



# AFS Effect+ for the Classroom: **Toolkit for Educators**

Resources for teaching Active Global Citizenship & the SDGs for high school students



## TOOLKIT SHORTCUTS

No matter what subject you teach, help your students discover the SDGs and develop as Active Global Citizens.

- Match up your existing lessons with the Program's **learning goals**
- Select a **learner pathways** to best suit your classroom needs
- Help students reflect on their growth using our **self-assessment tool**
- Use six **lesson plans** full of 18 interactive, experiential-learning based activities with lesson materials and activity sheets
- Learn more about the toolkit **references** and other suggested readings

Learn more at [afs.org/effect-plus](https://afs.org/effect-plus)

Contact [effectplus@afs.org](mailto:effectplus@afs.org) for more information.

**\*This program has been selected by UNESCO-APCEIU as one of the Education for Intercultural Understanding/Global Citizenship Education Best Practices 2021.**

## EDUCATING ACTIVE GLOBAL CITIZENS WITH SCHOOLS & EDUCATORS

Together, we can develop the 21st-century intercultural skills, knowledge, and understanding needed to create positive change for a more just and sustainable world.

Dear Educator,

Research shows that **teachers—you!**—are crucial to **foster global competence and help learners become Active Global Citizens**. Yet many teachers say they are under-equipped to support their students in this area.

Thanks to the generous support of The Sir Cyril Taylor Charitable Foundation, AFS Intercultural Programs is delighted to make the **AFS Effect+ Program**—a hands-on learning program that introduces students to the United Nations Sustainable Development Goals (SDGs) and how to work together using our diversity to advance these goals—available to teachers worldwide by providing a fully free **Classroom Edition** of the Program recognized by UNESCO-APCEIU as one of the EIU/GCED Best Practices 2021.

As a global education organization with over 105 years of experience, today AFS works to support education in three ways:



1. Develop  
Active Global Citizens



2. Globalize  
schools & institutions



3. Make intercultural  
learning more accessible

We can only achieve this impact together with you, our teacher partners. To do this, the AFS Effect+ for the Classroom (E+4C) Program offers you a flexible, easy-to-use curriculum with six developmental lessons that use 18 interactive activities to **help your students learn how to address real-world issues meaningfully.** The Program will help you model with your learners the Active Global Citizenship needed to advance the Global Goals.

Enjoy,



**Daniel Obst**

President & CEO at AFS Intercultural Programs

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# Part 1: Educational Approach

## HOW THIS PROGRAM WORKS

The AFS Effect+ for the Classroom lessons plans and activities are a **complement to the traditional classroom curriculum**, infusing intercultural learning and Active Global Citizenship education into your existing teaching. Developing the 21st-century intercultural skills, knowledge, and understanding needed to become active global citizens and create positive change for a more just and peaceful world is at the core of our programs.

The AFS E+4C Program and toolkit are **available for all teachers, for free**, and can be used by you no matter what subjects you specialize in, where in the world you are, or what languages you teach in. You can run the Program as a stand-alone lesson or **integrate it into your existing curriculum**. Already in our pilot year (2020-21), 150 language, social sciences, sports, science, literature, and mathematics teachers from 3 countries (Brazil, Colombia, and New Zealand) used the AFS E+4C Toolkit and implemented the program reaching 3000+ students.

## DEVELOPMENTAL, MODULAR, FLEXIBLE, AND INCLUSIVE

**The Program uses a developmental approach**, with each lesson building on those before it. It is also split into different modules so that you can **use it alongside your existing classroom curriculum and lesson plans**. If you have more time available, use all of the modules; if you have less time, use just one module from each lesson plan.

We also offer suggestions on adjustments to accommodate different learning styles. The activities are designed for in-person implementation but adaptations to run them online are also provided for each lesson.

## EDUCATORS AS FACILITATORS AND CO-LEARNERS

The E+4C Program encourages students to grow as Active Global Citizens by understanding the SDGs and starting to develop their own global competence by learning how to continually examine their own worldviews, explore alternative outlooks, and adjust their perspectives, mindset, and actions.

As a part of this process, AFS encourages you as an educator to view yourself not only as a **learning guide but also as a co-learner alongside your students**. Global competence research shows that **students follow their teachers' attitudes**, so how you model this is important.

## TRAINING OPPORTUNITIES OFFERED BY AFS

Although this toolkit provides step-by-step learning session outlines, **additional in-person or virtual training opportunities** may be available - such as the research-backed AFS Global Up, an interactive blended-learning certification that equips learners with tangible global skills. We offer these to help you as an educator develop your own intercultural and global competencies, grow as an Active Global Citizen yourself, and discover how to deliver the Program with maximum impact.

Whenever possible, we seek funding to make these training opportunities free or at no cost to teachers. Or ask your school about the possibility of them sponsoring your participation. See more at [afs.org/education](https://www.afs.org/education).

## LEARNING GOALS

The AFS E+4C Program has been **designed for teen learners (ages 14-18) to develop as Active Global Citizens** by introducing them to the UN Sustainable Development Goals (SDGs) and how to work together using our diversity to advance these goals. We help you do this through a series of activities that prompt students to better understand how they impact the world around them, apply problem-solving skills to real-life challenges, and communicate and collaborate in more interculturally sensitive and mindful ways. The Program's learning goals are divided into four areas:

### 1. LEARNING ABOUT SELF AND OTHERS

- Become more self-aware of one's own identity and see oneself as deeply influenced by one's own culture.
- Have deeper concern for and sensitivity to others, and expand one's capacity to perceive and respond to the values, feelings, and realities of others.

### 2. UNDERSTANDING GLOBAL ISSUES

- Get to know the UN SDGs and how they connect with one's realities.
- Develop increased curiosity and concern about global issues.
- Understand the interdependence of the global community.

### 3. CO-CREATING SOLUTIONS WITH OTHERS

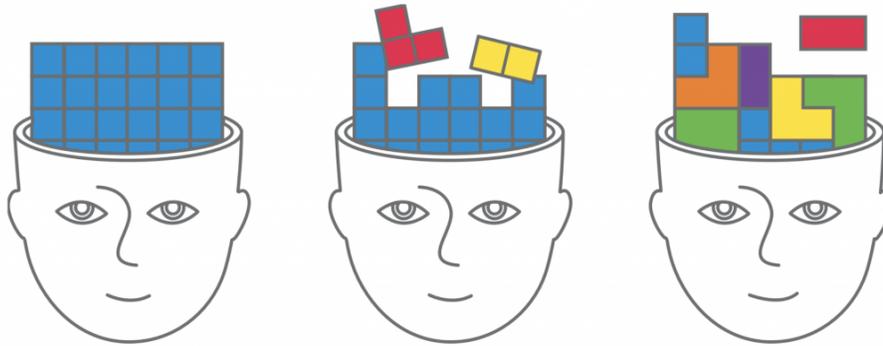
- Listen and be mindful of the needs of others and use these different perspectives in approaching problems and finding solutions in everyday situations.
- Communicate and collaborate more effectively and appropriately with people from different backgrounds and cultures.

### 4. TAKING ACTION

- Recognize that solutions to global challenges require working together.
- Start taking action for positive impact in one's local communities and help advance the UN SDGs.

## CURRICULUM & STRUCTURE

Based on the learning goals, the AFS E+4C Program curriculum uses a **developmental approach where each of six lessons builds on one another**. This provides learners opportunities to continually reflect on and apply what they are learning in the classroom and beyond. This approach mirrors AFS’s educational philosophy: that **global competence is part of a life-long and holistic learning process that never ends and requires constant practice**.



For each lesson, we share three 15-30 minute<sup>1</sup> activities that encourage students to continually examine their own worldviews, explore alternative outlooks and adjust their perspectives, mindset, and behaviors accordingly.

AFS believes in the **strength of experiential learning**. Through our programs, we put students at the center of their learning journeys, guiding and supporting them along the way. Students reflect on how they impact the world around them and learn how to **build bridges among cultures and work together to create positive change**. They are then encouraged to experiment and put into practice based on insights gained—and continue the cycle of learning.

<sup>1</sup>The activities in Lesson 6 can take from 20 to 60 minutes each, depending on the number of students in your class.

