



**RURAL GCE**

TRAINING MATERIAL FOR  
GCE IN RURAL AREAS

# The RURAL GCE Handbook



Co-funded by the  
Erasmus+ Programme  
of the European Union

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TRAINING MATERIAL FOR  
GCE IN RURAL AREAS

# The RURAL GCE Consortium

The consortium consists of six organisations, each one with its own experience and field of expertise. Their aim is to motivate people to become active citizens of their communities and to branch out into the wider context.



**CIVIC**

The UK



UNIVERSITY OF  
THESSALY

Greece



RUSE CHAMBER OF  
COMMERCE AND INDUSTRY

ESTABLISHED 1890

Bulgaria

**Emphasys**  
CENTRE

Cyprus

**F** | fyg  
consultores

Spain



**ATERMON**  
EDUCATIONAL PLAY

The Netherlands

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The RURAL GCE Project, its aims and objectives, expectations of the reader

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## Theoretical Background

Current issues explained to get to know the fast-changing globalized world

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The process to put in practice the Theoretical Background

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## Conclusion

Get a modern PowerPoint Presentation that is beautifully designed.







# Community Actions



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# Overview

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## Methods of participation

How institutions and community are involved in teaching and keeping up with the global citizenship framework

- Global citizens created through education
- Government and community actions

*Case study: Rooftop farm DakAkker, Rotterdam*

## Influencing decision-making

How global citizenship education is creating responsible society members that think and act on local and global levels:

- Better understanding of how the GCE influences society

*Case study: Nestle and plant-based innovations*

What is activism, its meaning for defending and acting based on the values of global citizenship, and most popular types of activism

*Case study: Hashtag Activism done right - #TeamSeas*

## Activism

# Topics



01

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## Methods of participation

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How are global citizens created, what are the community and government actions as a result of the GCED



02

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## Influencing decision-making

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How GCED influences decision-making process and makes a difference



03

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## Activism

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What is activism and how it demonstrates





# 01

## Methods of participation



# Overview

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Our world is becoming increasingly complex and human interactions are more intricate than ever —humans have never been more connected and interdependent. These changes in society have brought life to the concept of *Global Citizenship*, or the idea that we are all part of a global community, and therefore that our choices and actions may affect people and communities locally, nationally and internationally.

Global citizenship nurtures respect and tolerance for others along with their differences, it creates global awareness and empathy. There are various ways to bring in a global perspective in our communities and demonstrate the belonging to a global citizenship and its core values.





# 01

## Methods of participation



# Overview

Global citizenship focuses on action, change and transformation by acquiring of values, attitudes and skills for collaboration, communication, and critical thinking. Learners should become proactive contributors to a more just, peaceful, tolerant, inclusive and sustainable world. It should start from very early stage of life when crucial views are being formed and continue throughout a person's life.

GCED has been implemented through various methods of participation:

- **In schools**
- **Citizen** and **government** participation
- **Do-ocracy**
- **Organizations** and **movements**
- On a **personal level**





# Schools

Many educators agree that "*global citizenship is a learned and nurtured behaviour*", and the most widely used classroom strategy for developing global skills is project-based learning. Getting young learners involved in exemplary actions that adhere to GCE's core values and promote them has proven to be a more successful method than others.

Another important element of the learner-oriented participatory nature of GCE is that students, through their engagement with others via international school programs and educational social networks, create their own forms of global citizenship through dialogue and action.

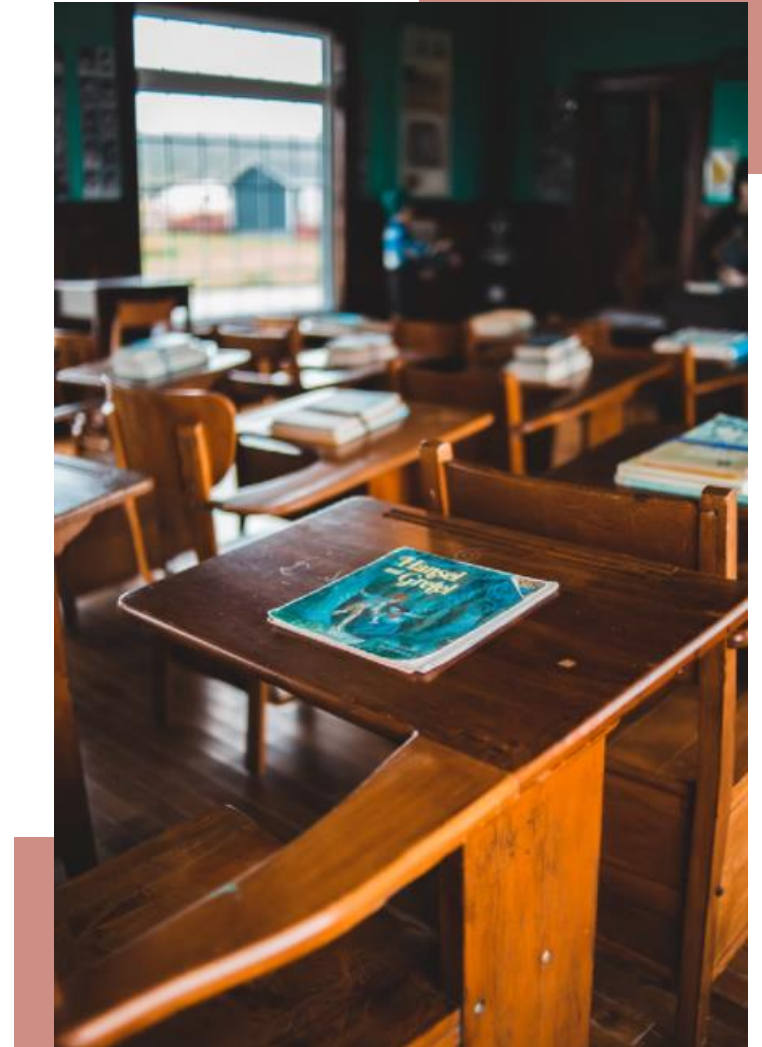


Photo by [Erik Mclean](#) on [Unsplash](#)



# Schools

Teachers at schools have much bigger responsibility and involvement as the people who are educating kids from a very young age about the values of global citizenship.

In the classroom, there are many ways to make students global citizens:

- Empower students as leaders and teachers
- Incorporate global stories and culture-related activities in the curriculum whenever possible
- Apply for any available grants for education and exchange
- Take field trips, start a pen-pals initiative or organize International Week events
- Encourage volunteering and helping others through social projects
- Reflect on the world around us, support dialogue, understanding diversity and acceptance of different opinions.



# Schools

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Global Citizenship Education can help young people understand how public institutions function, what their goals, power and field of action are that fosters their trust in those institutions. This empowers learners to become champions for peace and justice. Moreover, it supports the establishment of a unified global community where integrity, ethics, non-discrimination and respect for authority and laws, promoting international peace and security.

Therefore, it is crucial to introduce more subjects in educational institutions and dedicate more time on developing those values in people from very young age.



*Great additional resource for educators: iEARN is a non-profit organisation of over 30,000 schools and youth organisations in more than 140 countries. iEARN supports teachers and young people to work together online using the Internet and other communication technologies. Every day, more than 2 million students are engaged in collaborative project work worldwide through iEARN. <http://www.earn.org/>*



# Citizenship participation

Many people are committed to their neighbourhood or local community and actively participate in improving the quality of life there. For example, they engage in voluntary work to keep the area clean, organise litter-cleaning campaigns, some also form groups and get involved in the decision-making about the municipal budget.

A lot of communities organise themselves around a combined transition of whole neighbourhoods to more sustainable living, like installing community solar panels, maintaining communal organic gardens, or setting up social volunteering groups for informal care for elderly citizens who may need it (e.g. help with doing the groceries, keeping them company).

Notable actions after humanitarian crises include youth-led initiatives to tackle current issues and self-formed communities from developed countries volunteering to shelter refugees and help them get back on their feet. That is a clear example of the global citizenship community values in action.



Photo by [Anna Earl](#) on [Unsplash](#)





# Government participation

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The government supports citizen participation in various ways, for example by removing unnecessary rules and regulation wherever possible. On a local or national level, there are forums and various organisations that aim to create a society of more involved and self-reliant citizens.

