



United Nations
Educational, Scientific and
Cultural Organization



UNESCO
Associated
Schools

Schools in Action

Global Citizens for Sustainable Development



A guide for Students

This guide is one part of a two-part kit entitled *Schools in Action: Global Citizens for Sustainable Development*
The other part is *Global Citizens for Sustainable Development: A guide for Teachers* (ISBN 978-92-3-100180-2)

Published in 2016 by the United Nations Educational, Scientific and Cultural Organization
7, place de Fontenoy
75352 Paris 07 SP, France

© UNESCO 2016

ISBN 978-92-3-100179-6



This publication is available in Open Access under the Attribution-ShareAlike 3.0 IGO (CC-BY-SA 3.0 IGO) license (<https://creativecommons.org/licenses/by-sa/3.0/igo/>). By using the content of this publication, the users accept to be bound by the terms of use of the UNESCO Open Access Repository (<http://en.unesco.org/open-access/>).

The designations employed and the presentation of material throughout this publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

The ideas and opinions expressed in this publication are those of the authors; they are not necessarily those of UNESCO and do not commit the Organization.

Designed and printed by UNESCO

Photo credits: © Unesco ASPnet (pp. 8, 9, 10, 12, 20, 21, 22, 23, 24, 25, 26)

Printed in France

Schools in Action
Global Citizens for
Sustainable Development

A guide for
Students

Acknowledgments

This publication was prepared by UNESCO with the generous support of Japan Funds-in-Trust.

Special thanks to all students, teachers and National Coordinators of the UNESCO Associated Schools Project Network (ASPnet) who participated in the online collaborative platform on ASPnet in Action: “Global Citizens Connected for Sustainable Development” between 2014 and 2015. The rich discussions and contributions built the foundation for the creation of this publication.

UNESCO also wishes to express its gratitude to Ms. Laura Griffin, Ms. Julia Viehöfer and the ASPnet team for their valuable contributions to this guide.

“The benefits of education permeate all walks of life right from the moment of birth. If we are to eradicate poverty and hunger, improve health, protect our planet and build more inclusive, resilient and peaceful societies, then every individual must be empowered with access to quality lifelong learning, with special attention to opportunities for girls and women. The evidence is unequivocal: education saves lives and transforms lives, it is the bedrock of sustainability. This is why we must work together across all development areas to make it a universal right.”

Irina Bokova, Director-General, UNESCO

“Education is not just about learning; it is about empowering all people, building peaceful societies and protecting our planet. Our future development agenda starts with education: this is the first step on the road to dignity by 2030.”

Amina J. Mohammed, UN Secretary-General’s Special Advisor on Post-2015 Development Planning

“Education must be transformative and bring shared values to life. It must cultivate an active care for the world and for those with whom we share it.”

Ban Ki-Moon, UN Secretary-General, United Nations

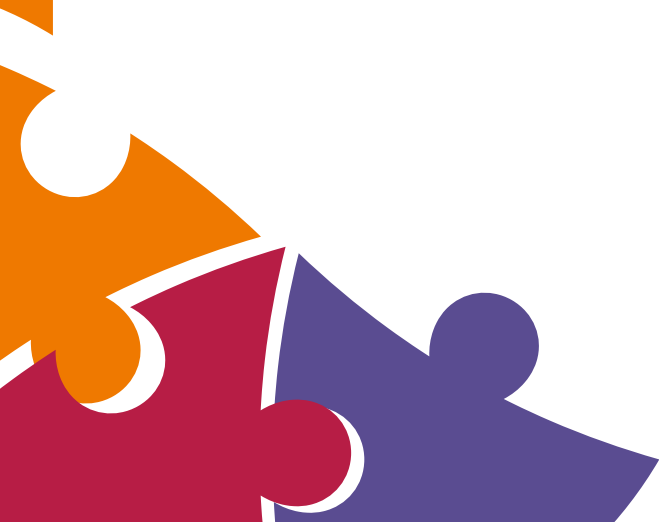
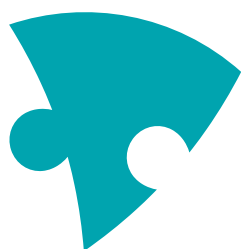
Contents

| | |
|---|----|
| 1. Introducing the student guide | 5 |
| 2. Understanding global citizenship and sustainable development | 6 |
| 3. Promoting Global Citizenship Education and Education for Sustainable Development | 8 |
| > Becoming a global citizen | 8 |
| > Becoming a sustainable development actor | 9 |
| > Global Citizenship Education and Education for Sustainable Development | 10 |
| 4. Cultivating a shared future: how to take action | 12 |
| > Myself | 13 |
| > In my home | 14 |
| > In my school | 15 |
| > In my community | 16 |
| > In my country | 17 |
| > In my world | 18 |
| 5. ASPnet students in action – examples from across the world | 20 |
| 6. Learn more | 27 |



List of acronyms

| | |
|---------------|--|
| ASPnet | Associated Schools Project Network |
| ESD | Education for Sustainable Development |
| GAP | Global Action Programme (on Education for Sustainable Development) |
| GCED | Global Citizenship Education |
| GEFI | Global Education First Initiative |
| SDGs | Sustainable Development Goals |





Introducing the student guide

We are living in a complex, interconnected and interdependent world. The dramatic global challenges that our planet and societies are facing affect all of us. They include conflicts, terrorism, poverty, climate change, environmental degradation and equitable management of natural resources.

In order to engage with 21st century problems and find solutions to tackle them locally and globally, we need to be equipped with the relevant skills, knowledge, attitudes and values. Understanding ourselves and our connections with others, as well as realizing our individual and collective impacts on the world around us, empowers us to take action towards securing a more just, peaceful, tolerant, inclusive and sustainable world for everyone, everywhere.

