

## LESSON PLAN:

### Learning how to live and work together

This lesson plan is part of the **AFS Effect+ for the Classroom Toolkit for Educators**: resources for teaching Active Global Citizenship & the SDGs for high school students developed by AFS Intercultural Programs. [Click here](#) if you wish to receive the full toolkit to be launched in August 2021 or visit the program page [here](#).



**Group Size**  
15-30 students



**Required Time**  
45 minutes



**Session Type**  
Online / In-Person



### LEARNING OBJECTIVES

By the end of this session, students will:

1. Be able and willing to connect and work with their classmates.
2. Communicate and interact effectively in different communication styles.
3. Understand the importance of developing a lens for seeing the world as a global citizen and why change-making matters.



### NECESSARY MATERIALS

- Whiteboard or a flipchart.
- Pens and/or colored markers
- Post-its/"sticky notes" or small slips of colored paper and tape/tacks.
- Sheets of paper.

## ACTIVITY A: GETTING TO KNOW EACH OTHER BETTER - 15 MIN

**KEY GOAL:** *Foster discussion about Active Listening and the importance of feeling understood.*

### STEP-BY-STEP INSTRUCTIONS:

1. Ask students to stand in a circle, including yourself. You can also adapt this in order to a sitting circle, for example, to be inclusive of those who may have different mobility considerations. Explain the rules of the activity:
  - a. Everyone will take turns sharing a statement that applies to themselves which they consider an interesting fact about themselves that not everybody knows. After making their statement, they must take a step towards the inside of the circle. For example: "I'm the oldest sibling in my family"; "I was born overseas"; "I speak 3 languages", etc.
  - b. If the statement applies to you or any other student, you/they should step inside the circle too.
  - c. After each revelation, have students take a moment to look at who is in the "inner" circle with them and then return to the larger circle.
  - d. Repeat this exercise several times. Depending on the size of the group, you can go around the circle more than once.
2. Once everyone goes or once you have reached half of the time assigned to the activity, lead a reflection about the activity. You can use some of these questions:
  - a. How did you feel doing this activity?
  - b. What made you feel that way?
  - c. Is there anything new you learned about your classmates?
  - d. Is there anything new you learned about yourself?
  - e. How can you use what you learned today?

### NOTES AND TIPS

- If running it virtually, you can ask students to unmute themselves to share. Others can comment on the chat "me too" and/or use the thumbs-up emoji as a reaction.
- Give participants time to start sharing. Long pauses or silences are expected.
- If the pause is too long (more than 30 seconds), take part in the exercise too and share something about yourself.



- Encourage them to cover different topics, such as what they like to do, how many siblings they have, where they come from, what is their favorite subject, what makes them feel happy, etc.

## ACTIVITY B: BOOSTING COLLABORATION - 15 MIN

*KEY GOAL: Introduce and discuss strategies for addressing stereotypes and discrimination.*

### STEP-BY-STEP INSTRUCTIONS:

1. Ask students to get in pairs, encouraging them to go with someone they don't interact with often, and then sit face-to-face with a comfortable distance between them.
2. Explain the rules of the first part of the activity:
  - a. They will share with each other, at the same time, a story about an activity (hobby, sport, etc.) each one is passionate about. They will have 1 minute for this and should try to fill in all the time speaking.
  - b. As they start, simultaneously, telling their stories, they should do anything they can (except for leaving their seats or turning off the computer volume or the camera in a virtual setting) to listen to the other person's story but without stopping to tell their own.
3. Still, in the same pairs, explain the rules of the second part of the activity:
  - a. Ask them to tell each other, one at once, in 1 minute, the same story about an activity (hobby, sport, etc.) each one is passionate about.
  - b. This time, Person A tells their story, and Person B is to listen very attentively, but while doing this must not react in any way (no sounds, no body language, no movement in the face, etc.), just look at and listen to Person A and nothing else. At the end of the minute, rotate roles.
  - c. Finally and before the discussion, ask that each person tell back to their pair the story the other person shared in their own words and as accurately as they can.
4. Once you have reached half of the time assigned to the activity, lead a reflection about the activity. You can use some of these questions:
  - a. How did you feel? What made you feel that way?
  - b. When did you feel listened to? What does it mean to feel listened to?