## 6 DEVELOPMENTAL LESSONS

In addressing these topics:



Students learn how to:

### LESSON 1: Learning how to live and work together

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

### LESSON 2: Getting to know the Global Goals

- Understand the United Nations 2030 Agenda and the SDGs .
- Understand and describe the main pillars of sustainable development.
- Gain a deeper awareness of their own impact and responsibilities towards a sustainable future.

### LESSON 3: Beginning to bridge differences

- Have a deeper awareness about their identities.
- Learn strategies that can help us bridge differences and address stereotypes.
- Gain awareness of different types of inequality and how they relate to the SDGs.

### LESSON 4: Observing our environment

- Have a deeper understanding of their local environment, being able to identify characteristics and challenges.

- Become more aware of the diversity and cultural differences present in their local environment.
- Recognize opportunities to contribute to making positive changes in their communities.

## LESSON 5: Developing a changemaking idea

- Expand their own purview of the challenges their communities face.
- Identify the challenges that motivate them to become active global citizens.
- Imagine, plan, design and prototype a solution for their challenges.

## LESSON 6: Taking action as Global Citizens

- Communicate their project ideas in an organized, structured manner.
- Contribute to each other's project ideas by giving and receiving feedback in an intentional, collaborative way.
- Put into practice the confidence, ownership, and communication skills needed to present a social impact project.

## 3 LEARNER PATHWAYS

Ideally, for each of the six lessons, you will be able to deliver all three activities for a total of 18 activities in order to maximize student learning and Program's impact. This **complete learner pathway** is designed to be delivered in five 45 to 90-minute sessions (the average length of one to two class periods) plus one longer final session (Lesson 6) that can take up to 180 minutes.

Realistically, we are mindful that many educators—and possibly you—don't have the time available to incorporate all activities into your teaching. With this in mind, we have also designed two alternative learning paths to meet the same educational goals but with different (lesser) levels of learning. These include the introductory or **basic learning pathway** made up of six activities (one from each lesson plan) and the

intermediate learning pathway with 12 activities (two from each lesson plan).

Or, you might also choose to create your own custom developmental pathway for your students. We encourage you to share with us your experiences doing this. As you use the AFS E+4C Program, we would love to hear about your experiences. Reach out to us anytime at [effectplus@afs.org](mailto:effectplus@afs.org).

	Lesson 1			Lesson 2			Lesson 3			Lesson 4			Lesson 5			Lesson 6		
	1A	1B	1C	2A	2B	2C	3A	3B	3C	4A	4B	4C	5A	5B	5C	6A	6B	6C
Basic	•			•			•			•			•			•		
Intermediate	•	•		•	•		•	•		•	•		•	•		•	•	
Complete	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

## ASSESSMENT & CERTIFICATES

In order to help you and your students assess their development through AFS Effect+for the Classroom Program, we have developed a **free online self-assessment questionnaire** to be used by students before and after they participate in the Program.

Taking the self-assessment is 100% optional. We highly recommend using the tool as a pre-assessment to help learners **set their own developmental baseline** and the post-assessment for them to **reflect on the progress they've made** and consider how they will use this learning moving forward. Additionally, the anonymized information collected from the self-assessments will also help us learn how effective the AFS Effect+for the Classroom Program is and how we can improve it moving forward.

To use this tool with your students, ask them to complete the online questionnaire via **[this link \(go.afs.org/e-self-assessment\)](https://go.afs.org/e-self-assessment)** before Lesson 1 and again after Lesson 6. Once

online, they will be asked to provide his/her teacher's name and email address. We will use this contact information to share the results from your students with you.

If you are interested in receiving certificates - for you, your school, and your students - issued by AFS Intercultural Programs stating the educational objectives of the program and recognition from our international office, contact us at [effectplus@afs.org](mailto:effectplus@afs.org).

## SHARING THE TOOLKIT WITH OTHERS

You are also welcome to translate the Program into different languages. Please be sure to **share your translated version with us** so we can share it with even more teachers and their students. Whenever you use or share AFS E+4C lessons or this toolkit, please simply list AFS Intercultural Programs as the author.

## Part 2: Lessons & Materials

### CONTENT OVERVIEW

For all lessons (unless specified in the step-by-step), consider:



#### GROUP SIZE

15-30 students



#### REQUIRED TIME

15-90 minutes



#### LESSON TYPE

Online / In-Person

Click on the title of the lesson or activity to jump to it:

#### LESSON 1

##### Learning how to live and work together

Activity 1A: Getting to know each other better

Activity 1B: Boosting collaboration

Activity 1C: Becoming Active Global Citizens

#### LESSON 2

##### Getting to know the Global Goals

Activity 2A: Introducing the SDGs

Activity 2B: Learning about the 5Ps

Activity 2C: Becoming Global Goals Heroes

#### LESSON 3

##### Beginning to bridge differences

Activity 3A: Who are we?

Activity 3B: How we can make a difference

Activity 3C: How not to leave anyone behind

#### LESSON 4

##### Observing our environment

Activity 4A: Exploring our surroundings

Activity 4B: Connecting with our school

Activity 4C: Engaging with our communities

#### LESSON 5

##### Developing a changemaking idea

Activity 5A: Framing the idea

Activity 5B: Designing the idea

Activity 5C: Pitching the idea

#### LESSON 6

##### Taking Action as Global Citizens

Activity 6A: Inspiring change

Activity 6B: Designing change

Activity 6C: Igniting change

## LESSON 1

### Learning how to live and work together



#### 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.
- If you will use the Self-Assessment Tool, make sure to [share the link to the online questionnaire](#) with your students and ask them to complete it before Activity 1A.

### ACTIVITY 1A

#### Getting to know each other better - 15-30 MIN

*KEY GOAL: Foster appreciation for how we are all unique and diverse yet often share in common more things than we realize.*

#### 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 & 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 1B

### Boosting collaboration - 15-30 MIN

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

#### 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 & 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 1C

### Becoming Active Global Citizens - 15-30 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:
  - a. How do you feel about the characteristics you think you have? What about the ones you would like to develop?
  - b. What characteristics did you find you have in common with the classmates you talked to?
  - c. Did you find out something new about yourself in terms of characteristics you already have as an Active Global Citizen?
  - d. Do you have any ideas on how to develop other characteristics of an “Active Global Citizen” that you want to have?

## NOTES & 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.

## LESSON 2

### Getting to know the Global Goals



By the end of this session, students will:

1. Understand the United Nations 2030 Agenda and the Sustainable Development Goals.
2. Understand and describe the main pillars of sustainable development.
3. Gain a deeper awareness of their own impact and responsibilities towards a sustainable future.



- Computer with internet connection and projector to show videos on Youtube and Vimeo and slide presentation.
- For Activity 2C, prepare in advance a slide deck with suggestions of actions students can adopt into their routines to help transform the world. : [170 Daily Actions to Transform Our World \(English\)](#)

### ACTIVITY 2A

#### Introducing the SDGs - 15-30 MIN

*KEY GOAL: Raise awareness about what are the UN SGDs and their critical importance for humanity and the planet.*

#### STEP-BY-STEP INSTRUCTIONS:

1. Ask students to raise their hands if they are familiar with the United Nations' Agenda 2030 and its Sustainable Development Goals or have at least heard of them?

2. For those who have raised their hands, ask 2-3 volunteers to quickly share what they know about them or how they would define them. Mention there is no right or wrong here that you just want to know what knowledge the group already has on this topic.
  
3. Mention you will now watch a couple of videos about Agenda 2030 and the SDGs and while they are watching ask students to think about: what are the SDGs trying to achieve? Why are they important? Choose the 1-2 short videos (about 5 minutes total) you like the most that give an introduction to the SDGs. Some suggestions, available in The Global Goals ([youtube.com/c/TheGlobalGoals](https://www.youtube.com/c/TheGlobalGoals)) youtube channel, are:
  - a. We The People' for The Global Goals (subtitles in many languages)  
[youtube.com/watch?v=RpgVmvMCmp0](https://www.youtube.com/watch?v=RpgVmvMCmp0)
  - b. Malala Introducing to The Global Goals (English)  
[vimeo.com/138852758](https://vimeo.com/138852758)
  - c. Choose Life Now Campaign (English)  
[youtube.com/watch?v=h-iiuOXiF80](https://www.youtube.com/watch?v=h-iiuOXiF80)
  
4. To wrap up, lead a reflection using these questions:
  - a. How do you feel about what the SDGs are aiming to achieve?
  - b. Is there anything you would add on why the SDGs are important?
  - c. Which ones do you think our community (city or country) is already making progress towards?
  - d. Which ones do you think are more pressing in our city/country?