The *UNESCO Associated Schools Project Network (ASPnet) in Action: Global Citizens for Sustainable Development* student guide aims to introduce secondary school students to Global Citizenship Education (GCED) and Education for Sustainable Development (ESD) and provide them with ideas and activities to contribute proactively to a more peaceful and sustainable world. The guide draws on the discussions and activities of almost 1,100 participants from 104 countries, including ASPnet National Coordinators, school principals, teachers, students and experts who contributed to the ASPnet Online Collaborative Platform: Global Citizens Connected for Sustainable Development in 2014 and 2015 [<http://en.unesco.org/aspnet/globalcitizens>].

You will find in this student guide:

- An overview of what it means to be a global citizen and of how you can contribute to sustainable development.
- Ideas for getting active yourself, as part of your home, school, community, country and globally.
- Selected activities on GCED and ESD from ASPnet schools around the world.

We hope this guide will inspire you to take action. Along with ASPnet teachers and your community, we encourage you to network and participate in activities suggested by the guide and invite you to share your activities and learning with your friends and at school.



Understanding global citizenship and sustainable development

Before talking about what it means to take action as a global citizen and promote sustainable development, let us take a step back and take a look at what global citizenship and sustainable development really mean.

➤ WHAT IS GLOBAL CITIZENSHIP?

There are different interpretations of the notion of “global citizenship”. A common understanding is that it means a sense of belonging to a broader community, beyond national boundaries, that emphasizes our common humanity and draws on the interconnectedness between peoples as well as between the local and the global.

Global citizenship is based on the universal values of human rights, democracy, non-discrimination and diversity. It is about civic actions that promote a better world and future.

➤ WHAT IS SUSTAINABLE DEVELOPMENT?

Sustainable development can be understood as “*development that meets the needs of the present without comprising the ability of future generations to meet their own needs.*” (Brundtland Report, *Our Common Future, Report of the World Commission on Environment and Development*, 1987).

The environment, economic issues and social issues are interlinked. This means that (economic and social) development need not be at the expense of the environment. In short, sustainable development is about balancing the demands of the environment, economy and society .

➤ AN URGENT NEED FOR GLOBAL CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Global citizenship and sustainable development respond to the world in which we live. They aim to address current looming global challenges that are affecting us all such as conflicts, tensions among populations, terrorism, radicalization, climate change, environmental degradation and equitable management of natural resources.

Global citizenship and sustainable development aim to address the common urgent need to build peaceful and sustainable societies. Their goal is to trigger the necessary fundamental changes in how we coexist with each other and our planet.

Gender equality is not only a fundamental human right, but a necessary foundation for the creation of sustainable and peaceful societies.

GLOBAL CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Global Citizenship

- a sense of belonging to the global community and common humanity (solidarity, collective identity and responsibility at the global level)
- civic actions to promote a better world and future
- based on universal values of human rights, democracy, non-discrimination, and diversity

Common context

Global challenges affecting all

- climate change
- conflicts
- gender inequality
- environmental degradation
- management of equitable natural resources
- radicalization
- tension among populations
- terrorism

Common urgent need

- to build peaceful and sustainable societies
- to make fundamental changes in how we coexist with each other and with our planet

Sustainable Development

- a “development that meets the needs of the present without compromising the ability of future generations to meet their own needs.” (Brundtland Report, *Our Common Future*)
- addresses social, economic and environmental issues



Promoting Global Citizenship Education and Education for Sustainable Development

Let us now look at how education can help us to be global citizens and contribute to sustainable development.

BECOMING A GLOBAL CITIZEN

“We must foster global citizenship. Education is about more than literacy and numeracy. It is also about citizenry. Education must fully assume its essential role in helping people to forge more just, peaceful and tolerant societies.”

(Ban Ki-moon, UN Secretary-General, launch of the Secretary-General’s Global Education First Initiative, 2012)

Global Citizenship Education (GCED) aims to empower learners to engage and assume active roles to shape a more peaceful, tolerant and inclusive world.

- **GCED strives to** create a sense of belonging to the global community and of common humanity.
- **It is about promoting** respect for the universal values of human rights, democracy, non-discrimination and diversity.
- **GCED addresses** themes such as
 - peace and human rights
 - intercultural understanding
 - citizenship education
 - respect for diversity and tolerance
 - inclusiveness



BECOMING A SUSTAINABLE DEVELOPMENT ACTOR

Education for Sustainable Development is about shaping a better tomorrow for all – and it must start today.” (UNESCO, 2014)

Education for Sustainable Development (ESD) aims to empower learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations.

- **It is about empowering** you as learners to know how to play an active part in your local community in shaping a more just and sustainable world.
- **It helps you to learn how to balance** the demands of the environment, society and economy.
- **It addresses** themes such as
 - climate change
 - biodiversity
 - disaster risk reduction
 - sustainable consumption
 - poverty eradication

Living mindfully and actively as global citizens, we can make a positive difference to a more peaceful, tolerant and inclusive world.

As sustainable development actors, we identify the relationships between ourselves, our home, our community and the wider world, connecting the local with the global.



GLOBAL CITIZENSHIP EDUCATION AND EDUCATION FOR SUSTAINABLE DEVELOPMENT

GCED and ESD pursue the same vision: It is all about empowering learners of all ages to become proactive contributors to a more just, peaceful, tolerant, inclusive and sustainable world.

Both GCED and ESD...

- focus not only on the content and outcome of what you learn, but also on the process of how you learn it and in what type of environment you learn.
- emphasize action, change and transformation.
- place importance on helping you to acquire values and attitudes relevant to addressing global challenges.
- foster your skills for collaboration, communication and critical thinking.