In addition to this, a lot of EU governments have established open days in which citizens can ‘take over’ the duties for a day – for example, students forming a youth government.

Once residents are more involved in the public life, the government adapts and takes greater account of initiatives in many communities. It means that local authorities have a more supportive role in cases like providing facilities or making them more available. For example, municipalities can plan neighbourhood budgets around the idea to help residents get things done more easily.

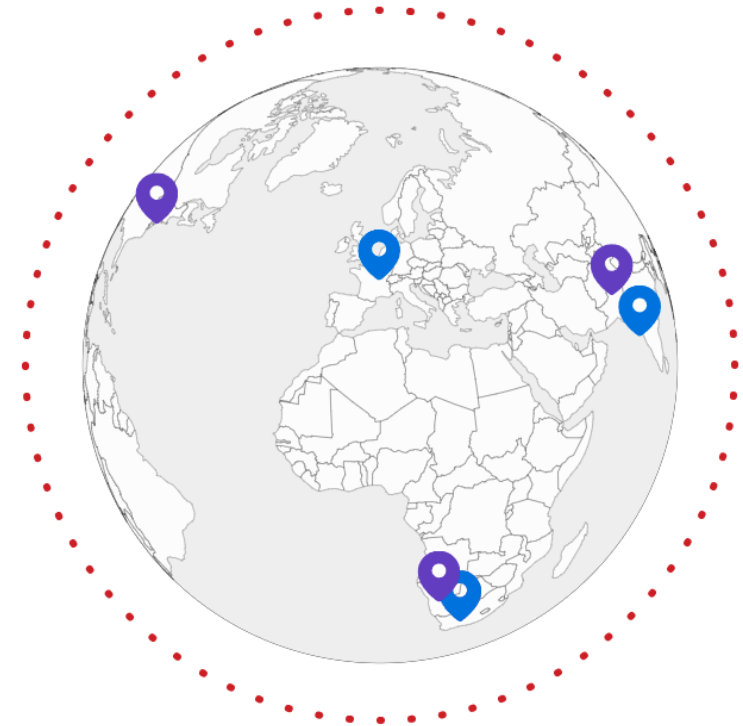


Image from [globalcitizen.org](https://globalcitizen.org)





# Do-ocracy

Active citizens prefer a tailored approach to their needs and often require authorities to think along with them, instead of going for standard solutions for everything. This leads to citizens and government trying to come up with ways of relating to each other and working together, using a term for this: **‘do-ocracy’** – a form of democratic collaboration, where *“responsibilities attach to people who do the work, rather than elected or selected officials”*. This means that citizens who **notice a certain issue** and **feel the need or duty** to work on it are allowed to find solutions without depending on the local officials to do it *for* them. The role of local officials and governments is mostly supportive in this case, allowing certain activities, easing some restrictions or removing potential bureaucratic barriers.

Some **examples** for ‘doocratic’ actions in which ordinary citizens can influence the public domain include: keeping green areas and plots in their neighbourhood with cleanup campaigns, setting up neighborhood safety watch patrols, local teachers grouping up to lead free tutoring classes for children who need them, community crowdfunding campaigns for various causes on a local or even international level.



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# Organizations and movements

The fundamental spirit of global citizenship education is learning to live together. It promotes respect for diversity and solidarity for humanity. Local challenges and actions are valid issues to be addressed in different ways which has resulted in the surge of many humanitarian organizations and movements of likeminded global citizens.

Many operate internationally and have established themselves as important advocates of global citizenship values, actively trying to educate, resolve issues and conflicts.

Here are a few of the most popular:

- Global Citizen
- UNESCO
- Oxfam
- Bill and Melinda Gates Foundation
- International Youth Foundation
- International Red Cross and Red Crescent Movement
- Amnesty International



**GLOBAL  
CITIZEN**®

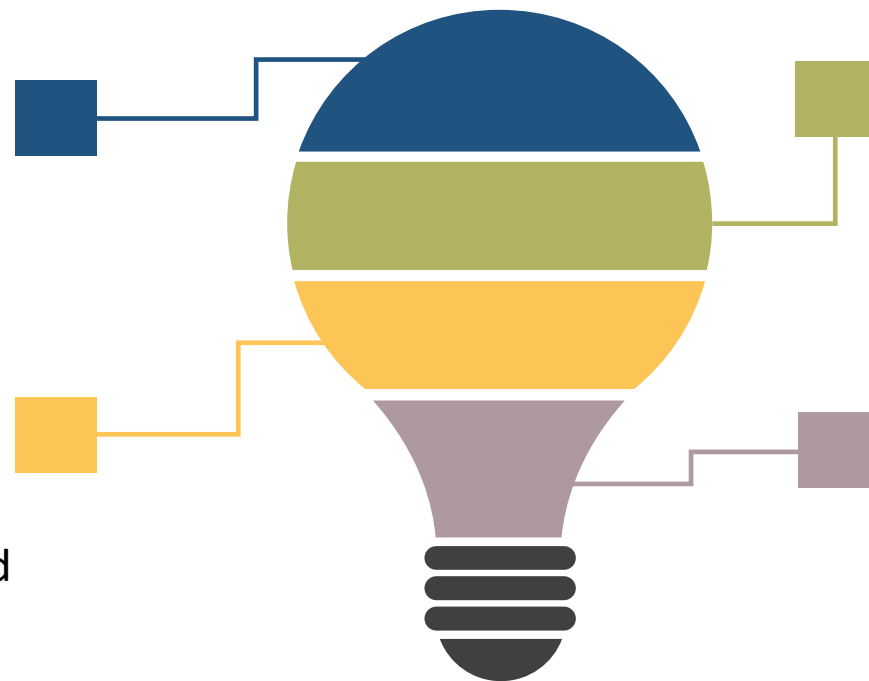
BILL & MELINDA  
GATES *foundation*



# On a personal level

- Respect cultural diversity
- Protect human rights
- Advocate for social justice and equality for everyone

- Engage with both local and international communities
- Participate in movements
- Read up on current local and global issues



- Make greener choices to lessen your impact on the environment
- Recycle, reduce waste, energy and water conservation

- Travel responsibly
- Get immersed in new cultures
- Learn languages
- Volunteer

How can you personally become a better global citizen?



# 02

## Influencing decision-making



# Overview

How do students embrace the principles of global citizenship with authenticity and what happens when they do?

Students today have more information about, and access to, our world than any previous generation and therefore their contribution and influence is bigger, being demonstrated in various ways.

- Participating in the global economy
- GCED for sustainability
- GCED against extremism
- GCED and human rights



# Making a difference

Global Citizenship nurtures personal respect and respect for others, wherever they live. It encourages individuals to think deeply and critically about what is **equitable** and **just**, and what will minimize the harm to our planet. Exploring Global Citizenship themes helps learners grow more confident in standing up for their beliefs, and more skilled in evaluating the ethics and impact of their decisions and actions.

Learning empathy, particularly for those who are different from us, is a main aim of GCE. Even people who haven't been in an international environment can implement more empathy in their lives, since the same principles apply to local and interpersonal conflicts as they do to international conflicts.



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# Participating in the global economy

Citizenship isn't just about people's responsibilities but also about the opportunities the world provides and the access to the global economy.

By participating in the global economy, global citizens can pursue a limitless potential for mutually beneficial exchange.

Without proper GCE, the global economy can worsen cultural tensions and encourage exploitative business practices (eg. 'fast fashion' clothing brands underpaying for handwork in developing nations).

With proper GCE for everyone, people can realise that as 'citizens of the world', they have many rights and can take advantage of the economic opportunities of globalisation.



Image by [xb100](#) on Freepik

# GCED for sustainability

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The goal of global citizenship education is to empower learners to engage and assume active roles both locally and globally to become proactive contributors to a sustainable world.

It allows people to take informed decisions and responsible actions for *environmental integrity*. It teaches citizens how their day-to-day actions and behaviours can affect the world around and how they can be modified to *lessen their impact on the environment*.

As a result, GCE has influenced many good practices among global communities, like growing food sustainably, respecting nature and humans involved in the process (e.g. Fair Trade), recycling, managing water and energy waste.