## ACTIVITY 2B

### Learning about the 5Ps - 15-30 MIN

*KEY GOAL: Deepen discussions about the SGDs by introducing the five pillars of sustainable development.*

#### STEP-BY-STEP INSTRUCTIONS:

1. Explain to students that now that we have familiarized ourselves with the 17 goals of the UN 2030 Agenda, and the 5 main themes, we are going to look into some examples of how to support them.
2. Mention you will now show a video to introduce what are these 5 themes, also known as the 5Ps:
  - a. Understanding the Dimensions of Sustainable Development (English)  
[vimeo.com/206120732](https://vimeo.com/206120732)
  - b. Understanding the Dimensions of Sustainable Development (Spanish)  
[vimeo.com/221280547](https://vimeo.com/221280547)
  - c. Understanding the Dimensions of Sustainable Development (Portuguese)  
[vimeo.com/221414700](https://vimeo.com/221414700)
3. Divide students into 5 groups (one for each P) and ask them to discuss and answer the following questions:
  - a. Why is this pillar important?
  - b. What SDGs are included in this pillar?
  - c. What are some actions we can do to help tackle this pillar?
4. After 7 minutes, ask students to return to the big group and ask one representative from each group to briefly share the highlights of their discussion.

## NOTES & TIPS

- If doing this activity **virtually**, use the "breakout room" function' in the videoconferencing tool to split students into 5 groups.

## ACTIVITY 2C

### Becoming Global Goals Heroes - 15-30 MIN

*KEY GOAL: Provide examples of actions to help advance the SDGs and inspire students to get involved.*

## STEP-BY-STEP INSTRUCTIONS:

1. Explain to students that now that we have familiarized ourselves with the 17 goals of the UN 2030 Agenda, and the 5 main themes, we are going to look into some examples of how to support them.
2. Mention you will now show a video that bring examples of projects and actions that help advance the SGDs:
  - a. World's Largest Lesson Part 3 (English)  
[vimeo.com/266852848](https://vimeo.com/266852848)
3. Project the slide(s) you have put together in advance with examples and suggestions of actions we can take.
4. Ask students to review the actions and list on a piece of paper:
  - b. 1 action they would like to start doing by the end of the week
  - c. 1 action they would like to start doing by the end of the month
  - d. 1 action they would like to start doing by the end of the semester
  - e. 1 action they would like to start doing by the end of the year

Explain that these should be things that they think they can really commit to.

They can also come up with their own actions.

5. To wrap-up, ask a few volunteers to share back with the entire group some of the actions they have listed.

## LESSON 3

### Beginning to bridge differences

#### LEARNING OBJECTIVES

By the end of this session, students will:

1. Have a deeper awareness about their identities.
2. Learn strategies that can help us bridge differences and address stereotypes.
3. Gain awareness of different types of inequality and how they relate to the SDGs.

#### NECESSARY MATERIALS

- Colored markers and/or crayons.
- Computer with internet connection and projector.
- Power Flower Handout.
- True or False Handout.

### ACTIVITY 3A

#### Who are we? - 15-30 MIN

*KEY GOAL: Raise awareness about one's social and cultural identities.*

#### STEP-BY-STEP INSTRUCTIONS:

1. Draw the Power Flower outline (template provided at the end of this lesson) on the board or flip chart and explain it to students. You can say that this model is used to help us reflect on ourselves, our identities, and our privileges (or lack of them).
2. Explain that each petal represents a facet or category of our social identities, point out the specific dimensions that you have chosen for the purpose of the

exercise, and clarify that there are many more social identities than the ones listed in the Flower.

3. Give each student a sheet with the power flower outline and go over each one of the petals, explaining that the inner petals indicate each individual's specific identity in relation to one of those dimensions - for example, sex: female; religion: Protestant, etc.
4. Ask students to work by themselves and write in inner petals their own identities for each petal/dimension. Give the students 3 minutes to complete their flowers.
5. Afterwards, explain that the outer petals represent the specific identity of those in our society that have more power and hold more privileges, or are considered to be the mainstream, e.g. sex: male; religion: Catholic.
6. Divide students into small groups (4-5 students in each group) and ask them to discuss and complete together the outer petals thinking of the context they live in. Give them 5 minutes to complete the outer petals.
7. To wrap up, lead a reflection using these questions:
  - a. How do you feel about your inner petals? Do you think it represents you?
  - b. Was there a petal/petals where your category surprised you in comparison to the dominant one in our society?
  - c. Was there a petal that was difficult to fill out? Did you have any doubts?
  - d. Do you think that one of the petals is more powerful than others or influence others? Why?
  - e. What can we do with our awareness of our privileges and lack of privileges?
  - f. Why is it important to be aware of our "social position"?
8. Some points that can be highlighted during the reflection:
  - a. Being aware of our lack of privilege helps us to (re-)confirm that discrimination is unfair and that we have full rights to fight against it.
  - b. Understanding the different ways that people can be privileged (or not) helps us have more empathy towards others and understand the

complexity of how the different aspects of our social identity intersect and influence each other (e.g. being a white lesbian woman is different than being a lesbian woman of color; or being a middle-class Latin American man is different than being a lower-class Latin American man etc.).

- c. Privilege (or the lack of it) is not about merit or working hard to be successful, but about a simple act of chance based on our family history, our social class, our local context in which we were born and raised and other circumstances that are out of our control or our families'.
- d. The only thing we can control is our privilege and how to use it in a positive way in order to become allies and tackle inequalities.
- e. Being aware of our privileges allows us to avoid making unfair statements (such as saying that unemployed people are just lazy).
- f. Being privileged is not wrong, but it's important to be aware of it and use it in a positive way.
- g. Being aware of our privileges allows us to start using them (and the space we have in society) to fight discriminations and give voice to those who don't have it. Using that space does not mean "talking for others" or "talking in the name of marginalized people", instead it means giving that space to others, giving your turn to talk to a marginalized person to speak.

## NOTES & TIPS

- If doing this activity **virtually**, use the "breakout room" function' in the videoconferencing tool to split students into 5 groups.

## ACTIVITY 3B

### How can we make a difference - 15-30 MIN

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

#### STEP-BY-STEP INSTRUCTIONS:

1. Remind students that in our day to day life we are confronted with differences and inequalities and we might experience or witness situations where certain behaviours or comments might oppress and hurt others - even if non-intentionally or unconsciously.
2. Explain that we will now look into ways we can be more inclusive and transform the way we collectively view and treat one another. One way of doing so is by addressing when someone else is using stereotypes, especially harmful ones, around us.
3. On a whiteboard/blackboard, flipchart or on a slide presentation, share the following “Strategies for Addressing Stereotypes”:
  - a. **Employ questions:** simple, exploratory questions in response to stereotypes can be powerful. Questions like “what do you mean by that?”, or “why do you say that?” often forces the speaker to think through the logic of their bigoted statement which can be a learning moment rather than an unproductive confrontation.
  - b. **Interrupt:** if you hear someone about to make an offensive/discriminatory joke or comment, try to interrupt it by letting the person know you find that offensive/discriminatory and don’t want to hear it or that’s not something you want to discuss in that way.
  - c. **Educate:** many stereotypes are born from ignorance and or lack of exposure to diversity. In some cases, if you feel empowered to do so, it might make sense to share historical background or context about the

speaker's intent vs it's unintended impact on a particular group.

Remember to always do that in a friendly or non-violent way.

4. Make sure to reinforce to students that how each person chooses to address stereotypes or discrimination depends on their individual comfort level and context.
5. Divide students into small groups (3-4 students in each group) and ask them to discuss:
  - a. Which of the suggestions did they find the most interesting or relevant?
  - b. Is there any they have already applied in a situation they experienced or witnessed? If so, how did it go?
  - c. Can they see themselves using any of these strategies? If so, in which context (e.g. in the classroom, with family, with friends, etc.).
6. After 7 minutes, ask students to return to the big group and ask one representative from each group to briefly share with the rest of the group the highlights of their discussions.

## NOTES & TIPS

- If doing this activity **virtually**, use the "breakout room" function' function on the video conferencing tool for the group work part.