Both GCED and ESD help you understand the interconnected world in which we live and the complexities of the global challenges we face.¹

GCED and ESD help you to develop your knowledge, skills, attitudes and values so that we can address these challenges responsibly and effectively now and in the future.²

Common vision of GCED and ESD: empower learners of all ages to become proactive contributors to a more just, peaceful, tolerant, inclusive and sustainable world.

1 UNESCO. 2010. *Teaching and Learning for a Sustainable Future: A multimedia teacher education programme*. UNESCO, Paris. http://www.unesco.org/education/tlsf/mods/theme_d/mod22.html

2 UNESCO, *Global Citizenship Education: UNESCO's approach*. <http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/questions-answers-21jan-EN.pdf>



Global Citizenship

- human rights
- tolerance
- respect for diversity
- citizenship education
- inclusiveness
- peace
- intercultural understanding

Learn about words connected to Global Citizenship and Sustainable Development

- climate change
- biodiversity
- poverty eradication
- sustainable consumption
- disaster risk reduction

Sustainable Development

COMMON VISION OF GCED AND ESD: empower learners of all ages to become proactive contributors to a more just, peaceful, tolerant, inclusive and sustainable world

Global Citizenship Education

Aims

- create a sense of belonging to the global community and common humanity
- create respect for the universal values of human rights, democracy, non-discrimination and diversity
- empower learners to engage and assume active roles to shape a more peaceful, tolerant, inclusive world

Associated themes

- peace and human rights
- intercultural understanding
- citizenship education
- respect for diversity and tolerance
- inclusiveness

Commonalities

Vision

- empower learners of all ages to become proactive contributors to a more just, peaceful, tolerant, inclusive and sustainable world

Holistic pedagogy

- learning contents/outcomes but also
- learning process and environment

Transformative purpose

- emphasis on action, change and transformation

Acquisition of wider skills

- acquisition of values, attitudes
- skills for collaboration, communication and critical thinking

Education for Sustainable Development

Aims

- empower learners to take informed decisions and responsible actions for:
 - environmental integrity
 - economic viability
 - a just society, for present and future generations

Associated themes

- climate change
- biodiversity
- disaster risk reduction
- sustainable consumption
- poverty eradication



Cultivating a shared future

Now that we know more about ESD and GCED and the global challenges we face collectively in our rapidly changing and increasingly complex world, let us think about our next steps...

- How can we, in our daily lives, be empowered to make a positive contribution to living in a more just, peaceful, tolerant, inclusive and sustainable world?
- What can we do as active global citizens in support of sustainable development at the local and global levels?

In the following sections you will find ideas on how you can start thinking about Global Citizenship and Sustainable Development, e.g. at home, in school or as part of a community club, and take action yourself as a global citizen and for sustainable development.

In each section, find and complete the *Learn for myself and reflect on and get active* part. Each time, record your thoughts and ideas. This can be done in a format of your choice and then shared with your friends and in school. Next, you will find a suggested activity for you to do.



MYSELF



When thinking about ourselves, we think about who we are and where we fit into the world. We consider our personal identities and where we are placed within the different relationships we have (family, friends, school etc.).

The following exercises and activities aim to help you to examine and critically assess your role in relation to others and your environment, and to develop concrete ideas about how you can promote solidarity and environmental protection yourself.

| GCED | ESD |
|---|---|
| <p>When thinking about ourselves in relation to global citizenship, we consider things like: personal responsibility and solidarity.</p> | <p>When thinking about ourselves in relation to sustainable development, we consider things like: caring for our environment and our personal consumption behaviour.</p> |
| <p>LEARN FOR MYSELF...</p> <ul style="list-style-type: none"> • Describe yourself using three key words and pictures. • Note down three ways to show solidarity. <p>REFLECT ON AND GET ACTIVE...</p> <ul style="list-style-type: none"> • Create a mind map using the word solidarity. • Think about how you have, or how you could, promote solidarity. | <p>LEARN FOR MYSELF...</p> <ul style="list-style-type: none"> • Describe yourself using three key words and pictures. • Note down three things in your environment you care about. <p>REFLECT ON AND GET ACTIVE...</p> <ul style="list-style-type: none"> • Create a mind map using the word environment. • Think about how you have contributed, or how you could contribute, to protecting your environment. |
| <p>ACTIVITY</p> <p>Create an outline of yourself in a chosen shape using materials of your choice (poster paper and pencils/markers, art materials or ICT).</p> <p>Reflect on the following personal questions:</p> <ul style="list-style-type: none"> • What is important to me? • What am I good at/not so good at? • What makes me feel happy or sad? • What constitutes my identity (e.g. gender, nationality, sexual orientation etc.)? • What is my role at home, at school, in my community and the wider world? • Am I aware of my choices and how they affect myself, others and the world around me? <p>Think about how you feel completing this activity, what reflections you have about the roles you hold and about yourself in relation to your relationships with others.</p> <p>Share your identity outlines and thoughts and ideas with your peers, your teacher and others.</p> | <p>ACTIVITY</p> <p>Create an outline of yourself in a chosen shape using materials of your choice (poster paper and pencils/markers, art materials or ICT).</p> <p>Reflect on the following personal questions:</p> <ul style="list-style-type: none"> • What is important to me? • What am I good at/not so good at? • What makes me feel happy or sad? • What is my role at home, at school, in my community and the wider world? • Am I aware of my consumption choices and how they affect myself, others and the environment? <p>Think about how you feel completing this activity, what reflections you have about the roles you hold and about yourself in relation to the environment.</p> <p>Share your identity outlines and thoughts and ideas with your peers, your teacher and others.</p> |



IN MY HOME

A home is a place and shelter where you live permanently, as a member of a family or household...