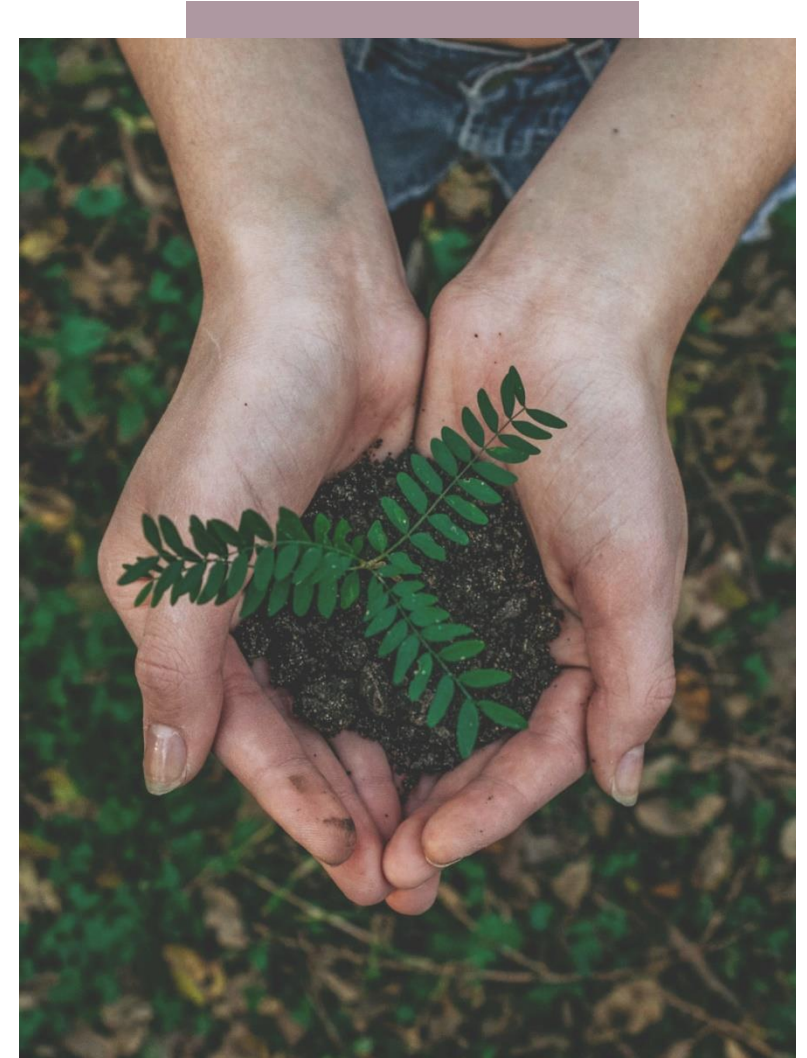


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# GCED and human rights

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An international code of human rights defines the social interactions between citizens. Living by that code is essential to preserving global society. A good global citizen benefits humanity by acknowledging that every person has the same human rights and by standing up to those who violate those rights.

Universality is the foundation of human rights law. We are all equal and have the same rights regardless of origin, race, gender, sexuality, religion or qualities. By incorporating the work of philosophers and humanitarians, GCE can draw students' attention to universal human principles and unconditional respect for diversity. As a result, people who are familiar with and educated in the global citizenship values tend to be more empathetic and accepting, contributing to the protection of a fundamental aspects like human right.



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# GCED against extremism

Global citizenship education is considered one of the most useful tools in preventing violent extremism. The concept of extremism does not tolerate diversity or difference of points of view. In contrast, one of the fundamental principles of global citizenship and global citizenship education is the respect for diversity and idea that all people are equal with the same rights, regardless of origins, race, etc.

Extremism resorts to the use of violent force to achieve an extremist ideologically motivated objective, whereas global citizenship and global citizenship education are grounded on the principles of *non-violence, empathy and solidarity for humanity*. Global citizenship provides a conceptual antidote to violent extremism. *If the latter is a disease, the former is the best treatment (UNESCO, The ABCs of GCED, 2016).*



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# 03

## Activism



# Overview

One of the main results of GCED is that citizens develop a point, a sense of justice, an impulse to act to fix a local or global issue and voice their opinion, defend human rights and try to make the world a better place. Activism helps make that possible.

- What is activism?
- Most popular types of activism





# What is Activism?

**?** *The practice of taking direct action to achieve political or social goals.*

Whenever there's a positive change in society, we can attribute it to activists. A global citizen is familiar with the wider world, their rights and they have a sense of their own role in it. As a result, a global citizen is outraged by social injustice and is willing to making their voices heard.

Activism may be performed on a **day-to-day basis** in varied ways – **through art, music, social media platforms or personal behaviours**. For example, refusal to buy products from a company that unethically sources their materials or to protest social injustice or against an issue with human rights.

Activists lobby governments, calling for corporate accountability and campaigning for equality. Goals and vision vary but there's one common thing for most activists and that is to have a better world.



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# Types of activism

There are many different ways to voice up an opinion and fight injustice in the world. Peaceful protest is a human right and is included in the United Declaration of Human Rights.

The most common types of activism that serve as expression of global citizenship are the following:

- Protests and demonstrations
- Boycotts and strikes
- Social media campaigns
- Youth activism
- Environmentalism



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# Protests and demonstrations

Arguably the best-known type of activism and an important human right, to peacefully protest, guaranteed by the United Declaration of Human Rights.

A demonstration groups people united by a common belief, who march along a route or occupy a specific place to draw attention to a cause. Most chosen dates and places are key, coinciding with important historical dates and locations to emphasize the idea of the protest or demonstration



Photo by [Vlad Tchompalov](#) on [Unsplash](#)

# Boycotts and strikes

**Boycotts** aim to economically impact a “target,” for example a business that’s engaging in exploitative practices or unfair trade. Like with protests, boycotts are most successful when large groups of people participate. They need clear goals and strong leaders to succeed and can have a huge impact and even achieve change of policies.

**Strikes** are a way of working citizens to deal with unfair or dangerous work conditions, low wages, or other issues, and they might refuse to work when negotiations are refused, or they fail.

While strikes are most associated with businesses, they’re used as an efficient method to be shed light on an issue and can be also used to pressure governments to change certain policies.



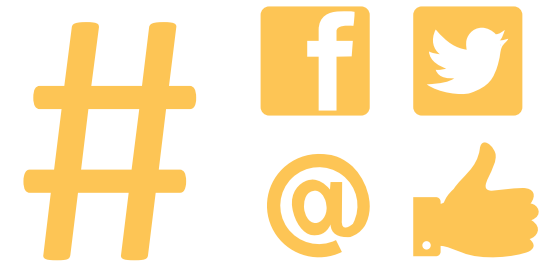
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# Social media campaigns

A new form of activism taking the world by storm. Also known as “**hashtag activism**”, it takes place in social media networks like Twitter, Instagram or Facebook. Users raise awareness of issues, organizations and actions through posts, graphics, videos and more. The reach of social media is huge and it became clear how important it has become in 2020 with the #BlackLivesMatter.

Despite the type of activism being so popular, some doubt its effectiveness, as it mostly ends with simply sharing a post and involves no real-world action, which makes it performative. The coined term for this is ‘**slacktivism**’. However, it can still shed light on a given issue and reach a broader public, such as younger groups.





# Youth activism

Community organising for social change by people between ages 15 – 24, which has led to a shift in political participation and activism. Young activists are increasingly taking action and speaking out about the urgency to tackle social, humanitarian and environmental issues.

The backbone of the movement is technology, with high use of internet and online information which has led to positive impact on political engagement and an overall more activity in media than older generations.

Social youth activism is the predominant type, affecting education reforms and government involvement of youths, an example of which are youth councils.



*Two youth activists, Greta Thunberg and Malala Yousafzai, have captivated people all over the world with their fight for various causes and have proven to be an influence on youth views, starting movements and getting recognised as modern youth leaders.*

SKOLSTREJK  
FÖR KLIMATET



Photo by [user MHM55](#) on wikipedia.org

# Environmentalism



**Concern about and action aimed at protecting the environment**

It takes various forms that include the protection of nature and natural environment, protection of human environment, conservation of depletable natural resources, protection of the function of critical earth system elements, ecosystems or processes such as the climate.