## ACTIVITY 3C

### How not to leave anyone behind - 15-30 MIN

KEY GOAL: Reflect on social inequalities and how they connect with the SDGs.

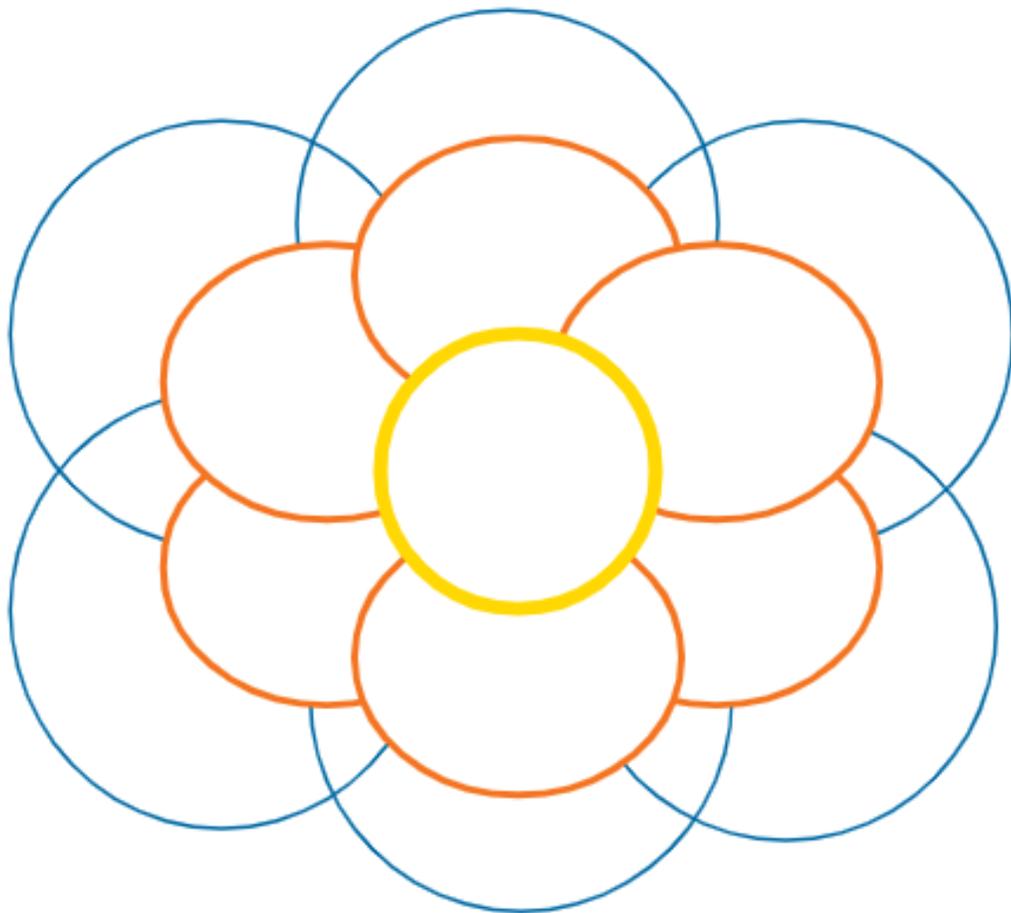
## STEP-BY-STEP INSTRUCTIONS:

1. Begin by explaining to students that some of them will not be allowed to speak or answer questions during this activity. Pick an arbitrary way for choosing who will be the students who will not speak, e.g. those students wearing blue or green.

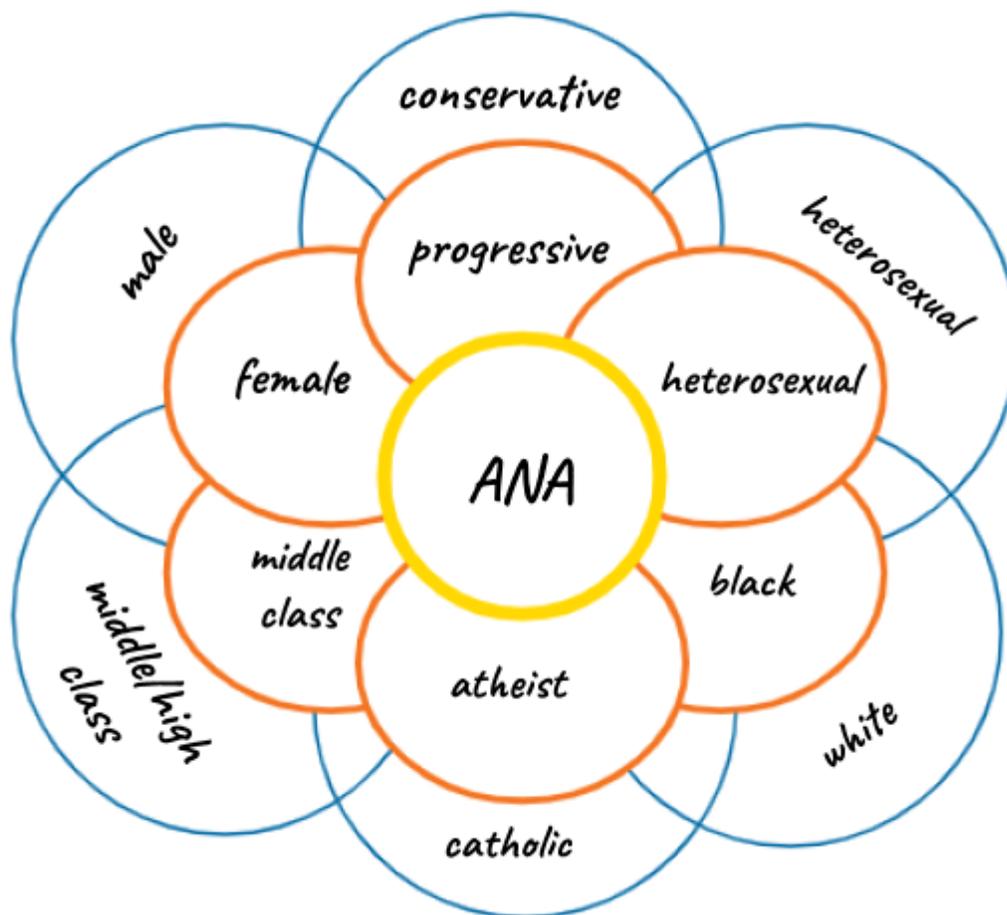
2. Once those who will not speak are chosen, ask for those who are allowed to speak if they think the determination is fair and why so. Give 2-3 students the chance to share their thoughts. Just acknowledge the answers, no need to discuss.
3. Mention that now everyone can speak again and answer the following question for the entire class: should there have been another way of choosing who could speak and who couldn't?
4. After a few students share their answers, explain that the theme of this activity will be social inequality: a situation in which people are not equal because some groups have more opportunities, power, money or access to education than others.
5. Read through each of the statements below and ask them to respond in a piece of paper whether they think they may be true or false:
  - a. The 85 richest people in the world have as much wealth as the poorest half of all humanity, 3.5 billion people.
  - b. In most developed countries the unemployment rate for people with disabilities is at least twice that for those who have no disability.
  - c. Globally, women occupy less than 25% of all seats in parliament.
  - d. In Europe, easy access to green spaces improves the health of poorer people by as much as 40%.
  - e. In the USA, people living close to public transport can access up to three times as many jobs.
6. After students answer, explain that all the statements are based on research and that they are all true. Ask students if there were any statements that surprised them and invite a few volunteers to share their answers.
7. Share the handout with the statements and their sources and divide students into 5 groups.

8. Ask each group to go over one statement again and identify to which SDGs each statement relates to. In addition, ask students to reflect if they believe that the issue raised in the statement is also an issue in their country.
9. After 5 minutes, ask students to return to the big group and ask one representative from each group to briefly share with the rest of the group what they identified and the highlights of their discussion.