When thinking about our home, we think about ourselves and our position within our family, our community, country and wider world.

The following exercises and activities aim to help you to examine and critically assess your role in relation to others, and our needs in relation to the needs of people who live in other parts of the world or belong to another generation.

| GCED | ESD |
|---|--|
| <p>When thinking about our home in relation to global citizenship, we consider things like: our own personal rights and responsibilities and the rights of members of our family or household.</p> | <p>When thinking about our home in relation to sustainable development, we consider things like: our environment and resource use, our needs and the needs of people who live in other parts of the world or belong to another generation.</p> |
| <p>LEARN FOR MY HOME...</p> <ul style="list-style-type: none"> Record all the words you can think of connected to rights. Create a photo essay about rights and responsibilities at homes around the world (e.g. types, ways of living, household chores etc.). <p>REFLECT ON AND GET ACTIVE...</p> <ul style="list-style-type: none"> Interview a member of your family/household with regards to their view on rights and responsibilities at home. | <p>LEARN FOR MY HOME...</p> <ul style="list-style-type: none"> Record all the words you can think of connected to shelter. Create a photo essay about homes around the world (e.g. types, ways of living, energy use and production, eco/green). <p>REFLECT ON AND GET ACTIVE...</p> <ul style="list-style-type: none"> Carry out a survey about environmental sustainability in your home (e.g. recycling, compost, consumer choices, energy use and saving, green space/garden). |
| <p>ACTIVITY</p> <p>Create an outline of yourself in a chosen shape using materials of your choice (poster paper and pencils/markers, art materials or ICT).</p> <p>Reflect on the following personal questions:</p> <ul style="list-style-type: none"> <i>What is important to me?</i> <i>What I am good at/not so good at?</i> <i>What makes me feel happy or sad?</i> <i>What is my role at home, at school, in my community and the wider world?</i> <i>Am I aware of my rights and responsibilities in relation to others and the world around me?</i> <p>Think about: How you feel completing this activity, what reflections you have about the roles you hold and about yourself in relation to your relationships with others.</p> <p>Share your identity outlines and thoughts and ideas with your peers, your teacher and others.</p> | <p>ACTIVITY</p> <p>Create an outline of yourself in a chosen shape using materials of your choice (poster paper and pencils/markers, art materials or ICT).</p> <p>Reflect on the following personal questions:</p> <ul style="list-style-type: none"> <i>What is important to me?</i> <i>What I am good at/not so good at?</i> <i>What makes me feel happy or sad?</i> <i>What is my role at home, at school, in my community and the wider world?</i> <i>Am I aware of my choices and how they affect myself, others and the world around me?</i> <p>Think about: How you feel completing this activity, what reflections you have about the roles you hold and about yourself in relation to your relationships with others.</p> <p>Share your identity outlines and thoughts and ideas with your peers, your teacher and others.</p> |

IN MY SCHOOL



A school is a place for educating learners. It is also the building and the people.

When thinking about our school, we think about ourselves and our position within our school community, our local community, country and wider world.

The following exercises and activities aim to help you to analyze your school environment and develop and apply skills for civic engagement such as promoting tolerance, respect for diversity and an environmentally friendly school community.

| GCED | ESD |
|--|---|
| <p>When thinking about our school in relation to global citizenship, we consider things like: respect for diversity, tolerance and inclusiveness.</p> | <p>When thinking about our school in relation to sustainable development, we consider things like: global issues, sustainability, our environment and resource use.</p> |
| <p>LEARN FOR MY SCHOOL...</p> <ul style="list-style-type: none"> • Walk mindfully around your school taking in what you notice about your surroundings, the staff, teachers and students and the activities taking place. • Create a photo story with the title: "<i>A day in my school</i>". <p>REFLECT ON AND GET ACTIVE...</p> <ul style="list-style-type: none"> • Develop a list of activities your class and school can organize to promote tolerance and respect for diversity. • Brainstorm with your family, friends and teachers ways of putting the activities into practice. | <p>LEARN FOR MY SCHOOL...</p> <ul style="list-style-type: none"> • Walk mindfully around your school taking in everything you notice about the buildings, the surroundings, the staff, teachers and students and the activity taking place. • Create a photo story with the title: "<i>A day in my school</i>". <p>REFLECT ON AND GET ACTIVE...</p> <ul style="list-style-type: none"> • Develop an action plan that will encourage your school to be more environmentally friendly (resource use, recycling, green areas/gardens). • Brainstorm with your family, friends and teachers ways of putting the plan into practice. |
| <p>ACTIVITY</p> <p>Imagine you are going to receive a visitor to your school.</p> <p>Think carefully about what your school is like: the atmosphere in the classroom, the people, your teachers and friends, routines and activities (e.g. lunch and break times, assemblies) and your learning.</p> <p>Write a welcome letter/email to them describing your school. Mention activities your school is undertaking or could plan to undertake in order to promote tolerance and respect for diversity (use key words and pictures).</p> <p>Share your letter/email and thoughts and ideas with your peers, your teacher and others.</p> | <p>ACTIVITY</p> <p>Imagine you are going to receive a visitor to your school.</p> <p>Think carefully about what your school is like: the location, the school environment, the classrooms, the people, your teachers and friends, routines and activities (e.g. lunch and break times, assemblies) and your learning.</p> <p>Write a welcome letter/email to them describing your school. Mention activities your school is undertaking or could plan to undertake in order to be more environmentally friendly (use key words and pictures).</p> <p>Share your letter/email and thoughts and ideas with your peers, your teacher and others.</p> |

IN MY LOCAL COMMUNITY



A community is the people who live in one particular area or the people who are considered as a unit because they have a particular characteristic in common...

