



Take the Lead

A learner-centered Leadership resource for
use in community-based settings

Designed as part of the LYCS Global Citizenship Education Programme







Irish Aid
An Roinn Gnótháí Eachtracha
Department of Foreign Affairs

This resource is funded by Irish Aid at the Department of Foreign Affairs. Irish Aid is the Government's overseas development programme which supports partners working in some of the world's poorest countries. Irish Aid also supports global citizenship education in Ireland to encourage learning and public engagement with global issues. The content of this communication represents the views of the author only and does not necessarily represent or reflect DFA policy.

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1. Introduction

Background

● 1.1 About the Organisations

LYCS is an integrated community development organisation, providing education, training, and social and development opportunities to local people living in the North East Inner City (NEIC) of Dublin since 1984. LYCS operates in an area which has high levels of socio-economic deprivation, which leads to communities being excluded from opportunities that others in society have – in response to this, LYCS works to equip people of every age at local level with the necessary awareness, knowledge and values to celebrate imagination and innovation, combat discrimination, and to help create an integrated community for all.

Development Perspectives is an independent Global Citizenship Education non-governmental organisation (NGO) and registered charity (CHY18555). Development Perspectives is based in Drogheda, Co. Louth, Ireland, but works with partners all over both Ireland and the world. Our vision is to live in an equitable, just and sustainable world. Development Perspectives' mission is to contribute to lessening poverty, inequality and climate change through transformative education and active global citizenship. Our work explores, examines and acts upon a range of issues and challenges that face our world. For this to work effectively, we use participatory and interactive learning methods to ensure the greatest impact for participants of our programmes."

Saolta is a Global Citizenship Education strategic partnership programme for the Adult and Community Education (ACE) sector in Ireland between Irish Aid and a consortium of organisations. Saolta explores a variety of global issues with stakeholders in the ACE sector and encourages informed action across Irish society. Issues such as poverty, inequality and climate change feature strongly as areas of exploration.

1. Introduction

Background

1.2 About the Authors

Paul Crewe has been involved with Development Perspectives since 2013 and currently works as the EU and Special Projects Coordinator. Paul holds BA (Honours) in Community Sports Leadership. Paul has been heavily involved in coordinating projects in the area of Migration and Integration. Paul also coordinates EU-funded projects which explore global citizenship education through a wide variety of tools and processes. He has over 9 years of experience facilitating within the Adult and Community sector. Paul is especially passionate about topics such as income inequality, tackling information disorder and collective action.

Ellen Corby is the Global Citizenship Education Coordinator with LYCS. She has worked with LYCS since 2023 and coordinates LYCS' extensive GCE programme, with significant experience in the delivery of participatory arts-based programming. Ellen holds a BA in Drama Studies/Modern Irish from Trinity College Dublin, and an MSc in Global Health majoring in Sexual and Reproductive Health from the Institute of Global Health and Development at Queen Margaret University Edinburgh. She is currently completing a MEd in Adult and Community Education at Maynooth University.

Mica O'Dwyer is the Global Citizenship Education Worker with LYCS, having joined the organisation in April 2025. She supports the development and delivery of impactful programs and community outreach initiatives within the Northeast Inner City of Dublin. Mica attended University College Dublin and holds a BA in Linguistics with Communication and Information Studies and an MSc in Equality Studies. Her thesis focused on homelessness, exploring the commodification and aestheticisation of poverty in the luxury fashion industry.

● 1.3 Welcome to the Resource: Purpose and Context

This resource is designed to support the delivery of a dedicated adult education programme:

Take the Lead: Global Citizenship Education (GCE) and Values-Based Leadership. It provides a comprehensive framework for facilitators and community organisations to implement a grassroots training course aimed at building the capacity and skills for community engagement and social change.

The core objective is to ensure that participants understand their role as local leaders who are connected to, and affected by, global issues. The programme encourages the transition from individual awareness to collaborative, values-based action.

● 1.4 Programme Rationale: Why GCE and Leadership?

Adult and Community Education (ACE) is uniquely positioned to address complex social issues by fostering dialogue and reflection. This programme is founded on the belief that effective **leadership** in a community setting is heavily influenced by key pillars and values associated with **global citizenship education**.

- **Leadership** is defined here as a set of behaviours and values—not a formal position—that enables individuals to identify issues, motivate and inspire groups, foster collaboration, and steer projects towards a shared goal.
- **Global Citizenship Education (GCE)** provides a lens through which local problems are understood as symptoms of broader, systemic issues (e.g., economic inequality, climate crisis). It ensures that community interventions are rooted in principles of **social justice, equality, and sustainability**.

By integrating these two streams, the programme trains participants to become reflective, confident practitioners who can analyse their context and initiate ethical, impactful projects.

● 1.5 Target Audience and Programme Aims

This resource is intended for two distinct groups:

TARGET GROUP	PRIMARY AIM OF THE RESOURCE
Facilitators, Trainers and Educators	To provide a structured, practical, and philosophically grounded curriculum, with participatory session plans and andragogical guidance, for implementing the programme successfully.
Adult Learners (Beginner Level)	To enable learners to develop core leadership competencies, deepen their understanding of GCE themes, and design a community action project by the programme's end

● 1.6 Alignment with QQI Standards

This resource is constructed to support programmes at **QQI Level 4** within the Further Education and Training (FET) sector. The learning outcomes for this resource are mapped to the QQI descriptors for **Knowledge, Skill, and Competence**, ensuring the programme fosters:

- **A broad range of knowledge** (Kind: mainly concrete, with some abstract elements).
- **A moderate range of practical and cognitive skills** (Selectivity: choosing appropriate procedures from known solutions to predictable problems).
- **A growing ability to act with a considerable amount of responsibility and autonomy** within a supervised environment (QQI, 2012).