## Power Flower Handout



## Power Flower Example



## True & False Handout

- **The 85 richest people in the world have as much wealth as the poorest half of all humanity, 3.5 billion people.**

Source: a report by Oxfam UK in 2014. More information available at:

<http://www.theguardian.com/business/2014/jan/20/oxfam-85-richest-people-half-of-the-world>

- **In most developed countries the official unemployment rate for persons with disabilities of working age is at least twice that for those who have no disability.**

Source: Business Disability Forum. More information available at:

<http://businessdisabilityforum.org.uk>

- **Globally, women still occupy less than 25% of all seats in parliament.**

Source: Inter-Parliamentary Union, 2015. More information available at:

<http://www.theguardian.com/globaldevelopment/datablog/2015/mar/08/international-women-s-day-number-of-female-lawmakers-doubles-in-20-years>

- **In Europe, easy access to green spaces improves the health of poorer people by as much as 40%.**

Source: Centre for Research on Environment, Society and Health, 2015. More information available at:

<http://fashion.telegraph.co.uk/article/TMG11551673/How-green-spaces-stop-the-wealth-gap-becoming-the-health-gap.html>

- **In the USA, people living close to public transport can access up to three times as many jobs per square mile.**

Source: American Public Transport Association, 2013. More information at:

<http://www.apta.com/resources/statistics/Documents/NewRealEstateMantra.pdf>

## LESSON 4

### Observing our environment



#### LEARNING OBJECTIVES

By the end of this session, students will:

1. Have a deeper understanding about their local environment, being able to identify characteristics and challenges.
2. Become more aware of the diversity and cultural differences present in their local environment.
3. Recognize opportunities to contribute to make positive change in their communities.



#### NECESSARY MATERIALS

- Whiteboard or a flipchart.
- Pens and/or colored markers
- Post-its/"sticky notes" or small slips of colored paper and tape/tacks.
- Exploring Our Surroundings Handout
- Connecting With Our School Handout
- Engaging With Our Communities Handout.

#### ACTIVITY 4A

#### Exploring our surroundings - 15-30 MIN

*KEY GOAL: Identify different aspects of one's surroundings and connect them with the SDGs.*

#### STEP-BY-STEP INSTRUCTIONS:

1. Share the exploring our surroundings handout (available at the end of this step by step) with the students.

2. Having in mind the immediate surroundings of where they live (their home, their street, their block, and close area) and what was learned about the SDGs and inequalities, ask students to reflect **individually** on the following things and write them down on their handouts.
3. Read out loud the questions in the handout with the students and clarify any doubts. Give students 8-10 minutes to complete their handouts.
4. In the remaining time, wrap-up the activity by leading a discussion using the following questions:
  - a. How did it feel to do this mapping of the immediate surroundings of where you live?
  - b. Did you notice anything you've never noticed before about your immediate surroundings?
  - c. Do you think that the place where we live influences the way we see the world? In what ways?
  - d. Which connections did you make between the immediate surroundings of where you live and the SDGs?

## NOTES & TIPS

- If doing this activity **virtually**, you can have the handout saved on a file and share a copy for students to fill in.
- Encourage students to repeat this exercise on their own and see what changes they can identify in comparison to the first time they did it.

## ACTIVITY 4B

### Connecting with our school - 15-30 MIN

*KEY GOAL: Identify different aspects of one's school and connect them with the SDGs.*

#### STEP-BY-STEP INSTRUCTIONS:

1. Share the connecting with our school handout (available at the end of this step by step) with the students.
2. Having in mind the school where they study and what was learned about the SDGs and inequalities, ask students to reflect in pairs on the following things and write them down on their handouts.
3. Read out loud the questions with the students and clarify any doubts. Give students 8-10 minutes to complete their handouts.
4. To wrap up, lead a reflection using these questions:
  - a. How did it feel to do this mapping of the school with a colleague? Was there something you disagreed with or struggled to agree in an answer?
  - b. Among the things you have identified that you would like to see changed or that can be improved in our school, what can you do to contribute to it?
  - c. How can these things that can be improved connect to the SDGs?

#### NOTES & TIPS

- Encourage students to address the questions in a positive, purposeful way. Make sure to remind students of the importance of being inclusive, asking if they thought of all members of the school community.

## ACTIVITY 4C

### Engaging with our communities - 15-30 MIN

*KEY GOAL: Identify different aspects of one's community and connect them with the SDGs.*

#### STEP-BY-STEP INSTRUCTIONS:

1. Share the engaging with our communities handout (available at the end of this step by step) with the students.
2. Having in mind the community, neighborhood or area of the city (pick which is most relevant in your locality. For example, borough, east/west, north/south, rural/urban, metropolitan/suburban, etc.) and what was learned about the SDGs and inequalities, ask students to gather in small groups with colleagues that live in the same or similar locality and reflect on the following things, and write them down on their handouts.
3. Read out loud the questions with the students and clarify any doubts. Give students 8-10 minutes to complete their handouts.
4. To wrap up, lead a reflection using these questions:
  - a. What was it like to do this mapping of the community you live in groups?
  - b. What was it like to hear someone else's impressions about your community? Did something surprise you in what someone else in your group identified?
  - c. Among the things you have identified that you would like to see changed or that can be improved in your community, which do you consider most pressing and that you would like to contribute to?

## Exploring our surroundings Handout

*Having in mind the immediate surroundings of where you live (your home, your street, your block and/or close area) and what you have already learned about the SDGs and inequalities, reflect **individually** on the following questions and write them down your answers on this handout:*

- How diverse are the people that live in your immediate surroundings? Try to list down some of the races, nationalities, ethnicities, socio-economic groups, and religions that you are aware of about the people who live in your immediate surroundings.
- Are there any businesses or other organizations in your immediate surroundings? For example, schools, public sector organizations, libraries, museums, etc.
- What's the most common means of transportation in your immediate surroundings?
- Where do children play in your immediate surroundings?
- Where do people gather?
- Do you feel safe in the immediate surroundings of where you live?

## Connecting with our school Handout

*Having in mind the school where you study and what you have already learned about the SDGs and inequalities, reflect **in pairs** on the following questions and write them down your answers on this handout:*

- **How diverse are the people who study and work there? Try to list down some of the races, nationalities, ethnicities, socio-economic groups, and religions that you are aware of about the people who live in your immediate surroundings.**
- **How is the state of school infrastructure and facilities? Are they well preserved?**
- **What types of facilities are available for students, teachers and staff? For example, sports courts, park, playground, library, study room, cafeteria, restrooms, teachers lounge, etc.**
- **What's the most common means of transportation students, teachers and staff use to get to school?**
- **Do you feel safe at school?**
- **What are your favorite things about your school?**
- **What are some of the things you think that could be improved in your school?**

## Engaging with our communities Handout

*Having in mind the community, neighbourhood or area of the city (pick which is most relevant in your locality. For example, borough, east/west, north/south, rural/urban, metropolitan/suburban, etc.) and what you have already learned about the SDGs and inequalities, reflect in small groups on the following questions and write them down your answers on this handout:*

- **How diverse are the people who live in your neighbourhood or area of the city? Try to list down some of the races, nationalities, ethnicities, socio-economic groups, and religions that you are aware of about the people who live in your immediate surroundings.**
- **What businesses or organizations are in this community? (ex: shops, schools, public organizations, libraries)**
- **What's the most common means of transportation in this community?**
- **Is public transportation available in this community? Which?**
- **Where do children play in this community? Where do people gather?**
- **What are your favorite things about this community?**
- **What are some of the things you think that could be improved in this community?**

## LESSON 5

### Developing a changemaking idea



#### LEARNING OBJECTIVES

By the end of this session, students will:

1. Expand their own purview of the challenges their communities face.
2. Identify the challenges that motivate them to become active global citizens.
3. Imagine, plan, design and prototype a solution for their challenges.



#### NECESSARY MATERIALS

- Sheets of paper or flipchart paper cut in half.
- Pens and markers.
- Post-its/"sticky notes" or small slips of colored paper and tape/tacks.
- A visual of the Impact vs. Effort matrix.

#### ACTIVITY 5B

#### Framing the idea - 15-30 MIN

*KEY GOAL: Deepen the reflection for the challenges in their surroundings and start to frame a solution.*

#### STEP-BY-STEP INSTRUCTIONS:

1. Ask participants to think about one particular challenge or problem they identified during the previous activities (exploring, connecting and/or engaging with our communities) that they would like to tackle or solve.