When thinking about our community, we think about ourselves, our home, our school and our position in relation to the people around us, our country and wider world.

The following exercises and activities aim to help you to analyze your community's engagement in promoting tolerance and mutual understanding as well as protecting the local environment. The activities will also provide you with ideas to propose action for social interaction and mutual understanding, and responsible consumption in your community.

| GCED | ESD |
|--|--|
| <p>When thinking about our community in relation to global citizenship, we consider things like: tolerance, solidarity, respect for diversity and mutual understanding.</p> | <p>When thinking about our community in relation to sustainable development, we consider things like: our local environment (biodiversity and climate), local business and consumption.</p> |
| <p>LEARN FOR MY LOCAL COMMUNITY...</p> <ul style="list-style-type: none"> • Draw a picture that illustrates your understanding of the word community. • Generate as many words as you can to describe tolerance. <p>REFLECT ON AND GET ACTIVE...</p> <ul style="list-style-type: none"> • Find out about activities taking place in your community and choose one that you would like to join in with. • <i>Get to know your neighbours</i> by organizing a community event to encourage social interaction and mutual understanding. | <p>LEARN FOR MY LOCAL COMMUNITY...</p> <ul style="list-style-type: none"> • Draw a picture that illustrates your understanding of the word community. • Generate as many words as you can to describe consumption. <p>REFLECT ON AND GET ACTIVE...</p> <ul style="list-style-type: none"> • Find out about activities taking place in your community and choose one that you would like to join in with. • <i>Get to know your neighbours</i> by organizing a community event to encourage responsible consumption. |
| <p>ACTIVITY</p> <p>Develop a plan of your local community using materials (paper and pencils/markers, art materials or ICT) and a format of your choice (flow chart, mind map, aerial view).</p> <p>Include houses, shops, businesses, playgrounds, sports and community centres and other buildings, as well as transport systems (roads, foot paths, cycle routes etc.).</p> <p>Follow up with a questionnaire to find out about your local community. For example: activities people do, groups or clubs that there are, how people feel about living in your local community, what things people like/dislike/want to improve, the issues that are important to them.</p> <p>Share your plan and thoughts and ideas with your peers, your teacher and others.</p> | <p>ACTIVITY</p> <p>Develop a plan of your local community using materials (paper and pencils/markers, art materials or ICT) and a format of your choice (flow chart, mind map, aerial view).</p> <p>Include houses, shops, businesses, playgrounds, sports and community centres and other buildings, as well as transport systems (roads, foot paths, cycle routes etc.).</p> <p>Follow up with a questionnaire to find out about your local community. For example: activities people do, groups or clubs that there are, how people feel about living in your local community, what things people like/dislike/want to improve, the issues that are important to them.</p> <p>Share your plan and thoughts and ideas with your peers, your teacher and others.</p> |

IN MY COUNTRY



A country is a nation with its own government occupying an area of land...

When thinking about our country, we think about ourselves, our home, our school, our community and our position within our nation connected to the wider world.

The following exercises and activities aim to help you to analyze the government structure of your country and critically reflect local and national issues such as intolerance and xenophobia, a changing climate and irresponsible consumption behaviour. The activities also aim to provide you with ideas for taking action on such issues.

| GCED | ESD |
|--|--|
| <p>When thinking about our country in relation to global citizenship, we consider things like: intercultural understanding, respect for diversity and tolerance and inclusiveness.</p> | <p>When thinking about our country in relation to sustainable development, we consider things like: our environment (e.g. climatic conditions, biodiversity), national economy and society (consumption and lifestyles).</p> |
| <p>LEARN FOR MY COUNTRY...</p> <p>Imagine you are introducing your country to someone who does not know it.</p> <p>Close your eyes and focus on the words and images you might use to describe it. Think about: <i>Where is it located in the world? What about the people and places? Languages? Culture?</i></p> <p>REFLECT ON AND GET ACTIVE...</p> <p>Research your local and national government structure and produce a flow diagram describing how it works.</p> <p>Inquire into local and national issues. Get involved in issues that are important to you and generate possible responses.</p> | <p>LEARN FOR MY COUNTRY...</p> <p>Imagine you are introducing your country to someone who does not know it.</p> <p>Close your eyes and focus on the words and images you might use to describe it. Think about: <i>Where is it located in the world? What about the landscape and climate? Society? Economy (what are the main national income sources)?</i></p> <p>REFLECT ON AND GET ACTIVE...</p> <p>Research your local and national government structure and produce a flow diagram describing how it works.</p> <p>Inquire into local and national issues. Get involved in issues that are important to you and generate possible responses.</p> |
| <p>ACTIVITY</p> <p>Make a word search using materials of your choice of 10–15 words that are connected to the word country and global citizenship.</p> <p>Think carefully about what a country is, how a country is formed, how it is represented, what it means to be born in a country, what it means to live in a country, what the country is like where you were born, where you live, how countries are connected etc.</p> <p>Share your thoughts and ideas. Share your word search with your peers, your teacher and others and ask them to complete it.</p> | <p>ACTIVITY</p> <p>Make a word search using materials of your choice of 10–15 words that are connected to the word country and sustainable development.</p> <p>Think carefully about what a country is, how a country is formed, how it is represented, what it means to be born in a country, what it means to live in a country, what the country is like where you were born, where you live, how countries are connected etc.</p> <p>Share your thoughts and ideas. Share your word search with your peers, your teacher and others and ask them to complete it.</p> |

IN MY WORLD



The earth together with all of the people, places and things on it...

When thinking about our world, we think about ourselves, our home, our school, our community, our country and our position within the wider world.