2. What's in this Resource?

● 2.1 Resource Navigation and Structure

This document serves as a comprehensive training manual and curriculum guide. It is divided into the following key sections to ensure easy navigation and practical use:

- **1. Introduction**

Context, Rationale, and Aims.

- **What is in the Resource:**

Overview of structure and key concepts.

- **Tips for Facilitators:**

Andragogical guidance, including group dynamics and QI alignment.

- **GCE and Leadership Fundamentals:**

Detailed session plans and activities.

- **Assessment and Appendices:**

Templates, further reading, and evaluation tools.

TOPIC	CORE LEARNING FOCUS	KEY CONCEPTS INTRODUCED
GCE and Leadership Fundamentals	Foundations and Self-Reflection	Adult Learning Principles, Open Space for Dialogue and Enquiry (OSDE), Community Asset Mapping, Systems Thinking, Values-Based Action (Schwartz Values Circumplex).

● 2.2 How to Read a Session Plan

The session plans are designed to be practical tools for facilitators. They present concrete ideas—developed and tested during the pilot—that serve as **inspirations, not rigid prescriptions**. Consistent with **Non-Formal Education (NFE)** principles, you are encouraged to **replace, adapt, or alter activities** where necessary, provided you adhere to the specified Learning Outcomes.

Each session plan is structured in two distinct parts:

Part 1: Session Overview

Provides all the essential logistical and andragogical information at a glance:

- **Session Title & Focus:**

The core theme and intended session outcome.

- **Time Allocation:**

Suggested total time for the session.

- **Learning Outcomes:**

A direct reference to the specific QQI-aligned outcomes addressed in this session.

- **Activity Flow:**

A simple, sequential list of the session's activities (e.g., Icebreaker → Main Activity → Reflection → Wrap-up) with estimated time for each, clearly showing the planned flow of the session.

Part 2: Activity Breakdown

Each activity listed in the flow is then detailed using the streamlined headings below, consistent with the workbook style:

- **Activity:**

The specific name of the exercise.

- **Objective:**

The short-term, measurable learning goal for this specific activity.

- **Time:**

Estimated Duration

- **Materials:**

All required resources (e.g., flipchart, handouts).

- **Facilitator Notes:**

Step-by-step instructions, andragogical notes, and tips on adapting the activity for different groups.

3. Tips for Facilitators

● 3.1 Creating a Brave and Inclusive Learning Environment

GCE requires an analysis of challenging topics such as inequality, power, and privilege. A strong foundation of trust and safety is required before these discussions can take place.

- **Co-Creating Ground Rules:** Do not simply impose a list of rules. Spend time in the first session establishing a **Group Agreement**. These rules should explicitly cover **respect for diverse views, confidentiality** (what stays in the room and what leaves), and the principle of '**challenge the idea, not the person.**'
- **The Principle of Consent:** When introducing activities or topics that might involve personal sharing or challenge, practice **informed consent**. Clearly state the activity's aim and content, allowing participants the right to 'pass' or observe without penalty. This reinforces agency and respects boundaries, particularly important in NFE settings.
- **Setting the Reflective Tone:** As the facilitator, you set the emotional tone. **Model reflective practice** and, where appropriate, share relevant personal insights (without dominating the discussion). This non-hierarchical approach encourages participants to take responsibility for their own learning and contributes to a feeling of shared humanity (Freire, 1970).

● 3.2 Andragogy in Practice: Facilitating Dialogue

Critical dialogue is the tool used to bridge the gap between abstract GCE concepts and local reality.

- **Emphasise 'Why' Over 'What':** Guide the group to constantly probe the root causes of issues. Rather than simply discussing homelessness, ask: 'Why does this systemic failure persist?' or 'Who benefits from the current system?' This pushes the conversation from descriptive observation to **structural analysis**.
- **Use Tools for Decentring:** Tools like **Open Space for Dialogue and Enquiry (OSDE)** and **Systems Thinking Principles** (both featured in this resource) are designed to interrupt habitual patterns of thought. Encourage learners to 'decentre'—to see an issue from a perspective other than their own—to recognise interconnectivity and unintended consequences.
- **Manage Tension, Don't Suppress It:** Discussions of values and inequality will naturally create tension. Acknowledge the tension calmly, validate the strong feelings, and then redirect the energy back to the shared learning goals or the agreed-upon ground rules. **The goal is not consensus, but deepened understanding** (Brookfield, 2017)

3. Tips for Facilitators

● 3.3 Tools for Effective Group Management

Successful NFE facilitation relies on ensuring every voice is heard and the group maintains a productive focus.