- c. Why is listening important and how do we know someone is listening? How do we show we are listening?
  - d. What can we learn from this activity?
5. Ask students what they think Active Listening is and what it entails. Make sure they mention:
  - a. listening to understand (not to respond), refraining from judgment,
  - b. asking questions to clarify (not to challenge what people are saying),
  - c. being open (also to changing your own mind),
  - d. checking for understanding (paraphrasing),
  - e. using body language.

It's helpful to take notes on a board or flipchart of the key points raised.
6. Next, ask students why it is important for us to be Active Listeners. Make sure to mention:
  - a. knowing different perspectives,
  - b. better understanding different realities,
  - c. checking if one's opinions make sense and resonate with others,
  - d. getting to know the people you interact and study with,
  - e. building trusting relationships.

## NOTES AND TIPS

- If doing this activity **virtually**, use the "breakout room" function in the videoconferencing tool to split students in pairs.
- You can tweak or adapt the type of story you would like the students to share, making sure to select topics that lead to a debrief about how frustrating it can be not to feel listened to when they share something that matters to them and how important it is to feel you are being understood.



## ACTIVITY C: BECOMING ACTIVE GLOBAL CITIZENS- 15 MIN

**KEY GOAL:** Foster reflection about the Skills, Knowledge and Attitudes that make up Active Global Citizenship and which of these characteristics we can see in ourselves and others.

### STEP-BY-STEP INSTRUCTIONS:

1. Start by introducing the definition of Active Global Citizens.

- a. *Active Global Citizens see themselves as members of the global community and recognize that the challenges the world faces are interdependent and that our choices and actions may have repercussions for people and communities locally and globally. Active Global Citizens engage in open, appropriate and effective interactions with people from different cultures and take an active role in working with others to make the world a more just, peaceful, inclusive, secure and sustainable place.*

You can have this written on the board or in a flip chart.

2. Ask participants to think of 2-3 people that they admire or inspire them who they consider to be “Active Global Citizens”. Mention these can be people they know personally (like a friend, family member, teacher, etc.) or a public figure (an activist, politician, celebrity, etc.)
3. Distribute 6 slips of colored paper or post-it/”sticky” notes per student. Ask them to make a list of up to 6 characteristics, specifically Skills, Knowledge and Attitudes, that these people seem to have in common, writing down each characteristic on a different color of paper or post-it/”sticky” note. Give them 5 minutes to complete this.
4. Once they have listed the characteristics, ask them to place their papers on the board or a flipchart. This board should be divided into 3 parts with the title for each (SKILLS, KNOWLEDGE and ATTITUDES) and students should place each paper in the area that characteristic corresponds to.
5. Once they are done, ask students to have a look at all characteristics listed by their classmates and then go back to their seats. Take a minute to highlight some of the characteristics that were listed.
6. Ask participants to get a sheet of paper and give them the following instructions:
  - a. On one side of the paper, ask them to write down 2-3 characteristics of an Active Global Citizen captured on the board that they believe they personally already possess.
  - b. On the other side, ask them to write down 2-3 characteristics that they would like to develop in themselves.
7. After 3 minutes, ask the students to turn and talk to their classmates to share with their peers one thing that they are comfortable sharing from what they wrote down.

8. To wrap up, lead a reflection using these questions:
- How do you feel about the characteristics you think you have? What about the ones you would like to develop?
  - What characteristics did you find you have in common with the classmates you talked to?
  - Did you find out something new about yourself in terms of characteristics you already have as an Active Global Citizen?
  - Do you have any ideas on how to develop other characteristics of an “Active Global Citizen” that you want to have?

### NOTES AND TIPS

- If doing this activity **virtually**, use the “whiteboard” tool in the videoconferencing tool you are using or use a collaborative working document (Google Docs, e.g.) in which students can share what they wrote down.
- For running steps 7 and 8 virtually, you can use the “breakout rooms” function to split students into smaller groups.



## References

- Intercultural Learning for Pupils and Teachers Toolbox, EFIL. Available at <http://intercultural-learning.eu>
- Our Colourful World Classroom Kit, CISV & Momondo. Available at <https://civ.org/about-us/our-partners/civ-and-momondo>