The following exercises and activities aim to help you to reflect and critically assess your connections with your home, school, community, country and wider world, and help you take action on global issues, e.g. discrimination or climate change, to improve the world we live in.

| GCED | ESD |
|---|---|
| <p>When thinking about our world in relation to global citizenship, we consider things like: global issues, e.g. peace and human rights, democracy, non-discrimination and diversity and a sense of belonging to the global community and common humanity.</p> | <p>When thinking about our world in relation to sustainable development, we consider things like: global issues, e.g. climate change, biodiversity, disaster risk reduction, sustainable consumption, poverty eradication and creating a more just society for present and future generations.</p> |
| <p>LEARN FOR MY WORLD...</p> <ul style="list-style-type: none"> • Sketch a picture of the world with you in it. Think about: where you fit in, your roles, your connections with your home, school, community, country and wider world, your rights and responsibilities and our global connections. <p>REFLECT ON AND GET ACTIVE...</p> <p>Organize a discussion group. Reflect together on the following talking points:</p> <ul style="list-style-type: none"> • <i>What it means to be members of a global community.</i> • <i>What our individual and collective roles in engaging with global issues (e.g. peace, intercultural understanding and inclusiveness) and taking action might be.</i> • <i>How the choices and actions we make affect others and the planet.</i> • <i>Improving the world we live in.</i> | <p>LEARN FOR MY WORLD...</p> <ul style="list-style-type: none"> • Sketch a picture of the world with <i>you in it</i>. Think about: where you fit in, your roles, your connections with your home, school, community, country and wider world, and our global connections. <p>REFLECT ON AND GET ACTIVE...</p> <p>Organize a discussion group. Reflect together on the following talking points:</p> <ul style="list-style-type: none"> • <i>What it means to “meet the needs of the present without compromising the ability of future generations to meet their own needs”.</i> • <i>What our individual and collective roles in engaging with global issues (e.g. climate change, biodiversity and sustainable consumption) and taking action might be.</i> • <i>How the choices and actions we make affect others and the planet.</i> • <i>Improving the world we live in.</i> |
| <p>ACTIVITY</p> <p>Design your own map of the world using materials of your choice (display paper, poster paper, the playground or hall floor, pencils/markers, art materials or ICT).</p> <p>Look at different world maps before you start so that you can gain insights into their variation. Think carefully about map projection, map focus as political or physical, scale, accuracy, two-dimensional and three-dimensional maps, colour, labelling etc.</p> <p>Share your thoughts and ideas. Share your world map with your peers, your teacher and others.</p> | <p>ACTIVITY</p> <p>Design your own map of the world using materials of your choice (display paper, poster paper, the playground or hall floor, pencils/markers, art materials or ICT).</p> <p>Look at different world maps before you start so that you can gain insights into their variation. Think carefully about map projection, map focus as political or physical, scale, accuracy, two-dimensional and three-dimensional maps, colour, labelling etc.</p> <p>Share your thoughts and ideas. Share your world map with your peers, your teacher and others.</p> |

CONCENTRIC CIRCLES

Look at the diagram below and create one of your own, using a medium of your choice (paper and pencils/markers, art materials or ICTs). Think carefully about the title of each concentric circle and then, using words and pictures, fill in each section. Lastly, give your creation a thoughtful and relevant title. Share your work with your peers, your teacher and others.





ASPnet students in action – examples from across the world

GLOBAL CITIZENSHIP EDUCATION IN ACTION

Themes: Peace Human rights Inclusiveness

THOUSAND VOICES FOR PEACE

Name of the ASPnet school: Atheneum Koekelberg

Place: Brussels, Belgium

Theme: Peace



Singing together to make a difference – an inspiration for 53 students from the UNESCO ASPnet school Atheneum Koekelberg in Brussels, Belgium to found a choir and participate in the international project “Thousand voices for peace”.

“Thousand voices for peace” brought together 39 choirs from 18 countries for a series of concerts in Belgium in November 2014 in commemoration of World War I. One hundred years ago, their countries were confronting each other in World War I. Now, more than 1,000 professional and non-professional singers were standing side by side to raise their voices for peace.

Inspired by a workshop with the Thousand voices for peace project manager Anthony Heidweiller and Brussels Philharmonic first cellist Luc Tooten, 53 ASPnet students started their own choir “Colom” (dove in Catalan) in spring 2014. Singing can make a real difference, they discovered, when discussing how the Baltic states regained their independence through the 1989 Singing Revolution. Even though they had never sung or listened to classical music before, the diverse group of young students from Brussels set out to prepare their participation in the international project.

From 3 to 9 November 2014, the young singers mingled with the Estonian choir Voces Musicales. A week of exchange and singing together culminated in a common concert. All 1,300 participating singers, accompanied by the Brussels Philharmonic, joined in an inspired plea for peace in the Basilica of the Sacred Heart (Koekelberg Basilica) in Brussels.

SCHOOL RADIO FOR GLOBAL CITIZENSHIP

Name of the ASPnet school: Centro de Formação Dr Rui Grácio

Place: Lagos, Portugal

Theme: Peace, inclusiveness

Link: <http://srl-regio.com/>

RÁDIO ESCOLAR PARA A CIDADANIA GLOBAL



Schools from London, the United Kingdom and Algarve, Portugal used school radio broadcasting as a means to promote global citizenship. Two new radio programmes in Lagos school clusters were set up during the project, Radio Naus and Radio Tecnodantas FM.

The “school radio for learning” project was designed to support teachers in developing the necessary ICT skills and methodologies to undertake broadcasting activities with their students. Students and teachers focused on producing content on peace and global citizenship education for their school radio.