- **Equitable Participation:** Be aware of who is dominating the conversation and who is consistently silent. Use tools like 'talking sticks,' 'rounds,' or 'silent writing/clustering' to ensure introverted or less confident participants have protected space to contribute.
- **Time Management (The NFE Way):** While the session plans provide time allocations, NFE allows for flexibility. If a high-quality, high-impact discussion is running over time, use your professional judgment to adjust or cut a later, less critical activity. If a discussion is stuck or unproductive, intervene gently to reframe the question or move to a different activity.
- **Active Listening and Paraphrasing:** When a participant makes a complex point, or when conflict arises, paraphrase their statement back to them and the group (e.g., "So, if I understand correctly, you're saying that more/less police in the local area would make people feel safer?") This validates the speaker and ensures clarity for everyone.

● 3.4 Supporting Learner Progression

This resource is designed for progression towards formal accreditation (QQI Level 4). Your support in documenting this learning is key.

- **The Learning Portfolio/Journal:** Encourage all participants to maintain a Learning Journal or Portfolio. This is the primary space for evidence collection, including: Self-Reflections on Leadership and GCE concepts. Notes on group work and skills demonstrations.
- **Linking Practice to Assessment:** Explicitly review the Learning Outcomes before a major assessment (e.g., the Project Presentation). Guide learners on how to use their portfolio to demonstrate the knowledge, skill, and competence required by the QQI standards.
- **Signposting Further Resources:** Provide a curated list of local and national resources for participants who wish to continue their education, apply for grants, or connect with community development organisations.

4. GCE and Leadership Fundamentals (10 Sessions)

This resource serves as the introductory phase, establishing the foundational concepts of leadership, community, and global citizenship.

4.1 PHASE ONE: Introduction and Building Trust (Sessions 1-2)

● Session 1: Getting to Know One Another

Focus: Building a sense of safety and community within the group through intentional social connection and sharing.

ELEMENT	DETAIL
Time Allocation	120 minutes
Learning Outcomes	Skill: Apply a range of communication and interpersonal skills to build trust and facilitate group collaboration. Competence: Contribute effectively to group discussions and activities
Activity Flow	1. Welcome & Programme Introduction (15 mins) → 2. Energiser: Pass the Clap (5 mins) → 3. Partner Interviews (35 mins) → 4. Find Someone Who... (25 mins) → 5. Non-Verbal Lines (25 mins) → 6. Communication Challenge: Whispers (15 mins) → 7. Reflection & Wrap-up (5 mins)

Facilitator Preparation

Logistics: Ensure adequate seating for paired interviews and a large, clear floor space for the "Pass the Clap" and "Non-Verbal Lines" activities. The space needs to allow for movement and line-ups.

Materials: Print enough 'Bingo' sheets for the "Find Someone Who" activity, pre-write a complex phrase for the "Whispers" activity, and ensure you have paper and pens for all participants (especially for any note-taking during the interviews).

Mindset: Focus on modeling warmth and energy. The facilitator's role is to ensure psychological safety and smooth transitions between activities.

Theory/Andragogical Anchor

This session is primarily focused on establishing **Group Cohesion**—the trust and solidarity required before any challenging critical dialogue can take place. Activities like *Introduce Your Partner* are rooted in **Active Listening** theory, which builds **trust and empathy** by requiring participants to focus their attention entirely on representing the speaker (Covey, 1989). The non-verbal challenges reinforce the idea that **communication is complex** and that leadership emerges from **shared effort and mutual reliance**, rather than formal authority.

4.1 PHASE ONE: Introduction and Building Trust (Sessions 1-2)

● Session 1: Getting to Know One Another

Activity: Welcome and Context Setting

● **Time:** 15 minutes

● **Method:**

1. Welcome the group and introduce yourself.
2. Ask participants to introduce themselves with just their name.
3. Briefly outline the purpose and structure of the programme (5 mins).
4. State the focus of this session: connection and getting comfortable.

● **Materials:**

Programme Agenda/Overview Handout (brief), Flipchart with the course title and focus.

● **Expected Outcomes:**

Participants feel welcomed, understand the immediate session goal, and have a clear, high-level overview of the programme structure.

● **Suggestions for the Facilitator:**

Be concise and enthusiastic. Reassure them that the deeper context (GCE and Leadership) will be introduced in Session 2. Focus on building rapport.

Activity: Energiser: Pass the Clap

● **Time:** 5 minutes

● **Method:**

1. Have the group stand in a circle.
2. Explain that the goal is to pass a single, intentional clap around the circle as quickly as possible.
3. Start the clap.
4. Introduce a double clap to change the direction, or a second clap moving in the opposite direction, to add challenge.

● **Materials:** None

● **Expected Outcomes:**

Quick increase in energy and focus, and experience in achieving a simple collaborative goal without verbal communication.

● **Suggestions for the Facilitator:**

If the communication breaks down, stop and highlight that **eye contact** and **attention** are forms of non-verbal leadership. This links a physical activity to core communication principles.



4.1 PHASE ONE: Introduction and Building Trust (Sessions 1-2)

● Session 1: Getting to Know One Another

Activity: Partner Interviews

Introduce Your Partner

- **Time:** 35 minutes (This will depend on the number of participants)
- **Method:**
 1. Ask participants to form pairs.
 2. Explain that each person has **two minutes** to interview their partner on themes like hobbies, a community interest, and their hopes for the course.
 3. After the interview time, reassemble the group in a circle.
 4. Each person must **introduce their partner** to the wider group, highlighting 2-3 key facts.
- **Materials:** None

Expected Outcomes:

Participants practise **active listening** and demonstrate effective communication by successfully representing another person's information to the wider group.