It seeks to influence the political processes by lobbying, with grassroots activism and protests, and education about the environment, advocating sustainable management of resources and protection through changes in public policies and individual behaviours



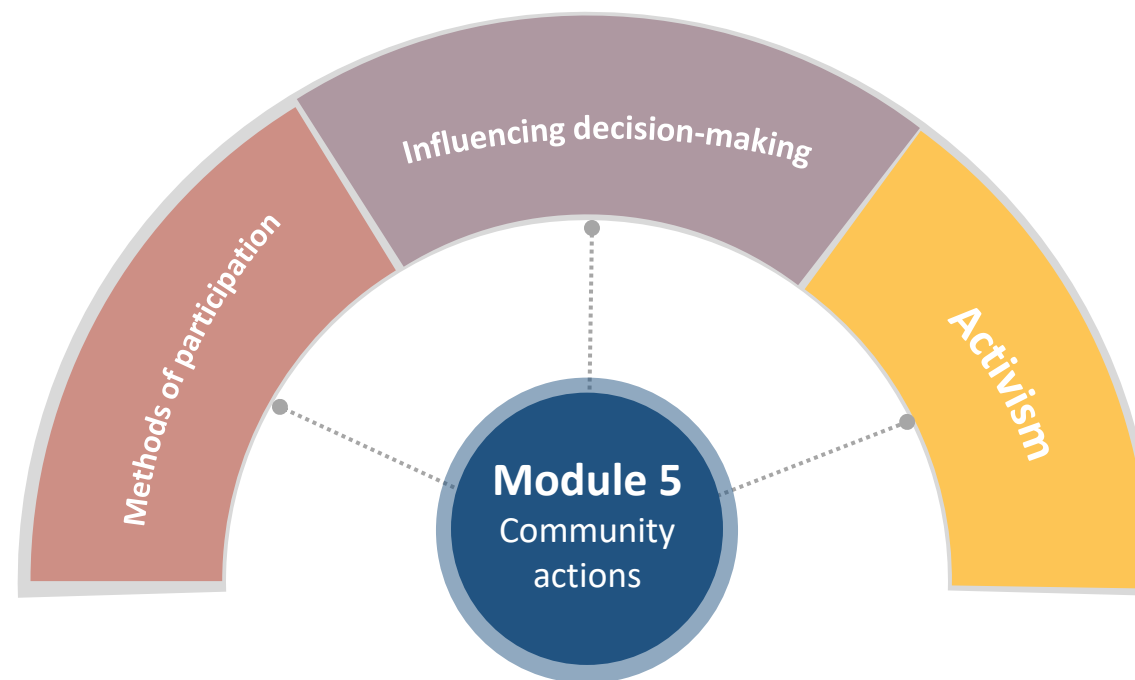
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# Highlights of the Module

Students today have more information about, and access to, our world than any previous generation and therefore their contribution and influence is bigger, being demonstrated in various ways.

There are various ways to bring in a global perspective in our communities and demonstrate the belonging to a global citizenship and its core values.



One of the main results of GCED is that citizens develop a point, a sense of justice, an impulse to act to fix a local or global issue and voice their opinion, defend human rights and try to make the world a better place. Activism helps make that possible.

# Bibliography

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- 28 Million Actions and a Decade of Impact for Billions Around the World - <https://www.globalcitizen.org/en/content/global-citizen-actions-decade-of-impact/>
- UNESCO, Global Citizenship Education – Preparing learners for the challenges of the 21st century - <https://unesdoc.unesco.org/ark:/48223/pf0000227729>
- Global citizenship education: topics and learning objectives - <https://unesdoc.unesco.org/ark:/48223/pf0000232993>
- The ABCs of global citizenship education - <https://unesdoc.unesco.org/ark:/48223/pf0000248232>
- Do-ocracy and the reinvention of Government, <https://ecpr.eu/Events/Event/PaperDetails/16320>
- Academic impact of GCED - <https://www.un.org/en/academic-impact/global-citizenship>
- Bill & Melinda Gates Foundation - <https://www.gatesfoundation.org/>
- Youth Activism; Plan International - <https://plan-international.org/youth-activism>
- Rooftop farm Dak Akker – Rotterdam <https://dakakker.nl/>
- #TeamSeas – <https://teamseas.org/>
- Embracing plant-based – Nestle - <https://www.nestle.com/stories/healthy-food-meatless-meals-flexitarian-nutrition-needs>
- What's driving the plant-based boom? - <https://www.newfoodmagazine.com/article/139141/plant-based-boom/>
- The Vegan Society; <https://www.vegansociety.com/>



# Additional Resources

## Topic 1: Community Actions – Methods of participation

- Video: Welcome to the world's largest urban rooftop farm, BBC World Service (3 mins) - <https://youtu.be/YerQvtIMPu0>
- Video: When food becomes scarce High-tech farms – DW Documentary (26 mins) - <https://youtu.be/KIEOuKD9KX8>
- Video: Global Citizenship Education – GCED First Initiative (~2mins) - <https://youtu.be/tPdtGrni7sU>
- Video: How to save our planet – Sir David Attenborough – WWF International (~9 minutes) - <https://youtu.be/0Puv0Pss33M>

## Topic 2: Influencing decision-making

- Video: Trailer: Youth can move the world – UNESCO (3 mins) - <https://youtu.be/e-WRPuU0-qA>
- Video: Full Documentary: Youth can move the world – UNESCO (~11 mins) - <https://youtu.be/vJOfA3nGoVc>
- Video: GCED to prevent violent extremism – UNESCO (~2 mins) <https://youtu.be/nhwVKKPDm4A>
- Video: No one is born to hate: Addressing hate speech through education – UNESCO (~3mins) - <https://youtu.be/2PXLvKT1U4M>
- Video: Learning to live together in peace through GCED – UNESCO (~3mins) - <https://youtu.be/KuKzq9EDt-0>
- Video: H&M and Zara: Can fast fashion be eco-friendly? – Documentary (13 mins) - [https://youtu.be/00NIQgQE\\_d4](https://youtu.be/00NIQgQE_d4)
- Website: Official COP26 UN Climate Change Conference in 2021 - <https://ukcop26.org/>

## Topic 3: Activism

- Video: The Greta generation – youth activism around the world – BBC (~4 mins) - <https://youtu.be/6NaqdvSphaU>
- Article: 'Music can move people to make change': just how useful are climate concerts? (3 min read) - <https://gal-dem.com/climate-live-concerts-music-social-justice/>
- Video: Want to be a youth activist? Here are some tips – CBC Kids News (~4 mins) - <https://youtu.be/l1Fx3m2oPC4>
- Website: Official #TeamTrees - <https://teamtrees.org/>





# Glossary

TERM	DEFINITION
<b>Do-ocracy</b>	A form of democratic collaboration, where “ <i>responsibilities attach to people who do the work, rather than elected or selected officials</i> ”. Whoever sees an issue and can do anything about it, is free to act to fix it and supported by the local officials or government.
<b>Hashtag activism</b>	The act of showing support for a cause through a like, share, etc. on any social media platform.
<b>Slacktivism</b>	The practice of supporting a political or social cause by means such as social media or online petitions, involving very little effort or commitment.
<b>Environmentalism</b>	Concern about and action aimed at protecting the environment
<b>Fast fashion</b>	Term to describe clothing designs that move from catwalk to stores quickly to take advantage of trends. It allows consumers to purchase a trendy look at an affordable price, although this speed of manufacturing and low price usually comes from exploitative practices, high environmental pollution and waste, low wages and unsafe workplaces.



# Practical Recommendations



# Learning outcomes

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## Knowledge

- ☐ Learners are familiar with the concept of communities
- ☐ Learners acquire knowledge and understanding of local, national and global issues
- ☐ Learners understand how their day-to-day actions can help solve local/global issues one step at a time
- ☐ Learners know their rights and those of others when it comes to voicing their opinion



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# Learning outcomes

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## Skills

- ☐ Learners develop a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights
- ☐ Learners develop a sense of empathy, solidarity and respect for differences and diversity
- ☐ Learners can identify opportunities for engagement and initiate action, becoming factors for positive change



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# Learning outcomes

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## Attitude

- ☐ Learner develop a sense of belonging to a community with shared values and responsibilities, based on human rights
- ☐ Learners develop a sense of empathy, solidarity and respect for differences and diversity
- ☐ Learners become ethically responsible and engaged
- ☐ Learners are eager to implement positive changes in society
- ☐ Learners develop motivation and willingness to take necessary actions when facing injustice



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# Lesson plans



01

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## Community actions influenced by GCE

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Theoretical background – how  
global citizens can form  
communities, promote GCE  
values and improve;

*Case study on DakAkker  
sustainable rooftop farm*



02

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## Influencing the decision- making process

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Brief description of the positive  
impact of good GCE on various  
aspects of society.