As part of the project, schools from both regions celebrated World Radio Day on 13 February. Teachers networked and exchanged good practices at joint conferences. The Aculco Radio of London (Ambassadors for Peace), and the Dr Rui Grácio Teacher Training Centre of Lagos (UNESCO Associated School) provided training for the schools’ teachers. In addition, teachers from both regions took part in job shadowing activities in the partner region.

The project was coordinated by the London Southwark Council and the Algarve Education regional board - Ministry of Education, DGESTE-DSRAL. It received funding from the European Commission.

▶ I HAVE THE RIGHT TO...

Name of the ASPnet school: American International School

Place: Dubai, United Arab Emirates

Theme: Human rights

Link: <http://aisschool.net>



In 2014-2015, the American International School in Dubai carried out the project "I have the right to..." that promoted human rights and freedom of expression.

The ASPnet school developed an action plan to raise students' awareness of their rights in relation to learning, health care and expressing their opinions.

▶ WE ARE ALL GLOBAL CITIZENS

Name of the ASPnet school: Nesibe Aydın

Place: Ankara, Turkey



On World Philosophy Day 2014, students from the ASPnet school Nesibe Aydın, Turkey engaged in discussions on what it means to be a global citizen and reflected on how to take action to help find solutions to current and future global challenges.

Issues discussed included the responsibility for helping others, respecting the rights of others, learning new things about the world, and treating people fairly.

EDUCATION FOR SUSTAINABLE DEVELOPMENT IN ACTION

Themes:  Environmental protection  Climate Change  Sustainable consumption

RAISING AWARENESS ON COASTAL PROTECTION AND SUSTAINABLE DEVELOPMENT

Name of ASPnet school: Le Likès

Place: Quimper, France

Theme: Environmental protection



The Natural Marine Park of Iroise volume 3

This year, our students in 1ères ES - Le Likès - Quimper - and the Marine Park experts on Tristan Island have decided to focus on the lives of people in and around the Park

Ils nous décrivent aussi quelques sites particuliers

- Special thanks to Marie Hascœt and all our partners in and from the Iroise Marine Park for working with us in their base on Tristan Island in Douarnenez.
www.parc-marin-iroise.gouv.fr
- We also thank the staff in Haliotika, Le Guilvinec

To raise the awareness of students and the local population in Quimper, Brittany (France) regarding the protection and development of the local coastal areas at the tip of Western Europe, the ASPnet school Le Likès has been partnering with the Iroise Natural Marine Park for the last three years.

Every year, Le Likès students start off the project with a visit to local companies and the Marine Life center Haliotika in Le Guilvinec, to get their first insight into sea protection activities on Brittany's coasts. Afterwards, all participating teachers discuss various aspects of coastal protection with their students in the classroom. This includes not only science teachers, but also those teaching economics, history, geography and English. The classroom activities are followed by a one-day workshop session with scientists from the Iroise marine park, giving students the opportunity to meet different park staff members, learn from their experience and also exchange ideas with people living in and around the park.

Results of the project have been published in three e-books. The school is now planning to extend the number of participating students.

▶ ADOPT A VILLAGE

ASPnet schools in Gambia

Place: The Gambia

Theme: Climate change

Link: <http://en.unesco.org/aspnet/globalcitizens/act/projects/adopt-village-gambia>



“The world is a global village, every little effort towards environmental protection, conservation and preservation pays dividend in our global effort to make this planet a better place for us teachers and students being trained to increase environmental awareness and promote effective public participation and community environmental management processes within and outside the schools.”

Ebrima Sisawo, Department of Education, Gambia³

The Gambian ASPnet developed the Adopt a Village Project for inland ASPnet schools to raise awareness in village schools and communities on local climate and environmental changes and on ways to preserve and conserve natural resources.

Targeting non-coastal communities that are affected by environmental problems like sand and gravel mining, deforestation, bush burning, hunting and waste management, the project aims to build capacities of local teachers, students, youth and senior citizens to reduce human activities that promote climate change in the village, and to empower them to observe, analyze and wisely manage their environment.

The Adopt a Village Project was a key activity under the 2012-2013 UNESCO Participation Programme in the Gambia that mobilized ASPnet schools in the country to address issues relating to Education for Sustainable Development and to strengthen their capacities to respond to contemporary challenges such as climate change.

³ The Point Newspaper, Gambia : <http://thepoint.gm/africa/gambia/article/unesco-intensifies-training-seminars-in-promoting-intercultural-dialogue>

GREEN CLEAN SCHOOL AND CONSUMER EDUCATION

Name of ASPnet school: O.P. Jindal School-Raigarh

Theme: Sustainable consumption, environmental protection

Place: Raigarh, India

Link: <http://www.opjsrgh.in/>



O.P. Jindal School-Raigarh, India undertakes a wide range of activities related to environmental protection, responsible consumption and ecological awareness.

With ecological sustainability being a mainstay of the school's curriculum, O.P. Jindal provides its students with an inspiring educational environment. Its "green school" project comprises different activities throughout the year on water conservation, biodiversity and consumer education.

For example, the environmental service learning programme helps to improve students' academic performance in science, technology, engineering and mathematics (STEM subjects) by inspiring students' reflection on their environment and innovative greening methods. As part of an exchange with the Abbey Grange Church of England Academy in Leeds, United Kingdom, students designed and presented posters on the importance of preventing water pollution, saving electricity etc.

Within the "green school" project, students produce green bags to help their community replace plastic grocery bags, thus reducing waste and promoting recycling. To increase the activity's impact, O.P. Jindal students encourage partner schools to participate in the green bag production.

Students also visited the local consumer forum to learn about its activities in support of consumer protection. After the interactive exchange with the president and two members of the forum, many students resolved to be more aware of their rights and duties as consumers.