Suggestions for the Facilitator:

This activity is designed to shift responsibility from self-presentation to **attentive listening**, a foundational skill for community leadership. Ensure you strictly enforce the two-minute time limit for interviewing.

Activity: Find Someone Who...

Community Connections Bingo

- **Time:** 25 minutes
- **Method:**
 1. Hand out the 'Bingo' sheet containing the prompts.
 2. Explain that the goal is to get a different person's signature for each box.
 3. Encourage participants to move around and speak to people they haven't yet met.
 4. Call time after 15-20 minutes and have participants return to their seats.
 5. Ask a few people to share an interesting fact they learned about another peer.
- **Materials:**
Handout with a 'Bingo' sheet containing prompts (e.g., *Find someone who volunteers in their community, Find someone who loves to eat pizza*).

Expected Outcomes:

Participants engage with multiple group members in a short time, discovering shared interests and breaking down social barriers.

Suggestions for the Facilitator:

This activity quickly builds the volume of interactions. Focus the final debrief on **discovery** and **commonality** to deepen the sense of connection.



4.1 PHASE ONE: Introduction and Building Trust (Sessions 1-2)

● Session 1: Getting to Know One Another

Activity: Non-Verbal Lines

Silent Line-Ups

● **Time:** 25 minutes

● **Method:**

1. Explain the rule: **No verbal communication is allowed.**
2. Instruct the group to form the first line: **Height** (tallest to smallest). (5 mins)
3. Repeat for the second line: **Date of Birth** (Jan 1st to Dec 31st). (10 mins)
4. Repeat for the third line: **Leadership Experience** (least to most, using a self-assessed 1-10 scale). (10 mins)
5. Break the silence for debrief.

● **Materials:** None

● **Expected Outcomes:**

Experience in collaborative problem-solving, reliance on non-verbal cues, and shared leadership emerging under constraint.

● **Suggestions for the Facilitator:**

Debrief Questions: "How did you communicate without words?" and "What non-verbal signals did you create?"
Link this to **influence** and the different forms of leadership that exist outside of traditional speech. This exercise builds trust through shared challenge.

Activity: Communication Challenge: Whispers/“Telephone”

● **Time:** 15 minutes

● **Method:**

1. Have the group stand in a line.
2. Whisper the pre-written phrase once into the ear of the first person.
3. The last person says the final phrase aloud.
4. Compare the final phrase to the original phrase.

● **Materials:**

A short or unusual phrase written down (e.g., "The local council's decision on the new community grant was deferred until the following Tuesday").

● **Expected Outcomes:**

Experiential understanding of how information can be distorted through lack of clarity, repetition, or assumption.

● **Suggestions for the Facilitator:**

Debrief: Discuss how this mirrors challenges in community communication (gossip, rumour, assumptions) and the need for **clarity and follow-up** in a leadership role—a critical GCE skill when discussing facts and misinformation.



4.1 PHASE ONE: Introduction and Building Trust (Sessions 1-2)

● Session 1: Getting to Know One Another

Activity: Reflection and Wrap-up

One Word, One Feeling

● **Time:** 5 minutes

● **Method:**

1. Go around the room quickly in a final circle.
2. Ask everyone to complete the sentence: "One word I would use to describe how I feel leaving this first session is..."
3. Accept all responses without comment.
4. Thank the group and give a brief preview that **Session 2** will focus on setting up the ground rules for **critical conversations**.

● **Materials:** None

● **Expected Outcomes:**

Every participant contributes a final thought, practising equitable participation and self-assessment of their emotional state after the first session.

● **Suggestions for the Facilitator:**

This is a low-pressure way to ensure **equitable participation** at the end of the session. Ensure you maintain a steady, quick pace to finish on time.



4.1 PHASE ONE: Introduction and Building Trust (Sessions 1-2)

● Session 2: How We will Work Together

Focus: Establishing a safe and effective learning environment, co-creating group norms, exploring cognitive blind spots, and introducing the methodology for respectful, critical dialogue (OSDE).

ELEMENT	DETAIL
Time Allocation	120 minutes
Learning Outcomes	Skill: Apply critical thinking to identify assumptions and biases. Competence: Contribute effectively to group discussions and activities by adhering to agreed-upon rules.
Activity Flow	1. Energiser: Quick Draw/One-Word Association (5 mins) → 2. Our Group Charter (20 mins) → 3. Collaborative Challenge: Human Knot (20 mins) → 4. Global Citizenship Education Word Match (20 mins) → 5. The 'F' Card: Challenging Assumptions (35 mins) → 6. Blind Spots and Open Dialogue (OSDE) (15 mins) → 7. Reflection & Wrap-up (5 mins)

Facilitator Preparation

Logistics: Ensure the signed Group Charter from this session can be **physically displayed prominently** in the room for all subsequent sessions. Ensure adequate space for the "Human Knot."

Materials: Paper and pens for the energiser and the 'F' Card activity, flipchart/markers for the Group Charter and OSDE concepts. Ensure the 'F' Card text is clearly written or projected.