*Case study on Nestle and its  
innovation, started by  
sustainability and customer  
demand*



03

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## Activism inspired by GCE and its values

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Description of activism fueled by  
a sense of global citizenship and  
its most common forms and  
impacts

*Case study on #TeamSeas as a  
good example of hashtag  
activism*



# Lesson plan 1

## Module: Community Actions

### Methods of Participation

#### Lesson Plan 1: Community actions influenced by GCE

Duration: 60 mins

<b>Aim</b>	This lesson plan aims to present the different ways communities can get involved in their daily lives, starting on a personal level, going through the educational system, forming citizen communities and involving governments and institutions.
<b>Target Group</b>	Adults living in rural areas
<b>Facility/ Equipment</b>	<ul style="list-style-type: none"><li>• Classroom</li><li>• Projector</li><li>• Internet access</li><li>• Whiteboard</li><li>• PC or a laptop (optional)</li></ul>
<b>Tools/ Materials</b>	<ul style="list-style-type: none"><li>• PowerPoint Presentation</li><li>• Handouts</li><li>• A4 sheets and writing materials</li></ul>
<b>Main Activity</b>	<p><b>Task 1: Introduction of the topic and theoretical background (20 mins)</b></p> <p><b>Task 2: Group work and discussion - Case study (30 mins)</b></p> <p>Distribute to the learners the chosen case study and allow them to read it, provide some A4 sheets for note taking.</p> <p>Discuss what impressions the case study gave the learners. Suggest they research alternative ways to get involved on a local level.</p> <p><b>Task 3: Conclusion (10 mins)</b></p>
<b>Reflection</b>	<p>What are some examples of community actions that already happen in your area?</p> <p>Name same ways in which you can get involved in your local community.</p> <p>Can you identify some local issues in your area and give ideas how to work on solving them?</p>



# Real-life example/case study 1

## Module: Community Actions

Topic: Methods of participation

Real-life example/case study 1

Duration: 30 mins

<b>Aim</b>	This case study aims to show a successful example of how communities can come together to keep an ethically responsible place and help improve life in their residential areas, combining various GCE concepts and putting them into action (more sustainable living, ecology, community spirit, education).
<b>Target Group</b>	Adults living in rural areas
<b>Case study description (short)</b>	Rooftop farm DakAkker in the centre of Rotterdam, The Netherlands. Born out of the concept for sustainable green community spaces in living areas and cooperative care for sustainable development of urban farms
<b>Connection with the topic</b>	Community gardens are a great example of a group initiative, influenced by global citizenship consciousness. Through their ethically responsible actions, volunteers demonstrate an understanding of the GCE concepts and show how small local actions can be taken to make our living areas and lifestyle more sustainable and healthier, teaching the local communities about organic food growth in urban areas.
<b>Follow up questions</b>	What do you think about the idea of rooftop gardens? Would you consider opening your own garden in your area and where? What could be improved or added in the case of this rooftop farm? Can you name similar examples from your country?
<b>References</b>	Official website: <a href="https://dakakker.nl/">https://dakakker.nl/</a> Short 3-min video about the garden, in Dutch with English subtitles: <a href="https://youtu.be/CwGzr3kuuA8">https://youtu.be/CwGzr3kuuA8</a>



# Real-life example/case study 1

## Case study description

The DakAkker is a 1000 m<sup>2</sup> rooftop farm on top of the Schieblock in Rotterdam in The Netherlands. Vegetables, edible flowers and fruit are grown and bees are kept, there are also free range chickens. **The DakAkker is the largest open-air roof farm** in the Netherlands and **one of the largest in Europe**. It has a Smart roof which is located on the top and is a test site for smart water storage and management. Wouter Bauman, nature and spatial planning consultant at the Rotterdam Environmental Center and also beekeeper affiliated with the Ambrosius Beekeepers Guild, is responsible for the management of the DakAkker, together with a large group of enthusiastic volunteers.

The conditions on the DakAkker are comparable to a Mediterranean climate: dry rocky soil, a lot of wind sometimes quite warm. That is why herbs such as mint, lemon verbena and lavender are grown on the farm, as well as vegetables such as Jerusalem artichoke, beetroot, carrot, radish and garlic varieties such as onion, leek, garlic and strong plants such as raspberry, rhubarb and pumpkin. **Organic seed and planting material** is used at the rooftop farm. No fertilizer is used and no spraying with insecticides, while also a 6-year alternating crop schedule is used. In the worm hotels, compost worms make compost that is used on the roof but is also sold as a liquid compost for plants. The edible flowers of the roof are the top product and are delivered to six restaurants in the immediate vicinity of the rooftop farm.

There are **several beehives** on the DakAkker. The honeybees ensure pollination of plants on the farm. In earlier days beekeeping was part of the farm. Nowadays, more and more city people are discovering what beekeeping a special hobby can be. Considering the scarce space in the cities the urban beekeeper should look for a suitable place to place the beehives. In some cases, a roof can be a great place to put a hive.

The farm has also created **an education program 'Dakennie'** for primary schools in Rotterdam. It is financially supported by various organizations, the municipality of Rotterdam and is open for cooperation with many schools in the area. Learning and doing on the roof for schools - a program about urban agriculture, green roofs, climate and water, healthy food, biodiversity and sustainability. Kids discover the rooftop farm with a map. They are introduced to everything that grows on the farm, along with the bees, chickens and the worm hotels. They also get to work on the farm as real rooftop farmers - they will weed, sow and water the plants.

The Smart roof on the roof pavilion is a water storage green roof with a smart flow control that is driven by the weather forecast. When predicting extreme rainfall, the smart flow control responds by making extra water storage capacity available 24 hours in advance.

In conclusion, it is a great example of how an idea can be developed, supported and loved by a community. The rooftop farm has many visitors, it's even included in official city tours and has a lot of volunteers to take care of the place and all its inhabitants. This sustainable concept has inspired many similar projects in other countries and creates a culture of respect towards nature, biodiversity, food and the land we inhabit.



# Lesson plan 2

## Module Title: Community Actions

Topic: Influencing decision-making

Lesson Plan 2: How is GCE influencing the decision-making process

Duration: 60 minutes

<b>Aim</b>	This lesson plan aims to explain how GCE influences the process of making important decisions and how behaviour changes positively as a result of a proper GCE.
<b>Target Group</b>	Adults living in rural areas
<b>Facility/ Equipment</b>	<ul style="list-style-type: none"><li>• Classroom</li><li>• Projector</li><li>• Internet access</li><li>• Whiteboard</li><li>• PC or laptop (optional)</li></ul>
<b>Tools/ Materials</b>	<ul style="list-style-type: none"><li>• PowerPoint Presentation</li><li>• Videos and articles</li><li>• Handouts</li></ul>
<b>Main Activity</b>	<p><b>Task 1: Introduction to the topic and definitions (20 min)</b></p> <p><b>Task 2: Case study and discussion (30 min)</b></p> <p><i>Give the learners the case study and let them read it and take notes for a discussion</i></p> <p><b>Task 3: Conclusion (10 min)</b></p>
<b>Reflection</b>	<p><i>Why is it important to understand others? How do you think GCE makes us better?</i></p> <p><i>What are the advantages that global citizenship values give you?</i></p> <p><i>What are some examples of how GCE contributes to a better world? Think of examples of positive change that has happened due to global citizenship values (e.g. campaigns, policy changes, reforms)</i></p>





# Real-life example/case study 2

## Module: Community Actions

### Topic: Influencing decision-making

Real-life example/case study: Veganism, vegetarianism and flexitarian trends – Nestle's plant-based innovation