2. In pairs, ask them to define who is A and who is B. Each pair should have 2 A4 sheets of paper or a half of a flipchart paper and thin markers.
3. Explain that we will start by having A describe the challenge they identified to B by only using words. In the meantime, B will make a drawing based on what they hear. That is, B should create a visual representation of what A describes (it can be a drawing, a mind map or any similar representation they prefer). After 2 minutes, ask them to switch the roles (4 minutes total for this part).
4. Divide participants into groups of 4 (two pairs, i.e. two As and two Bs in each) and ask them to discuss:
  - a. How was the process of seeing another person's drawing the challenge you described?
  - b. Did you have any insights? Which?
  - c. Did the way the other person pictured what you described generate any changes in your perspective about the challenge you chose?
  - d. What can we learn from this?
5. Make sure to emphasize the importance of taking into account different perspectives of the same reality, always looking back to the previous exercises. Give them 8-10 minutes to have the discussion.
6. Wrap-up the activity by asking students to write down, individually, in two or three sentences, what they specifically want to tackle in that particular challenge. Make sure to mention some of the key learnings from the activity:
  - e. It allows you to get input from different perspectives.
  - f. By explaining the challenge you identified to others, it helps you to better frame the issue.
  - g. It encourages you to look for new ways to articulate alternatives and better ways to understand options.
  - h. It stimulates you to not simply apply existing frameworks but instead to be open to new possibilities.

## NOTES & TIPS

- As the groups discuss, walk around the room and spend a few minutes with each group to listen and make sure they are allowing everyone to share their thoughts.
- Encourage the groups to focus on the guiding questions you shared for the discussion rather than on the challenges themselves.
- If doing this activity **virtually**, the "breakout rooms" tool can be used to split students into pairs and then into groups of 4.

## ACTIVITY 5B

### Designing the idea - 15-30 MIN

*KEY GOAL: Deepen the reflection for the challenges in their surroundings and start to frame a solution.*

## STEP-BY-STEP INSTRUCTIONS:

1. Recap the last activity by asking students to think about the challenge they decided to tackle and the main SDG that is related to it. From now on, that will be the specific topic they will focus on to design their projects.
2. Mention that the first step to design a project is to create a vision statement that answers the question "What do the inhabitants of "X community/ neighborhood/ other" need in order to have a better quality of life?".
3. Ask students to do so by completing on a sheet of paper the following sentences with their own ideas:
  - a. By the end of this year, the people of my community/neighborhood/other will have a better quality of life and will be happy to be part of this community because of...

- b. The people of my community/neighborhood/other will feel like they and their families have a future in it because of...
- c. No member of my community/neighborhood/other will feel that they are being left behind when they finally...

Give students 5 minutes to draft their vision by completing the sentences above.

4. Provide students with a set of post-its/"sticky notes" and a marker. Ask them to get ready to use their creativity and fast-thinking skills without worrying too much about being realistic. Reinforce that they can dream as far as they want at this moment.
5. Give students 5 minutes to write down, in separate post-its, all ideas they can think of as a possible solution to the challenge they picked. No idea is wrong, unrealistic or impossible. Everything counts as long as it addresses their vision.
6. Once the time is up, ask them to review their ideas, combine and rewrite them as needed. They should end up with no more than 5 main ideas, each in one post-it. Give them 2 minutes.
7. Ask students to place their ideas into the Impact vs. Effort matrix (available at the end of this lesson); project an image or draw it on the board and ask students to replicate it individually on a paper sheet. Explain that this is a great tool for us to choose and prioritize ideas:
  - a. It's important to balance the impact (how much change it generates) and the effort (how easy/difficult it is to implement it) of an idea.
  - b. Big or simple ideas can be chosen, as long as they have a high impact and are not so difficult to implement.
  - c. The graph will allow them to visualize their ideas and acknowledge how much work they will require vs. how much impact they can have.
8. To wrap-up, ask students to pick only one idea they would be most motivated to implement. There is no rule on which idea to pick; the graph is simply a guide for them to decide what idea is most doable. Ask them to write their name in the

post-it with that idea and place it on the board / flipchart. Allow some minutes for a “gallery walk” so all students can walk around and see what ideas their colleagues came up with.

## NOTES & TIPS

- Remind students that the time limitation and fast-thinking is intentional as it can boost their creativity, avoiding getting mentally blocked or getting stuck with "what if" questions or possible obstacles to ideas. This is a design-thinking/ideation exercise.
- When doing the activity **virtually**, you can ask students to share the final idea they picked on a Google Jamboard or similar.

## ACTIVITY 5C

### Pitching the idea - 15-30 MIN

*KEY GOAL: Practice complex problem-solving, critical thinking and presentation skills.*

#### STEP-BY-STEP INSTRUCTIONS:

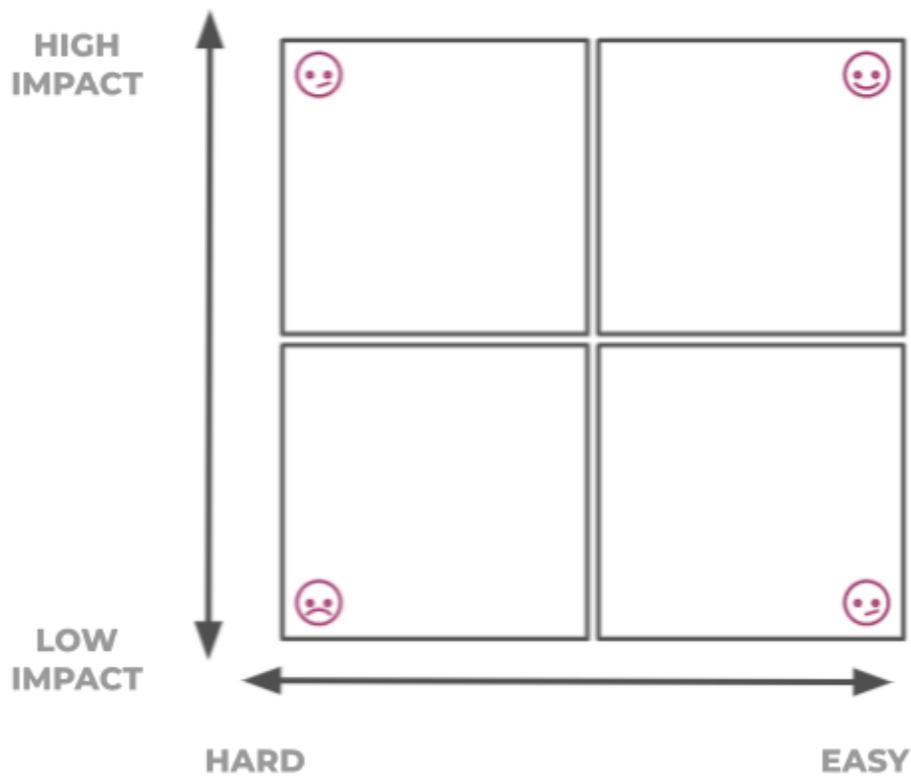
1. Again, recap the last activity and ask students to keep in mind the idea they selected as a solution to the challenge.
2. Introduce the concept of an elevator pitch, as a quick (45-60 seconds) oral presentation to introduce an idea and get the listener interested in learning more. Mention or write in the board/flipchart some characteristics of a great storyteller they can get inspired by which help make elevator pitches more engaging:
  - a. Adjust the pitch to the audience, adapting the pitch based on who is listening;

- b. Use more than just your voice, and incorporate body language such as hand gestures and facial expressions;
  - c. Infuse yourself into the pitch, telling it in first-person from your perspective, putting your own personality and spin on it;
  - d. Make eye contact and try to connect with your audience;
  - e. Truly understand and embody the pitch, rather than just reciting it as something you memorized;
  - f. Leave your audience wanting to learn more.
3. Ask students to take a few minutes to individually draft their own pitch, making sure to address what the idea is, why it is important, and including a 'hook' for the listener. Give them 3 minutes to do this.
4. Ask students to gather in pairs. They will have two rounds of 2 minutes each to share their pitches, with 1 minute for each person in the pair to share. Let them know when time is up and ask them to form another pair. This should take 4 minutes total.
5. Give students another 3 minutes to make any corrections and improve their pitches based on the sharing they just did.
6. Ask students to form groups of 3 and take turns to present their pitches. Each group member will have 1 minute to do so and you let them know when each 1 minute is finished.
7. Congratulate everyone and encourage them to continue improving and rehearsing their pitches in their own time, since that will be useful for the final presentation.