Mindset: Be prepared to manage potential frustration during the "Human Knot" and "F' Card" activities. The facilitator's calm and reassuring presence is vital to framing these challenges as learning opportunities.

Theory/Andragogical Anchor

This session acts as the philosophical foundation for the course. The **Group Charter** and **Open Space for Dialogue and Enquiry (OSDE)** are methods deeply aligned with **Critical Pedagogy** (Freire, 1970), ensuring the learning space is democratic and learner-led. **OSDE** is a specific GCE methodology that was developed and piloted by a **collective of educators and researchers in 8 countries**, led by editors such as **Vanessa Andreotti, Linda Barker, and Katy Newell-Jones**. It is explicitly designed to structure safe spaces for dialogue and enquiry on global issues. This approach promotes co-construction of knowledge and emphasizes **Enquiry** (asking questions) over debate, helping participants navigate complexity. The F-Card activity is an experiential lesson on **Cognitive Bias**, demonstrating how all individuals carry assumptions that prevent them from seeing facts clearly. Challenging these assumptions is the first step toward **critical reflection** and social analysis (Brookfield, 2017).

4.1 PHASE ONE: Introduction and Building Trust (Sessions 1-2)

● Session 2: How We will Work Together



Activity:

Energiser: Quick Draw/One-Word Association

● **Time:** 5 minutes

● **Method:**

1. Ask participants to quickly find a piece of paper and a pen.
2. Instruct them that you will say a word, and they must immediately draw the first thing that comes into their mind—it does not have to be a good drawing.
3. Say a word that is relevant but abstract (e.g., Community or Leadership).
4. After 30 seconds, ask everyone to hold up their drawing.
5. Quickly ask 2-3 people what they drew and why.
6. If time allows you can repeat another time or ask more people about what they drew

● **Materials:** Paper and pens/pencils.

● **Expected Outcomes:**

Quick energy and focus, and a non-judgmental way to introduce the subjective nature of concepts (a precursor to the F-Card activity).

● **Suggestions for the Facilitator:**

This activity requires low mobility and can be done while sitting. Use the debrief to highlight that even simple words mean different things to different people—this diversity is a strength but requires explicit communication.

Activity: Our Group Charter

Co-Creating the Group Charter

● **Time:** 20 minutes

● **Method:**

1. Explain the importance of having a **Group Charter** to ensure a safe space for critical dialogue on GCE and leadership.
2. Ask participants to brainstorm 5 essential **guidelines for engagement** focusing on how the group can act to ensure the best learning environment possible. After 2 minutes, form pairs to share and discuss. The pairs must then agree on the 5 most essential guidelines. Afterward, each pair will join with another pair to form a group of 4. They will be once again required to share, discuss and agree on 5 essential guidelines (15 mins)
3. Each group will share their 5 guidelines and the facilitator will gather all ideas on a flipchart, grouping common themes (e.g., all “respect” ideas together). (5 mins)
4. As a whole group, agree on the final 5-7 core principles (the “Charter”).
5. Have everyone sign or initial the final Charter.

● **Materials:**

Flipchart, markers, sticky notes (optional for brainstorming).

● **Expected Outcomes:**

Shared ownership of group norms and the establishment of rules that promote honest and critical dialogue.

● **Suggestions for the Facilitator:**

Be sure to guide the group to explicitly include the principle: **‘Challenge the idea, not the person.’** Display the charter prominently for all subsequent sessions.

4.1 PHASE ONE: Introduction and Building Trust (Sessions 1-2)

● Session 2: How We will Work Together

Activity: Collaborative Challenge: The Human Knot

● **Time:** 20 minutes

● **Method:**

1. Ask the group to stand in a tight circle, shoulder-to-shoulder, facing inward.
2. Instruct everyone to reach their **right hand** across the circle and grab the hand of a person directly across from them.
3. Instruct everyone to now reach their **left hand** across and grab the hand of a **different** person.
4. The group must now **untangle themselves** into a single, connected circle **without letting go of hands**.
5. Time the activity and pause it if the group becomes overly frustrated.
6. The activity itself should take 5-10 minutes. Smaller groups of 5-8 can participate while others observe. Or two groups could compete against one another.

● **Materials:** None

● **Expected Outcomes:**

Experience of collaborative problem-solving, emergence of informal leadership roles, and a demonstration of how effective communication (verbal and non-verbal) is essential for group success.

● **Suggestions for the Facilitator:**

This activity requires persistence. **Debriefing is key:** Spend the last 10 minutes discussing how they led (or followed) and what communication strategies worked best. Ask: "Who stepped up to lead? Was the leadership helpful or did it create bottlenecks?" Link this to the challenge of leadership in a community context.



Activity: Global Citizenship Education Introduction Global Citizenship Education Word Match

● **Time:** 20 minutes

● **Method:**

1. Hand out Post-It notes with around 30 words that link with the words global, citizenship, and education (e.g. *nation, knowledge, climate, people, arts* etc).
2. Put participants into small groups and hand out a few Post-It notes. Ask them to discuss the words for 2-3 minutes.
3. Display the words *global, citizenship, education* on A3 sheets of paper around the room. Explain that they must take their Post-It notes and stick them on the word they feel it links best to. Highlight there are no wrong or right answers. Give 7-8 minutes for this.
4. Display the A3 sheets with the Post-It notes to the group – pick a few answers and explore why they chose to stick them on each word. Ask if anyone would choose differently and why.