▶ ECOLOGICAL AWARENESS PROJECTS

Name of ASPnet school: Colegio Carol Baur

Place: Mexico City, Mexico

Theme: Environmental protection

Link: <http://carolbaur.edu.mx/en/>



Orgullosos de ser Carol Baur

Visita Ecológica

“Desierto de los Leones”

Toda manifestación de vida merece respeto.

Lugar ecológico que permite a nuestros alumnos estar en contacto directo con los recursos naturales y los elementos que lo conforman. Cada uno de los grupos realiza prácticas tomando conciencia de respetar y cuidar nuestra naturaleza.



Ecological projects created by students from Colegio Carol Baur in Mexico city aim to offer sustainable solutions to the problems the world faces today.

Starting in kindergarten, children actively discover the joys of learning and knowledge through games. They observe, investigate and research, becoming creative and innovative. Activities are focused on transforming our environment, using science to serve humanity and helping to preserve the planet.

Some Carol Baur high school students, for example, constructed a hydroponic river, making compost with organic trash, and then planted vegetables and strawberries. Given increasing pollution and a fast-growing population, they tried to find solutions not only to reduce trash and promote recycling, but also provide a cheap alternative way to produce healthy food.

Other students developed a project on the domestic production of mushrooms as an alternative food source related to urban water management. Their homegrown

mushrooms are easy and cheap to produce. After 30 to 35 days the mushrooms, rich in protein and low in fat, can be harvested and used for many dishes, including tortillas. Yet another group of students produced ecological homemade tiles, which at the same time help diminish air and water pollution.

Highlighting the importance of relating to nature to inspire feelings of love and responsibility for its protection, the Piensa Verde project takes students out of the classroom to clean the lake in the Carol Baur Ecological Park, using canoes to reach and collect the trash.

6 Resources

Easy access to links on the electronic version of the guide:

<http://www.unesco.org/new/en/education/networks/global-networks/aspnet/publications/>

PUBLICATIONS

Global Citizenship Education (GCED).

UNESCO's Approach. UNESCO, Paris, 2015

<http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/questions-answers-21jan-EN.pdf>

Global Citizenship Education: Preparing learners for the challenges of the 21st Century. UNESCO, Paris, 2014
<http://unesdoc.unesco.org/images/0022/002277/227729E.pdf>

Roadmap for Implementing the Global Action Programme on Education for Sustainable Development. UNESCO, Paris, 2014
<http://unesdoc.unesco.org/images/0023/002305/230514e.pdf>

Sustainable Development Begins with Education: How education can contribute to the proposed post-2015 goals. Education for All Global Monitoring Report. UNESCO, Paris, 2014
http://globaleducationfirst.org/files/Resource_Sustainable_Development.pdf

Stay Safe and Be Prepared. Student's guide.

UNESCO, Paris, 2014

<http://unesdoc.unesco.org/images/0022/002287/228798e.pdf>

Education for Sustainable Development Sourcebook.

UNESCO, Paris, 2012

<http://unesdoc.unesco.org/images/0021/002163/216383e.pdf>

YouthXchange: Biodiversity & Lifestyles Guidebook.

UNESCO and UNEP, Paris/Nairobi, 2015

YouthXchange: Climate Change and Lifestyles Guidebook.

UNESCO and UNEP, Paris/Nairobi, 2011

<http://unesdoc.unesco.org/images/0021/002128/212876E.pdf>

YouthXchange - towards sustainable lifestyles.

UNESCO/UNEP, Paris/Nairobi, 2008 (second edition)

<http://unesdoc.unesco.org/images/0015/001587/158700e.pdf>

Global Education First Initiative Brochure. United Nations Secretary General's Global Education

First Initiative, 2012

http://globaleducationfirst.org/files/GEFI_Brochure_ENG.pdf

WEBSITES AND CLEARINGHOUSES

UNESCO Education for Sustainable Development
<http://en.unesco.org/themes/education-sustainable-development>

UNESCO Global Citizenship Education
<http://www.unesco.org/new/en/global-citizenship-education>

United Nations Secretary General's Global Education First Initiative
<http://globaleducationfirst.org>

UNESCO Clearinghouse on Global Citizenship Education hosted by APCEIU
<http://www.gcedclearinghouse.org/>

UNESCO Climate Change Education Clearinghouse
<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/climate-change-education/cce-clearinghouse/>

VIDEOS

Global Citizenship is... Participants of the Second UNESCO Forum on Global Citizenship Education. 28-30 January 2015, UNESCO HQ, Paris
<https://www.youtube.com/watch?v=XVSGbU6WVSk#t=54>

Education for Sustainable Development. Children speak up. UNESCO, Paris, 2014
<https://www.youtube.com/watch?v=F-Wl3crN8eU>

Education for disaster preparedness. UNESCO, Paris, 2013
<https://www.youtube.com/watch?v=USLHmwwvjX8>

Learning to Address Climate Change. UNESCO, Paris, 2012
<http://youtu.be/KJbRnv7rMkk>

Learning to Protect Biodiversity. UNESCO, Paris, 2012
<http://youtube/kHhspf5lfdE>

Education Can: Sustainable Development begins with education. United Nations Secretary General's Global Education First Initiative, 2014
https://www.youtube.com/watch?feature=player_embedded&v=3OdP7bYe5wk

Youth and Education for Sustainable Development. Uppsala University (Ingrid Rieser), Uppsala, 2014
<https://www.youtube.com/watch?v=68ndl7c0W7s>

If you are a student and want to become a global citizen and sustainable development actor, this guide will give you the necessary knowledge, understanding and inspiration to take action, along with your teachers and your community.



United Nations
Educational, Scientific and
Cultural Organization



From
the People
of Japan