## NOTES & TIPS

- When doing the activity **virtually**, use the "breakout rooms" function on the video conferencing tool to split students into pairs and groups.

## Impact vs. Effort Matrix



## LESSON 6

### Taking action as Global Citizens



#### LEARNING OBJECTIVES

By the end of this session, students will:

1. Communicate their project ideas in an organized, structured manner.
2. Contribute with each other's project ideas by giving and receiving feedback in an intentional, collaborative way.
3. Put into practice the self confidence, ownership and communication skills needed to present a social impact project.



#### NECESSARY MATERIALS

- 1 Flipchart sheet or similar per student
- Post-its/"sticky notes" or small slips of colored paper and tape/tacks.
- Pens and markers.
- Colored-dots stickers or similar.
- Computer with internet connection and projector to show videos on Youtube and Vimeo and slide presentation.
- If you will use the [Self-Assessment Tool](#), make sure to share the link to the online questionnaire with your students and ask them to complete it once you have delivered the last activity.

*\*For Activity 6A, students will need to prepare a presentation in advance. Make sure you share the instructions with them at least 1 week before the activity takes place, explaining each of them will have 1 minute only to share an "elevator pitch" to present the idea framed in activity 5A.*

*\*\*For Activity 6C, students will need to gather in groups and deliver a project proposal (you can use the template provided at the end of this lesson plan) and present it to the rest of the class. You will find more details for the instructions to share with students at the end of Activity 6B.*

## **ACTIVITY 6A**

### **Inspiring Change - 20-60 MIN**

*KEY GOAL: Exercise presenting project ideas, and practice giving and receiving feedback.*

#### **STEP-BY-STEP INSTRUCTIONS:**

1. Remind students that, as shared in the pre-lesson assignment instructions, each student will have 1 minute to present their idea to the classroom.
2. Explain that at the end of each presentation, two colleagues will have the chance to provide feedback. Explain the guidelines for giving and receiving feedback.
  - a. Describe instead of evaluating or judging.
  - b. Direct the feedback to the idea rather than the person.
  - c. Be concrete and specific.
  - d. Provide feedback based on observations not assumptions.
  - e. Positive feedback for a good effort.
  - f. Focus on constructive feedback on things that can be improved.
  - g. Do not be defensive: receive and process the feedback for improvement.

If no colleagues raise the hand to provide feedback at the end of the pitch, make sure you have at least feedback to share with each student.

#### **NOTES & TIPS**

- Depending on the number of students, you might need to have more than one session so that all have a chance to present and receive feedback.

## ACTIVITY 6B

### Designing Change - 20-60 MIN

*KEY GOAL: Exercise different ways of presenting project ideas, and giving and receiving feedback.*

#### STEP-BY-STEP INSTRUCTIONS:

1. Ask students to make a visual representation (drawing, chart, word cloud, etc.) of their project on a flipchart sheet/large paper sheet that contains:
  - a. the vision statement they came up with, and
  - b. the ideas for solution(s) to the problem they came up with for the pitch presentation.

Give students 5-10 minutes to prepare their visual representations.

2. All visuals should be placed around the classroom in a way that all students can walk around for 5-10 minutes to have a look and leave their feedback, comments, suggestions. They can use post-its/"sticky notes" to leave their comments or write directly in each others' flipchart sheets.
3. Ask students to return to their seats with their flipchart sheets and have a look at the feedback that their peers provided. Give them 5-10 more minutes to create a new visual representation, incorporating any feedback they think is worth taking into consideration.

*If you are doing activity 6C in your next class or session add the following steps:*

4. Provide students with 3 color dots stickers each. They will use the dots to vote in their favorite project(s), based on:
  - a. the relevance of the project,
  - b. the impact reach,
  - c. the viability, and
  - d. projects other than their own which they would like to contribute to.

They can decide whether to vote for 3 separate projects or place all their dots on one project only. The 3 projects with the most votes will be the ones selected for activity 6C.

5. Once all top 3 projects are selected, ask students to sign up for one of them according to their interests and commitment to a specific SDG.
6. Make sure to have a somewhat balanced number of team members in each group. The "owners" of the 3 projects are expected to lead the teamwork as "project managers". Part of the project manager's role is to welcome relevant new ideas and guarantee the active participation and collaboration of all team members.
7. Finally, explain that for the next class/session each group will present a project proposal. You can use the Project Proposal Template we developed to share with students (available at the end of this lesson plan) or adapt/create your own template. Invite students to be as creative as they want for their project proposal presentations (e.g. slide presentations, mind maps, scale models, use of audiovisual material, etc.). Share that each team will have 12 minutes to present and 8 minutes for feedback.

## NOTES & TIPS

- When doing this activity **virtually**, we recommend using padlet.com or similar tool where students can upload their presentation (which, in this case, can be done in a simple paper sheet and then photographed); making sure they write their names on it. Then, use the same instructions as in-person but using the comment function in a padlet or similar to leave their feedback and votes instead.
- In case this is the last activity you will do, make sure to add 10 minutes in the end to congratulate everyone and make a small celebration. Use this moment to make a quick recap of what has been done and what they achieved during this learning journey.

## ACTIVITY 6C

### Igniting Change - 20-60 MIN

*KEY GOAL: Present their project proposals and practice giving and receiving feedback.*

#### STEP-BY-STEP INSTRUCTIONS:

1. Remind students that each team will have 12 minutes to present and 8 minutes for feedback.
2. Explain that at the end of each presentation, as many colleagues as the time allocated allows will have the chance to provide feedback. Remind students about the guidelines for giving and receiving feedback.
  - a. Describe instead of evaluating or judging.
  - b. Direct the feedback to the activities and tasks rather than the person.
  - c. Be concrete and specific.
  - d. Provide feedback based on observations not assumptions.
  - e. Positive feedback for a good effort.
  - f. Focus on constructive feedback on things that can be improved.
  - g. Do not be defensive: receive and process the feedback for improvement.

If no colleagues raise the hand to provide feedback at the end of the presentation, make sure you have at least feedback to share with each group.

3. Finally, make sure to have 10-20 minutes in the end to congratulate everyone and make a small celebration. Use this moment to make a quick recap of what has been done and what they achieved during this learning journey.

#### NOTES & TIPS

- When doing this activity **virtually**, make sure participants have the resources they need for the type of presentation they prepared, like sharing screen and sound settings.

## Project Proposal Template

### TITLE OF THE PROJECT

- **Main SDG addressed**  
(following activities from lesson 5B)
- **Project Team**  
(names of team members)
- **Vision**  
(following activities from lesson 5B)
- **Objectives**  
(3 objectives that detail what the project wants to reach, for example: raise awareness about the importance of reducing waste, getting more people aware about gender inequality, etc.)
- **Deliverables**  
(expected outputs - the materials, activities, or products - that will be developed to reach the objectives, for example, a social media campaign, series of debates held in the school, etc.)
- **Impact & Reach**  
(name of the benefited community, description of the members of the community the project is targeted to an estimated number of those who will be positively impacted by the project)
- **Project description**  
(5-8 lines covering the main problem, the solution proposed, and the expected results)
- **Timeline**  
(rough timeline of what is planned to happen by which date)
- **Roles and Responsibilities**  
(list of team members with a brief description of their roles and responsibilities)
- **External collaborators needed**  
(who, what for, and how to engage them, e.g. a parent who has a specific skill or knowledge and is willing to volunteer his/her time to the project)

# Part 3: Additional Tools

## ADAPTING FOR LOCAL RELEVANCE & REALITIES

As intercultural education providers, we are aware that **“one size does not fit all”**. Indeed, **no group of learners is exactly the same as another one** and the educator must take such differences into account when planning learning activities. Differences can include: age, culture, previous knowledge and experience, learning styles, and more. There are also significant **variations between the expectations and needs of learners from different backgrounds**.

The delivery approach for the lessons and activities in this toolkit should be **reviewed by each educator and adapted for the particular audience**, if necessary. We note in particular time and use of methods (especially national and/or regional variations).

### TIME ADAPTATIONS

The toolkit recommends the Programs’ **complete learner pathway**. This pathway is designed to be delivered in five 45-90 minute sessions (the average length of one or two class periods) plus one longer final session (Lesson 6) that can take up to 180 minutes.