● **Materials:** Pen, Post-It notes, A3 paper, BluTack

● **Expected Outcomes:**

To introduce the concept of **Global Citizenship Education (GCE)** and explore the meaning, nuances and interconnectedness of GCE topics/words through the eyes of the learner.

● **Suggestions for the Facilitator:**

Make sure to pick words for which there is no right or wrong answer – encourage justification of participants answers/choices without correction. Could the topics link in with another word? Participants should be given the opportunity to create their own understanding of GCE, whilst also giving guidance/knowledge base on which to build.

4.1 PHASE ONE: Introduction and Building Trust (Sessions 1-2)

● Session 2: How We will Work Together

Activity: Global Citizenship Education Introduction

The 'F' Card: Challenging Assumptions

● **Time:** 35 minutes

Method:

1. Explain that this is an extended exercise in **critical thinking and assumptions**.
2. Ask participants to take a pen and paper.
3. Present the following text (on a slide or flipchart) and ask them to **silently and quickly** count every letter 'F' in the entire text, counting only once.
"FINISHED FILES ARE THE RESULT OF YEARS OF SCIENTIFIC STUDY COMBINED WITH THE EXPERIENCE OF MANY YEARS"
4. After two minutes, ask for a show of hands for those who counted 3, 4, 5, 6, or 7.
5. Reveal the correct answer is 6 (F in Finished, F in Files, F in OF, F in Scientific, F in OF, F in Years). (Many people miss the 'F's in the word 'OF').
6. **Extended Debrief (15-20 mins):** Facilitate a deep discussion on what happened. Ask: "Why did our brains miss such a common word?" and "Where in our community life do we make similar cognitive shortcuts?" Link this to how we filter information and why this matters for GCE issues.

Materials:

Handout or slide with the specific text clearly displayed.

Expected Outcomes:

Participants will experience a cognitive blind spot and realise that their perception is often filtered by expectations and assumptions, leading to a new appreciation for checking facts.

Suggestions for the Facilitator:

Emphasise that this demonstrates that "**we see what we are prepared to see**". Frame the blind spot not as a failure, but as a universal human tendency that requires continuous self-reflection and checking. This prepares them for GCE's focus on structural analysis.

Activity: Blind Spots and Open Dialogue (OSDE)

● **Time:** 15 minutes

Method:

1. Use the "F Card" experience to formalise the definition of "**Cognitive Blind Spots**" as the mental shortcuts or biases we all carry.
2. Introduce **OSDE (Open Space for Dialogue and Enquiry)** as a crucial tool for managing these blind spots in a group.
3. Define the key elements of OSDE: **Openness** (to new ideas), **Enquiry** (asking questions rather than making statements), and **Dialogue** (understanding one another).
4. Discuss how using the Group Charter creates the framework for OSDE to happen safely.

Materials:

Flipchart to write out OSDE and its key concepts.

Expected Outcomes:

Participants understand that critical thinking requires continuous self-reflection and a specific framework (OSDE) for respectful, values-based debate.

Suggestions for the Facilitator:

Tell participants that OSDE is the **method** they will use throughout the course to safely explore complex GCE topics like inequality and power.



4.1 PHASE ONE: Introduction and Building Trust (Sessions 1-2)

● Session 2: How We will Work Together

Activity: Reflection and Wrap-up

Looking Ahead

● **Time:** 5 minutes

● **Method:**

1. Ask the group: "Based on the F Card and our Charter, what is one thing you will commit to doing in our next discussion?"
2. Gather a few voluntary responses.
3. Give a brief preview of **Session 3: Leadership in Action**.

● **Materials:**

The signed Group Charter.

● **Expected Outcomes:**

Participants leave with a concrete takeaway and a clear connection to the content of the next session.

● **Suggestions for the Facilitator:**

Use this final opportunity to affirm the strength of the group and their willingness to engage in challenging work.



4.2 PHASE TWO: Exploring Leadership and Community (Sessions 3-5)

● Session 3: Leadership in Action

Focus: Experiencing leadership through collaborative problem-solving challenges, identifying various leadership styles, and reflecting on how individual behaviours impact group effectiveness.

ELEMENT	DETAIL
Time Allocation	120 minutes
Learning Outcomes	<p>Knowledge: Understand the role of leadership in tackling issues and challenges facing groups.</p> <p>Skill: Apply problem-solving and decision-making techniques within a team setting.</p> <p>Competence: Exercise autonomy and judgment in a supervised group setting.</p>
Activity Flow	<p>1. Energiser: Back-to-Back Drawing (10 mins) → 2. What is Leadership? Discussion (15 mins) → 3. Problem-Solving Challenge: The Minefield (45 mins) → 4. Debrief: Leadership Styles and Behaviours (45 mins) → 5. Reflection & Wrap-up (5 mins)</p>

Facilitator Preparation

Logistics: Arrange the room to allow for a large, clear, open space for the "Minefield" and "Back-to-Back Drawing" activities. Ensure adequate flipchart visibility for recording definitions.

Materials: Pairs of abstract/geometric drawings (simple shapes are best), blindfolds (one per pair), small objects (cups, cones, or paper markers) to serve as "mines," flipchart, and markers.