Duration: 30 mins

<b>Aim</b>	This case study aims to <i>give an overview on trends, influenced by sustainable food and dietary changes in order to lessen the impact on the environment.</i>
<b>Target Group</b>	Adults living in rural areas
<b>Case study description</b>	Reports and research made by Nestle in Europe and US have found out that the high demand of plant-based products is growing fast. Big brands have started adapting to those trends by developing innovative products and trying to become more sustainable and eco-friendlier in general.
<b>Connection with the topic</b>	The case briefly explains what is behind the decision of many people to go for plant-based food, following reports and data how our eating habits are making a big impact on the environment. It shows that customer demand changes rapidly and how companies and brands try to keep up with it, directly influencing their decision and processes of product development and innovation.
<b>Follow up questions</b>	Do you know what impact your food choices have on the environment? Have you made any changes in your shopping habits to reduce your environmental impact? Is sustainability of a brand a factor for you when it comes to food/clothing/shoes/tech shopping? What would make you choose a more sustainable brand over a regular one?
<b>References</b>	<i>Embracing plant-based – Nestle - <a href="https://www.nestle.com/stories/healthy-food-meatless-meals-flexitarian-nutrition-needs">https://www.nestle.com/stories/healthy-food-meatless-meals-flexitarian-nutrition-needs</a> What's driving the plant-based boom? - <a href="https://www.newfoodmagazine.com/article/139141/plant-based-boom/">https://www.newfoodmagazine.com/article/139141/plant-based-boom/</a> Ethical and sustainable brand content example, Nestle's YouTube channel - <a href="https://www.youtube.com/c/nestle/videos">https://www.youtube.com/c/nestle/videos</a> Statistics and data taken from The Vegan Society; <a href="https://www.vegansociety.com/">https://www.vegansociety.com/</a></i>



Good food, Good life



# Real-life example/case study 2

## Veganism, vegetarianism and flexitarian trends – Nestle’s plant-based innovation

### Case study

The food and beverage industry is transforming rapidly. Smaller, more agile and fast-moving start-ups are challenging larger companies. Consumer needs are also evolving. **Health and wellbeing** have become the **core drivers**, with many consumers reassessing what they eat and their impact on the planet. By the summer of 2020, **plant-based food sales more than doubled in Europe**, with consumers putting 14% more meat-free and dairy-free options in their baskets.

**Animal welfare and the ethics** surrounding eating meat have always been widely **debated**. With billion animals slaughtered each year for food, animal agriculture is responsible for up to 91% of Amazon rainforest destruction, for example. **Mindful consumers** are now aware of the negative effects animal-based diets are having on the world around them and the positive impact going vegan, or vegetarian, can have. In fact, nearly half (48%) of consumers reduced their meat consumption due to concerns over animal welfare.

The planet is another key factor: more than a third of people say **sustainability** is why they choose a plant-based diet. Compared to diets rich in animal products, plant-based is far more sustainable because it uses significantly fewer natural resources and puts far less pressure on the environment. But it’s not just about the food: brands and companies are progressively adapting and changing towards more sustainable, eco-friendly, **environmentally conscious** products. Sourcing and manufacturing processes become ‘greener’ because it is what customers look for and research before choosing a product.

Consumer expectation is high and what was considered acceptable a couple of years ago is no longer the case. Consumers don’t want to feel like they’re missing out or like they’re negatively affecting the planet with their actions or food choice, but at the same time, ‘fake meat’ doesn’t always hit the mark, especially for omnivores. Predictions suggest that more sustainably grown ingredients such as lentils, beans and chickpeas that add texture to plant-based foods will all get more focus as we continue to move away from red meat and poultry. Consumers are getting more adventurous and more curious about plant-based foods. **Flexitarian** is fast becoming as valid a lifestyle choice as vegetarian or meat-eater. Indeed, Nestle conducted a global study in 2017 that suggested that up to 30% of consumers want to transition to a diet with less or no meat. More and more of are embracing the challenge and variety involved in making plant-based meals on a regular basis, without feeling the pressure to commit to never eating meat again. Nestle is meeting this flexitarian trend with plant-based brands like Garden Gourmet in Europe – the second-largest vegetarian brand - and Sweet Earth in the US.



# Real-life example/case study 2

## Veganism, vegetarianism and flexitarian trends – Nestle's plant-based innovation

### Case study

Gone are the days when craving a bacon cheeseburger meant abandoning dietary restrictions.

In 2020, **Nestlé claimed that they became the first food and beverage company to develop all three key ingredients - vegan bacon, cheese and burgers** – of a fully believable vegan bacon cheeseburger. But Nestle continues to develop new genuine plant-based alternatives to foodie even so, just as they continue trying to improve their existing ones. For example, in September 2020, Garden Gourmet launched a second version of their plant-based burger, with a new flavour and texture, and requiring **80% less land use** than a regular beef burger, **generating 75% less carbon emissions**.

Nestle's success in the vegetarian and vegan markets also extends to other substitute meat products, such as the Garden Gourmet Sensational Sausage, available in Bratwurst and Chorizo styles. It is made using a range of ingredients including soy, beetroot, carrots, peppers, rapeseed and coconut oils. Furthermore, they have also delved plant-based seafood with Nestle's vegan tuna alternative and *Vrimp* (vegan shrimp).

In this line of thinking, Nestle also released a number of products catering to the vegan market. These included an alternative to conventional eggs that is both sustainable and animal-friendly and that can be used in a variety of ways, including for baking and other such recipes. Similarly, a milk alternative, *Wunda*, was also created. Nestle chose to make it pea-based, and similarly versatile, as with conventional milk, and carbon neutral.

More generally, 80% of Garden Gourmet products are now **clean label**, and Nestle report that they have plans to extend this label to their entire range. But beyond this, other established Nestlé brands are also moving into plant-based products, such as *Nescafé Gold* launching a range of non-dairy lattes made with almond, oat or coconut; *Starbucks Non-Dairy Creamer*; made from almond and oat milk and available in caramel and hazelnut; and *KitKat* releasing KitKat V, a certified vegan version of the well-known chocolate bar.

*"Our products meet the demands of flavor-forward consumers who want more plant-based foods, especially millennials who want convenient, real food and flexitarians who want more vegetables and plant-based proteins in their diet,"* Sweet Earth Foods co-founder, Kelly Swette explains and continues: *"We're making healthy and sustainable food accessible to everyone, just like it should be. **Nestlé is ready for the flexitarian future.**"*

# Real-life example/case study 2

## Module: Community Actions

Topic: Influencing decision-making

Real-life example/case study: The implementation of a 4-day work week

Duration: 30 mins

<b>Aim</b>	To briefly inform about the 4-work day initiative and how people can come together to promote a positive change.
<b>Target Group</b>	Adults living in rural areas
<b>Case study description</b>	The text gives a general overview on which countries have tested the 4-day work week and how it has worked to make employees happier. At the same time, it reduces the carbon footprint of companies and is generally beneficial to the environment.
<b>Connection with the topic</b>	A few studies explored how reducing the workweek to fewer hours/days, from 4 to 5, and suggested how this affects both mental health and the environmental impact of people's activities. Following those observations, work unions and companies all over the world are considering implementing it and have announced a testing period. The whole process is influenced by views that are related to GCE values.
<b>Follow up questions</b>	Have you heard about the initiative for implementing a 4-day work week before? Does the idea of a 4-day work week seem good to you and why/why not? Would you suggest or petition for a similar change in your area? In what ways does the 4-day work week benefit the environment? What steps can you take to ask your government/company/school to consider the 4-day work week?
<b>References</b>	<i>Unilever tries four-day work week</i> - <a href="https://fortune.com/2020/12/01/unilever-four-day-work-week/">https://fortune.com/2020/12/01/unilever-four-day-work-week/</a> <i>A four-day week 'an overwhelming success' in Iceland</i> - <a href="https://www.bbc.com/news/business-57724779">https://www.bbc.com/news/business-57724779</a> <i>Spain is the latest country to try a four-day work week</i> - <a href="https://www.forbes.com/sites/jackkelly/2021/03/15/spain-is-the-latest-country-to-try-a-four-day-workweek/">https://www.forbes.com/sites/jackkelly/2021/03/15/spain-is-the-latest-country-to-try-a-four-day-workweek/</a>