However, **we realize that teachers are often under time-constraints** that do not allow for such a long program. As another possibility, we have designed two alternative learning paths to meet the same educational goals but with different

(lesser) levels of learning. These include the introductory or basic learning pathway made up of six activities (one from each lesson plan) and the intermediate learning pathway with 12 activities (two from each lesson plan).

## METHOD ADAPTATIONS

It is important to note that to maximize learning, **the AFS E+4C Program includes a variety of types of activities and methods**, even if they are not all the preferred styles of every learner. Some activities may help grab some students' attention more than others due to individual learning and interaction style preferences.

**All learners (and cultures) have predominant learning style preferences** and it is important that educators consider these. Our way of approaching this diversity is by ensuring that this Program includes elements of reflection, theory, engagement with the content, and creation of a shared understanding – all critical steps in Experiential Learning.

As educators become more familiar with experiential learning methods and tools, it will become evident that **some students and cultures may tend to prefer certain delivery methods over others**. For example, some may miss the opportunity for an “aha” moment in an interactive exercise if they prefer a lecture or a theory-based session. Others may view the content of this program as too theory heavy. Because of this, we encourage you to **explore how your student's learning is enhanced when engaged according to their preferred learning styles, and to adjust accordingly**.

## INTERCULTURAL FACILITATION TIPS

Intercultural and global competencies are important skills for any teacher to continuously develop. But in the context of delivering this Toolkit, these competencies are even more relevant. Leveraging AFS' expertise in intercultural facilitation we have gathered here some tips for how teachers can put their own intercultural and global competencies into practice when facilitating the activities in this Toolkit.

### 1. BEING DIVERSITY-AWARE & INCLUSIVE

Intentionally creating a space where all contributions and perspectives are welcome and actively working to reduce barriers that hinder participation and engagement of certain groups or individuals.

### 2. REFLECTING ACCEPTANCE OF AMBIGUITY AND CHANGE

Being open to changes and being capable of navigating ambiguity and adapting your plans if necessary.

### 3. HAVING FAMILIARITY WITH CULTURE-SPECIFIC CONTENT

Understanding the cultural context of where learning is taking place as well as students' cultural background.

### 4. ACTING WITH EMPATHY & KEEPING DISTANCE FROM ONE'S OWN BIASES

Understanding and relating to the feelings, needs and experiences of students, while distancing yourself from your own perspectives and opinions.

## REFERENCES & SUGGESTED READINGS

### UN RESOURCES

- **Action Now: the UN Campaign for Individual Action.** Learn more at [un.org/en/actnow](http://un.org/en/actnow)
- **Be the Change: the UN Initiative Toolkit.** Learn more at [un.org/sustainabledevelopment/be-the-change/](http://un.org/sustainabledevelopment/be-the-change/)
- **The Lazy Person's Guide to Saving the World.** Learn more at [un.org/sustainabledevelopment/takeaction/](http://un.org/sustainabledevelopment/takeaction/)
- **170 Actions to Transform Our World.** Learn more at [youneedtoknow.ch/](http://youneedtoknow.ch/)  
(English, Arabic, Chinese, French, Russian, Spanish, German, and Danish)

### OTHER LESSON PLANS

- **Dream It. Do It Guide, Ashoka.** Available at [www.ashoka.org/en-jp/files/dreamitdoitchallengepdf](http://www.ashoka.org/en-jp/files/dreamitdoitchallengepdf)
- **Intercultural Learning for Pupils and Teachers Toolbox, EFIL.** Available at [intercultural-learning.eu](http://intercultural-learning.eu)  
(English, French, German, Greek and Italian)
- **Teacher's Toolbox, AFS-USA.** Available at [afsusa.org/educators/teachers-toolbox](http://afsusa.org/educators/teachers-toolbox)

- **World's Largest Lesson, Project Everyone and Unicef.** Available at: [worldslargestlesson.globalgoals.org](http://worldslargestlesson.globalgoals.org)  
(Available in 28 languages)
- **Our Colourful World Classroom Kit, CISV & Momondo.** Available at [cisv.org/about-us/our-partners/cisv-and-momondo/](http://cisv.org/about-us/our-partners/cisv-and-momondo/)  
(Spanish, Portuguese German, Danish, Finnish, and Norwegian)

## BOOKS & ARTICLES

- Bennett, M. J. (2007). **Intercultural Competence for Global Leadership.** The Intercultural Development Institute Publications. Retrieved from [www.idrinstitute.org/allegati/IDRI\\_t\\_Pubblicazioni/4/FILE\\_Documento.pdf](http://www.idrinstitute.org/allegati/IDRI_t_Pubblicazioni/4/FILE_Documento.pdf)
- Center for Developmental Practice (2012). **Innovating for Social Change in the 21st Century**, facilitated by Doug Reeler. Helsinki, Finland: CDRA.
- Gardenswartz, L. & Rowe, A. (2010). **Emotional Intelligence and Diversity: a Model for Differences in the Workplace.** Journal of Psychological Issues in Organizational Culture, Volume 1, Number 1, pages 74-84.
- Geeraert, N., & Demes, K.A. (2012). **The Impact of Living Abroad: Research Report.** Colchester, UK: University of Essex.
- Gobbo, L. (2008). **Problem Solving and Decision Making.** Effective Multicultural Teams: Theory and Practice, Volume 3 of the series Advances in Group Decision and Negotiation, pages 239-274.

- Gutiérrez, K. & Rogoff, B. (2003). **Cultural Ways of Learning: Individual Traits or Repertoires of Practice**. *Educational Researcher*, Volume 32, Number 5, pages 19–25.
- Kolb D. A. (1984). **Experiential Learning: Experience as the Source of Learning and Development**. Englewood Cliffs, NJ: Prentice-Hall.
- Nisbett, R. E. (2003). **The Geography of Thought: How Asians and Westerners Think Differently... and Why**. New York, NY: Free Press.

## OTHER TYPES OF RESOURCES

- **Climate Action Project: a free student-centered project**. Learn more at [climate-action.info](http://climate-action.info)
- **Crash Test World: a cool TV show sharing changemaking ideas**. Available at [projectexplorer.org/ctw](http://projectexplorer.org/ctw)
- **Developmental Impact & You Toolkit: Practical Tools To Trigger & Support Social Innovation**. Available at [diytoolkit.org/](http://diytoolkit.org/)
- **Models of Impact: A Role-Playing And Ideation Game That Simulates The Process Of Launching A Social Enterprise**. Available at [modelsofimpact.co/](http://modelsofimpact.co/)
- **The Collective Action Toolkit Quick Start Guide**. Available at [frogdesign.com/designmind/the-collective-action-toolkit-quick-start-guide](http://frogdesign.com/designmind/the-collective-action-toolkit-quick-start-guide)
- **ProjectExplorer Destinations**. Learn more at [projectexplorer.org](http://projectexplorer.org)

## OTHER TYPES OF RESOURCES

All available at

[afs.org/education/intercultural-learning-for-afs-and-friends/](https://afs.org/education/intercultural-learning-for-afs-and-friends/)

- **Tools to Suspend Judgement (2017)**
- **Overview of AFS Research (2016)**
- **Concepts and Theories of Culture (2015)**  
(Spanish, German, Portuguese, Danish and Turkish)
- **Debriefing Experiential Learning (2014)**  
(Spanish, German, and Portuguese)
- **Learning Styles (2014)**  
(Spanish and German)
- **Kolb's Experiential Learning Cycle (2014)**  
(Spanish, German, Portuguese, and Danish)
- **Hofstede's Cultural Dimensions (2013)**  
(Spanish, German, Portuguese, Danish and Turkish)
- **Cultural Adaptation Models (2013)**  
(Spanish, German and Portuguese)
- **Basic Intercultural Terminology (2013)**  
(Spanish, German and Portuguese)

- **The Developmental Model of Intercultural Sensitivity (2013)**  
(Spanish, German, Portuguese, Danish and Turkish)
- **Intercultural Conflict Styles (2013)**  
(Spanish, German, Portuguese and Turkish)
- **Five Frameworks of Culture (2012)**  
(Spanish, German and Portuguese)
- **The Contributions of Edward T. Hall (2012)**  
(Spanish, German, French, Portuguese and Turkish)
- **Generalizations and Stereotypes (2012)**  
(Spanish, French, Portuguese and Danish)

# AFS Effect+ for the Classroom: Toolkit for Educators

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