Mindset: Ensure strict timing for the problem-solving activity (Minefield) to leave maximum time for the crucial 45-minute debrief. It is vital to framing these challenges as learning opportunities.

Theory/Andragagogical Anchor

The session's core is rooted in **Situational Leadership Theory**, which suggests that effective leaders choose their style based on the context and the maturity of their group (Hersey & Blanchard, 1969). The goal is to move beyond command-and-control models toward **Facilitative and Shared Leadership**. This aligns with **Critical Pedagogy** (Freire, 1970), which frames leadership not as exerting power over people, but as working *with* them to create social change. For participants, this means recognising that **true leadership is a behaviour of empowerment**, valuing collaboration over hierarchy, and adapting one's approach to meet the team's needs.

4.2 PHASE TWO: Exploring Leadership and Community (Sessions 3-5)

● Session 3: Leadership in Action

Activity:

Energiser: Back-to-Back Drawing

● **Time:** 10 minutes

● **Method:**

1. Ask participants to pair up. Have partners sit back-to-back so they cannot see each other.
2. Give one person (the **Describer**) a complex, abstract picture or drawing.
3. Give the other person (the **Drawer**) a piece of blank paper and a pen.
4. The Describer must verbally describe the image to the Drawer, who must try to recreate it **without asking any questions** of the Describer. The Describer can not tell the person exactly what the drawing is.
5. Swap roles and repeat with a new, different image.
6. Have pairs compare the original image to their drawing.

● **Materials:**

Pairs of identical, abstract/geometric drawings (e.g. shapes, lines, objects), paper, and pens.

● **Expected Outcomes:**

Highlights the difficulty of communication when feedback is limited, setting up the theme of **clear direction** (a key leadership skill).

● **Suggestions for the Facilitator:**

Emphasise that **good leadership is often about being understood**, not just being the loudest voice. Link the failure to reproduce the image to a failure of communication, which is common in community projects.



Activity: What is Leadership? Discussion

Defining Leadership in Our Context

● **Time:** 15 minutes

● **Method:**

1. Initiate a whole-group discussion using prompts: "What does leadership mean to you in a community context?" and "Who is a leader you admire, and why?"
2. Guide the discussion away from formal positions (e.g., politicians, CEOs) toward **actions and behaviours** (e.g., facilitating, listening, vision-setting).
3. Write down key words on a flipchart (e.g., *Vision, Integrity, Facilitation, Listening, Courage*).

● **Materials:** Flipchart, markers.

● **Expected Outcomes:**

A shared, grounded understanding of leadership as a set of behaviours, not just a title, aligning with the programme's values-based approach.

● **Suggestions for the Facilitator:**

Refer back to the **Human Knot** debrief from Session 2. Ask: "In the knot, we saw leadership emerge. Which of these words describe those actions?" This links the theory back to their experience.

4.2 PHASE TWO: Exploring Leadership and Community (Sessions 3-5)

● Session 3: Leadership in Action

Activity: Problem-Solving Challenge

The Minefield

● **Time:** 45 minutes

● **Method:**

1. Set up an indoor or outdoor area as a "minefield". The easiest way to do this is to create a 4x4 square on the floor using tape.
2. The facilitator will have a pathway through the minefield drawn on paper.
3. Participants must move through the minefield as a group. However, only one person may step in any square at one time. If the group steps on a mine, they will return to the start with a new person starting at the front.
4. If it is a large group, work with a group of 5-8 and then give a fresh group an opportunity to participate based on a new map.

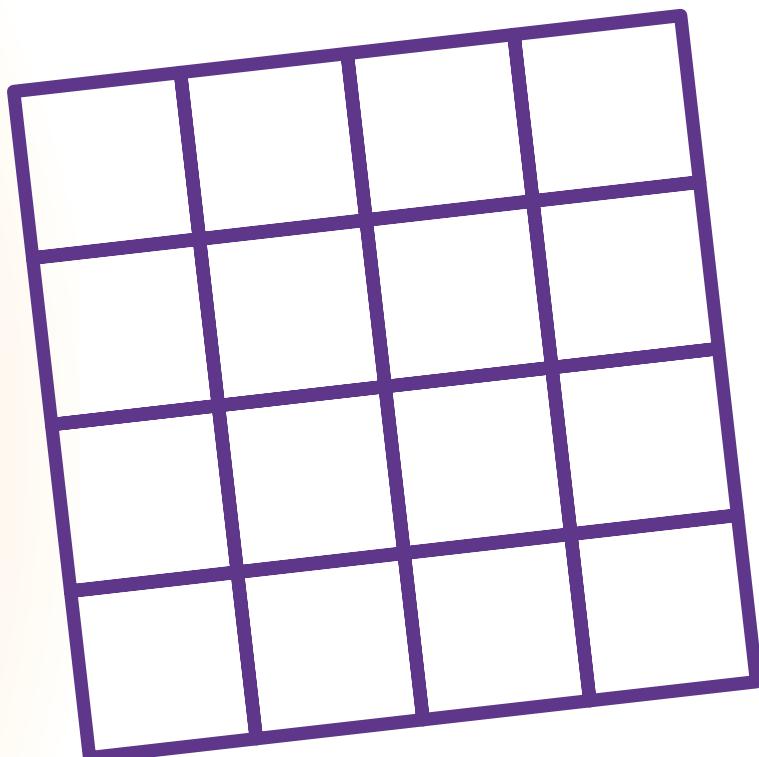
● **Materials:** Masking tape, open space.

