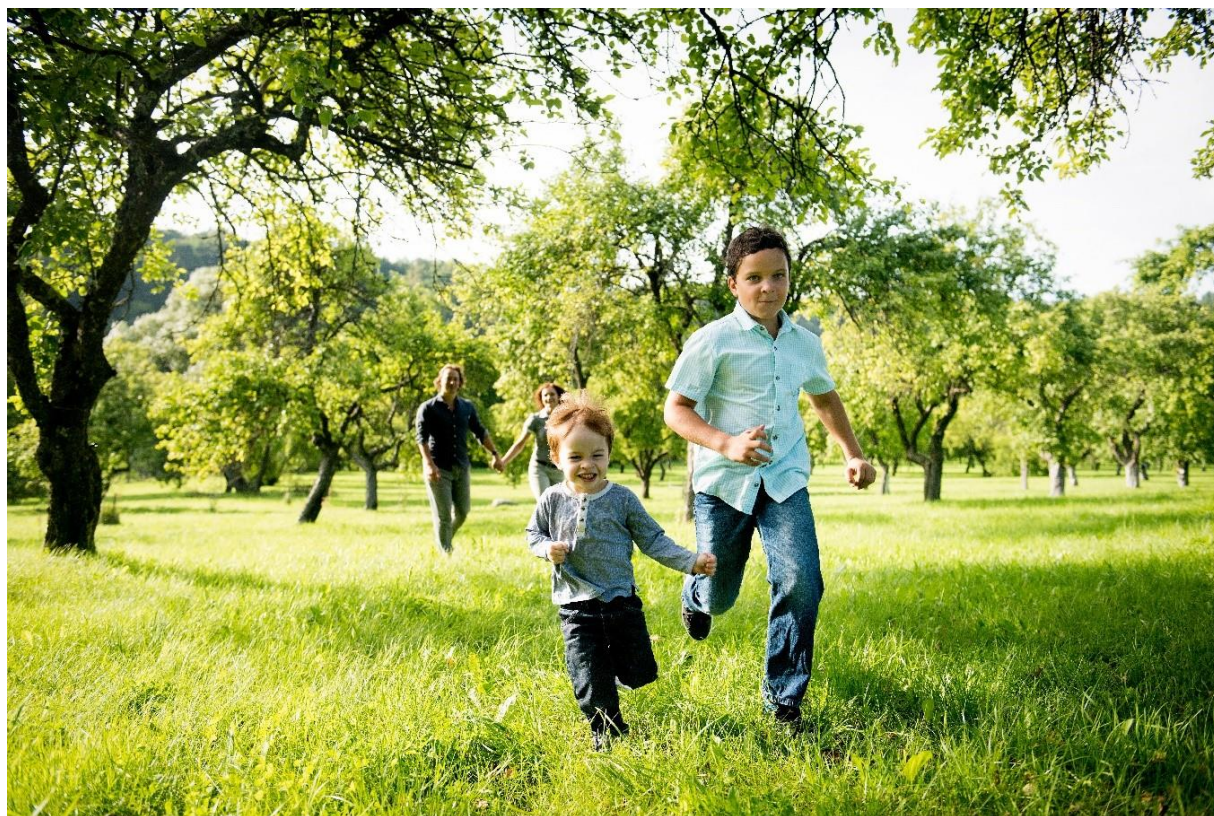


Image #1 Source: Lina Strauke

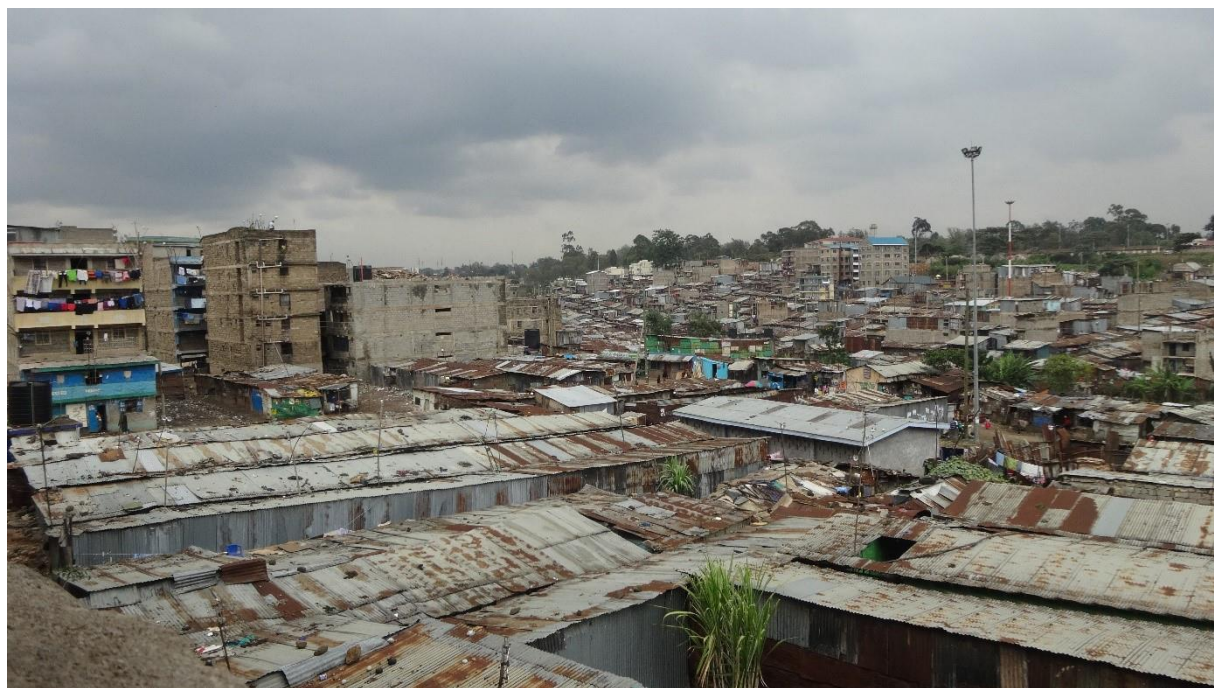


Image #2 Source: Leonid Smulskiy



Image #3 Source: Colourbox.com



Image #4 Source: Lewis Akenji



Image #5 Source: Wikimedia Commons



Image #6 Source: Colourbox.com



Image #7 Source: Leonid Smulskiy



Image #8 Source: Leonid Smulskiy



Image #9 Source: Leonid Smulskiy



Image #10 Source: Leonid Smulskiy



Image #11 Source: Colourbox.com



Image #12 Source: Lina Strauke



Image #13 Source: Leonid Smulskiy