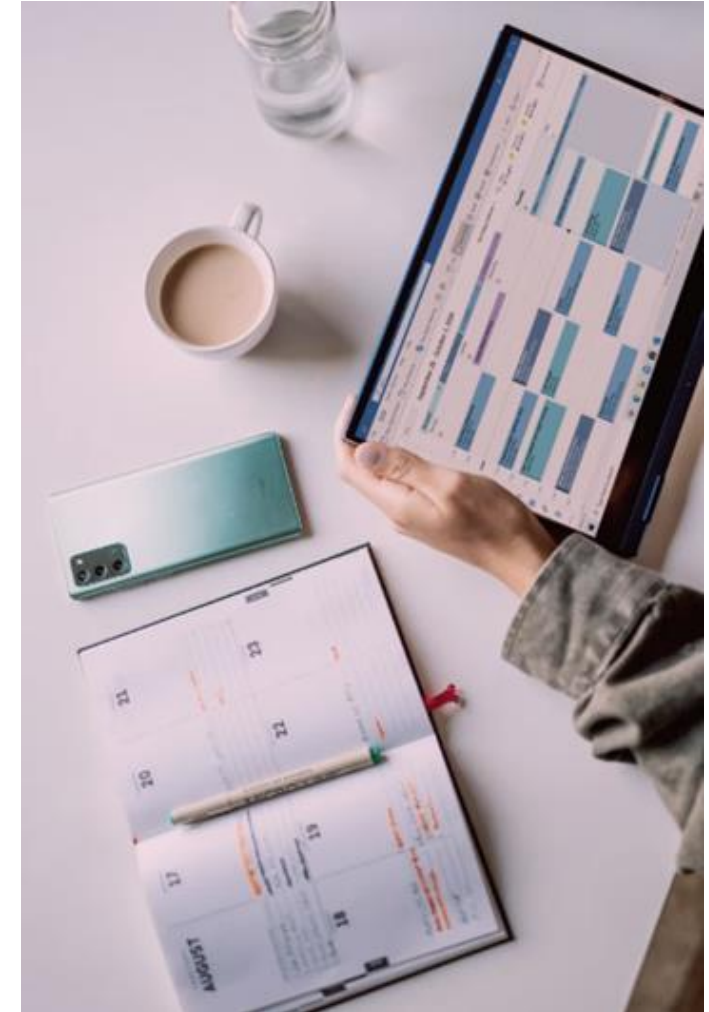


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# Real-life example/case study 2

## The implementation of a 4-day work week

### Case study

*As a cultural norm and thanks to union initiatives, the 5-day work week was introduced in the early 1900s. First general mentions about a 4-day workweek surged in the 1970 but were unsubstantial and soon faded. However, in the past few years, some research has led employers to believe that reducing the work week to 4 days or 32h may have benefits not only for their employers but also to the environment. Labor activists and environmentalists advocate for a compressed workweek, indicating it would help the mental wellbeing of employees, as well as reducing emissions. As a consequence of the shorter work week, employees would be refreshed and more productive. With one day less, the operating and environmental costs will decrease for businesses and then for society overall.*

*The COVID pandemic only reinforced those beliefs, as people worked from home on a more flexible schedule, along with carbon emissions were reduced significantly. A lot of employees who were allowed to keep a shorter work week haven't considered going back to regular schedule.*

*So far, only a few countries have actively implemented the 4-day work week, like Japan, New Zealand, Iceland and Spain, among others.*

*Japan started a trial in 2019 with 4 days a week at the office of Microsoft. For the duration of that trial, the company saw a 23% reduced electricity cost and employee productivity increased by 40%. As a result, the Japanese government officially recommended companies to allow employees to opt for a 4-day work week, believing that this would improve work-life balance.*

*New Zealand's branch of Unilever has also implemented some trials of the 4-day work week at their offices. Their managing director, Nick Bangs, has stated that "the old ways of working are outdated and no longer fit for purpose". When the trial ends in December, the company will evaluate the results to see if the shorter work week can be extended to the rest of the company's branches all over the world. Moreover, the Prime Minister of New Zealand, Jacinda Ardern, has supported the idea of a 4-day work week, stating that this would help for a better life/work balance, possibly encouraging domestic tourism to make up for the lack of foreign tourists. Other New Zealand firms have also tested and fully implemented the shorter work week, seeing no downside after their own personal trial runs.*

*In Iceland, the Reykjavik City Council and the national government ran trials with 2500 workers from a range of workplaces, like offices, hospitals, service providers and preschools. Employees reported that they were less stressed, and their work/life balance has improved significantly, having more time to spend with their families or do chores and enjoy their hobbies. It led labour unions in Iceland to renegotiate working patterns which resulted in over 85% of the working population to move to shorter work hours for the same pay.*

*In Spain the government has announced in 2021 that it will run the experiment of a four-day workweek over three years. It will include around 200 companies and up to 6000 workers.*

*Of course, shorter work weeks wouldn't mean less pay. Most of the governments and companies are considering policies and programs to support and compensate their workers, hence no cutting down salaries or workforce. Overall, the reduction of the workdays per week has been positively met in each trial location so far. As a result, more and more countries have seen unions and associations advocating for the 4-day workweek to match the changing times and the 'new normal'.*





# Lesson plan 3

## Module: Community Actions

Topic Title: Activism

Lesson Plan : Activism as an expression of the global citizenship spirit

Duration: 60 mins

<b>Aim</b>	This lesson plan aims to explain what is activism, what the different and most common types are and how a global citizenship hands-on mentality can contribute to actions that lead to improvements, positive social changes and more just communities.
<b>Target Group</b>	Adults living in rural areas
<b>Facility/ Equipment</b>	<ul style="list-style-type: none"><li>• Classroom</li><li>• Projector</li><li>• Internet access</li><li>• PC or laptop (optional)</li></ul>
<b>Tools/ Materials</b>	<ul style="list-style-type: none"><li>• PowerPoint presentation</li><li>• Handouts</li><li>• Video links</li><li>• A4 sheet of paper and writing materials</li></ul>
<b>Main Activity</b>	<p><b>Task 1: Introduction (20 mins)</b> <i>Provide a brief explanation of definitions (types of activism) and some general examples</i></p> <p><b>Task 2: Group work – Case study (30 mins)</b> <i>Provide the learners with a case study from the Handout materials, read and then lead a short discussion on the topic</i></p> <p><b>Task 3: Conclusion (10 mins)</b></p>
<b>Reflection</b>	<p><i>Give some examples of causes that have sparked local/national/worldwide protests and demonstrations.</i></p> <p><i>Have you ever participated in any form of activism? What was the cause? What changed and what didn't?</i></p> <p><i>If you see any social injustice or a problem, what ways would you choose to oppose it and voice your opinion?</i></p>



# Real-life example/case study 3

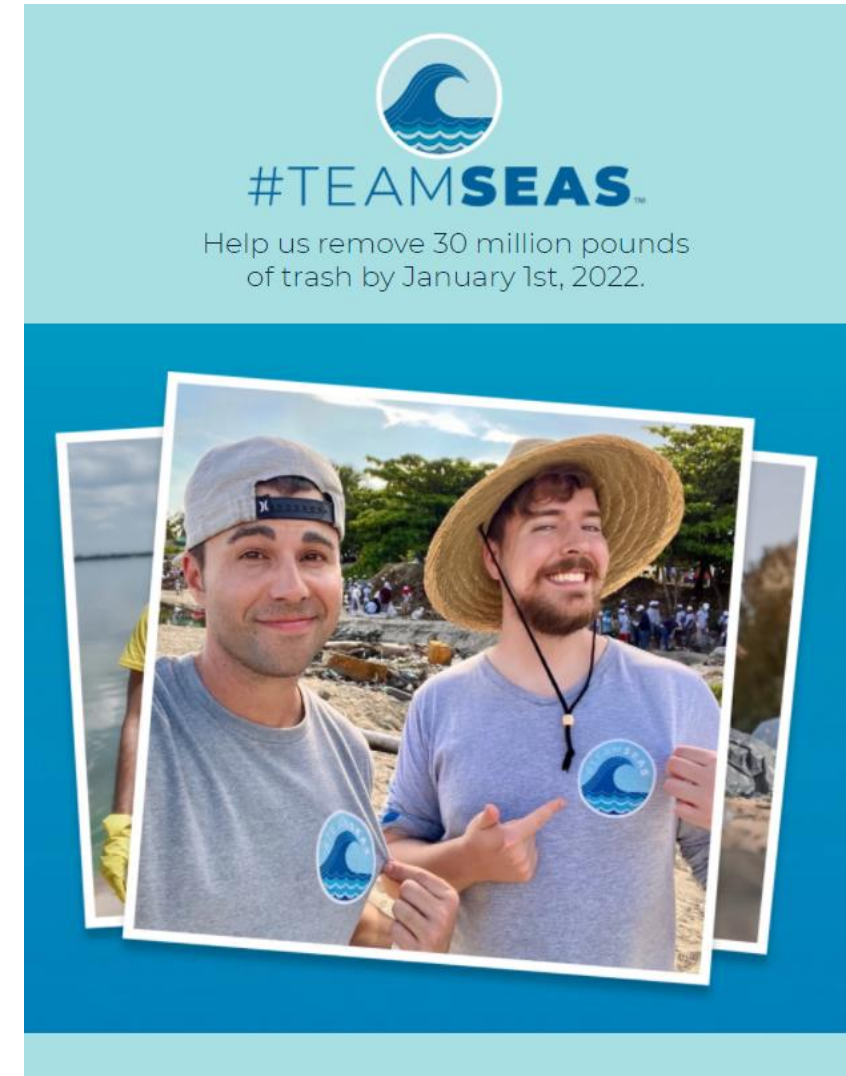
## Module: Community Actions

### Activism

Real-life example/case study: Hashtag Activism done right - #TeamSeas

Duration: 30 mins

<b>Aim</b>	This case study aims to <i>present a successful example of hashtag activism. It shows how the GCE values are applied in practice to gather communities towards a common goal for positive change.</i>
<b>Target Group</b>	Adults living in rural areas
<b>Case study description</b>	A campaign that started online for gathering funds - \$30M to clean 30M pounds of trash from oceans, seas and rivers. The campaign was started and promoted by popular content creator Jimmy Donaldson (MrBeast) known for his charitable campaigns among other types of content.
<b>Connection with the topic</b>	This is a good example of how GCE makes it easier for citizens to notice current important issues, realise their gravity and act upon them through any available resources and media.
<b>Follow up questions</b>	How would you participate in the #TeamSeas campaign? Can you name any similar campaigns in your area /country/worldwide? What are some issues you have noticed that need a change? How can you act on informing others about those issues? How can you tackle the problem with plastic pollution?
<b>References</b>	#TeamSeas official website: <a href="https://teamseas.org/">https://teamseas.org/</a> MrBeast Short clip (45sec) on Help Us Save The Ocean - <a href="https://youtu.be/DMP-uU2988Q">https://youtu.be/DMP-uU2988Q</a> Full video that launched the campaign - <a href="https://youtu.be/cV2qBU6hKfY">https://youtu.be/cV2qBU6hKfY</a>



# Real-life example/case study 3

## Hashtag Activism done right - #TeamSeas

### Case study

*The ocean and the life within it are incredibly important. Even besides drinkable water, the ocean produces half of our breathable the air, so it is incredibly important to keep it clean and healthy, even just for our own sake. Unfortunately, the ocean and the rivers that feed it are full of an estimated 200 million tons of plastic waste, with an estimated 11 million tons continuing to enter the oceans annually.*

***#TeamSeas was a global campaign to raise \$30M to remove 30M pounds** (approximately 13, 600 tonnes!) of plastic and waste from the ocean, as well as rivers and beaches. It's also the follow-on from the hugely successful creator-led fundraising campaign, #TeamTrees. #TeamTrees was launched in 2019 with a goal of raising \$20M to plant 20M trees and they surpassed the goal, raising over \$23M and generating more than 1B video views. Years later, TeamTrees.org is still receiving donations and planting thousands of trees every day.*

*#TeamSeas was launched on Friday, 29th October 2021 with a massive wave of online videos, which continued with other new content to rally support throughout the campaign. The \$30M fundraising goal officially and successfully ended on 1<sup>st</sup> January 2022, so despite the short amount of time they had to raise this money, they still reached their goal. The funded cleanup work began in 2022 and is scheduled to finish in three years, although the team has also kept the site up and running after the fundraising deadline.*

*Just like the original campaign that inspired it, #TeamSeas is **led by Mark Rober, Jimmy Donaldson (MrBeast) and Campaign Director, Matt Fitzgerald**. They reunited many of the world's most popular content creators to help launch the campaign, add creativity and invite their audience to power #TeamSeas toward its ambitious \$30 million goal.*

*#TeamSeas is looking to be **one of the biggest, most-impactful cleanup projects of all time**, with cutting-edge **river Interceptors**, information on **locally-organized cleanups**, **ghost-gear** (discarded or abandoned fishing gear) **initiative removal efforts** and **professional expeditions** to areas with the greatest potential for conservation impact.*

*All of the money raised by #TeamSeas goes to independently verified waste removed from beaches, rivers or the ocean. Donated funds go directly to two not-for-profit organizations: Ocean Conservancy and The Ocean Cleanup, who split the money evenly. This money is only released once the waste is verified as having been removed, with \$1 for every pound.*

*Where possible, recyclable waste such as cans, glass, and plastic bottles are separated and recycled. Where this is not possible, the waste is directed to a disposal site in accordance with local regulations and capacity. The campaign cites this is a particular reason that a **reduction in the amount of plastic that humans use and in the waste we generate is needed**, noting that the plastic pollution problem is so big that **no single solution and that the campaign therefore only represents a starting point**.*

*To get involved, take a look at **TeamSeas.org**, and consider sharing the campaign, its content, and its themes both on the internet and with people you know.*



# Tips

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- Use interactive tools to keep the learners interested. You can find resources in the Bibliography and Additional resources sections
- Ask open-ended, reflective questions frequently. Some guides have been created but feel free to include your own
- Research recent examples for every topic and include them in the lessons
- Include videos and captivating images for each topic
- Approach learners with open mind and curiosity
- Create a safe learning environment, making it clear all opinions are valid and can be shared without judging
- Ask for relevant case studies and examples that learners may know about the different topics

# Assessment Questions

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1. What are some examples of community actions influenced by a good GCE? Pick all the appropriate options.

- a) **Community gardens**
- b) **Social volunteering**
- c) **Local youth governments**
- d) Car races
- e) **Charity events**

2. What is understood by the term 'do-ocracy'?

- a) A form of democratic election that picks a citizen to represent a local community in the government
- b) **A form of democratic collaboration where responsibilities attach to people who do the work, rather than elected or selected officials**
- c) A form of do-it-yourself culture that consists in making everything yourself (food, clothes, etc)

3. What can you personally do to become a better global citizen? Choose the most accurate.

- a) **Respect and accept diversity, protect human rights, reduce waste and recycle, be informed on local and global issues**
- b) Know the countries in the world, travel a lot, buy only ecological products
- c) Retweet and repost most popular hashtags on social media, go to protests, travel a lot and buy international products

4. Which statement is FALSE?

- a) Global Citizenship nurtures personal respect and respect for others, wherever they live
- b) **Making greener choices, like recycling, has almost no impact on the environment**
- c) With proper GCE, young people from all walks of life can take advantage of the economic opportunities of globalization





# Assessment Questions

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5. What are some good practices that GCE creates in people?

- a) Investing in foreign companies
- b) Recycling**
- c) Volunteering**
- d) Responsible travel**
- e) Supporting sport teams

6. Which statement is true?

- a) There is nothing we can do about extremism and
- b) Extremism tolerates diversity and different points of view
- c) Global citizenship nurtures empathy and solidarity**

7. Boycotts and strikes are the same. True or false? - **False**

8. Fill in the gaps:

Environmentalism takes various forms that include the protection of (A) nature and (B) natural environment, protection of, (C) human environment, conservation of depletable (D) natural resources, protection of the function of critical earth system elements, such as the (E) climate.



# Assessment Questions

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9. What are some of the most common types of activism? Choose all the appropriate answers

- a) **Protests and demonstrations**
- b) Crowdfunding
- c) **Boycotts and strikes**
- d) **Social media campaigns**
- e) **Political campaigns**

10. Fill in the gaps:

A new form of (A) activism taking the world by storm. Also known as (B) “hashtag activism”, it takes place in (C) social media networks like Twitter, Instagram or Facebook. Users raise awareness of (D) issues, organizations and actions through (E) posts, graphics, videos and more.