● **Expected Outcomes:**

Experiential understanding of the critical role of **interpersonal trust**, **precise communication**, and **shared accountability** under pressure, all vital components of effective group leadership.

● **Suggestions for the Facilitator:**

Frame the goal as learning the **process** of communication, not just crossing the minefield. If the group fails, **pause and debrief** the communication strategy using before allowing a restart. Observe how the group co-creates a shared memory system and manages the frustration that emerges from systemic failure.



4.2 PHASE TWO: Exploring Leadership and Community (Sessions 3-5)

● Session 3: Leadership in Action

Activity: Debrief: Leadership Styles and Behaviours Leadership Reflection and Conceptualisation

● **Time:** 45 minutes

● **Method:**

1. Facilitate a discussion connecting the experience of the previous activity to the session's themes of trust and communication: "What did it feel like to be The Executor (the person taking the risk and stepping)? What did it feel like to be The Informer (the person passing on the precise path information)? "When did the group's communication strategy feel most effective, and how did that either build or challenge your trust in the process?"
2. Introduce and Map Leadership Styles: Introduce three common leadership styles and map them directly to their experience: **Authoritative:** (Direct, one-way command: "Step left now.") — *Used when the path was clear and fast.*
Democratic: (Involves consultation: "How confident do you feel about moving right on this path?") — *Used when the group was unsure or debating the next move.*
Facilitative: (Focuses on empowering the other and the strategy: "Before we move, what is the safest way for us to remember the whole sequence?") — *Used when the team pauses to revise the process after stepping on a mine.*
3. Group Task: Ask the group to identify which style they used most often in the Minefield. In small groups of 3-4, assign a community challenge (e.g., "A local park is being closed"). Ask them to devise a plan using a Facilitative leadership approach, ensuring the process of gathering and trusting information (like the path in the Minefield) empowers all voices to be heard.

● **Materials:**

Flipchart to display the three leadership styles.

● **Expected Outcomes:**

Participants can name and identify different leadership styles and understand that **Facilitative Leadership**—a key component of community organising and GCE—is often the most effective.

Suggestions for the Facilitator:

Emphasise that no style is inherently bad, but **effective leaders choose the style that fits the context**. Frame Facilitative Leadership as a GCE approach, as it values diversity of thought and empowers others.



Activity: Reflection and Wrap-up Applying the Learning

● **Time:** 5 minutes

● **Method:**

1. Ask the group to share one complete sentence, stating: "The leadership behaviour I want to practise next week is..."
2. Collect a few responses in a final round.
3. Give a brief preview of **Session 4: Community Exploration**, which links their new leadership skills to their community context.
4. Thank the group.

● **Materials:** None

● **Expected Outcomes:**

Participants leave with a clear, actionable goal related to their personal leadership development.

Suggestions for the Facilitator:

Ensure the closing question prompts them to think outside the training room, encouraging immediate application of the learning.

4.2 PHASE TWO: Exploring Leadership and Community (Sessions 3-5)

● Session 4: Community Exploration

Shifting the lens from internal group dynamics to the external community.

Defining “community,” applying critical thinking to identify community

assets (strengths), and framing challenges as opportunities for

local leadership.

ELEMENT	DETAIL
Time Allocation	120 minutes
Learning Outcomes	<p>Knowledge: Describe the key issues and challenges facing their communities.</p> <p>Skill: Apply critical thinking to identify assumptions about their community's assets and deficits.</p> <p>Competence: Exercise autonomy and judgment in group discussions.</p>
Activity Flow	<p>1. Energiser: Common Ground (10 mins) → 2. Defining Community (20 mins) → 3. Asset Mapping Challenge (50 mins) → 4. Identifying Challenges and Gaps (30 mins) → 5. Reflection & Wrap-up (10 mins)</p>

Facilitator Preparation

Logistics: Ensure the room is set up for collaborative work, ideally with break-out spaces for small groups. You will need large sheets of paper or flipcharts for each small group for the **Asset Mapping** activity, as well as plenty of coloured markers.

Materials: Large paper (e.g., butcher paper, flipcharts), coloured markers. Index cards or sticky notes are optional for brainstorming.

Mindset: The facilitator must clearly distinguish between a **deficit-based** approach (focusing only on problems) and an **asset-based** approach (focusing on resources and strengths). Be prepared to guide participants away from negativity toward solutions rooted in existing strengths.

Theory/Andragogical Anchor

This session is anchored in **Asset-Based Community Development (ABCD)**, pioneered by Kretzmann and McKnight (1993). This theoretical approach contends that sustainable community development stems from **identifying and mobilizing existing assets** (people, institutions, associations, environment) rather than focusing exclusively on deficiencies (the “deficit model”). This aligns perfectly with **Global Citizenship Education (GCE)**, as it empowers participants to view themselves and their local contexts not as victims of global problems, but as **resourceful, capable leaders** with the agency to drive change. The activity encourages a critically reflective practice, shifting assumptions from “what is wrong here?” to “what can we build upon?”

4.2 PHASE TWO: Exploring Leadership and Community (Sessions 3-5)

● Session 4: Community Exploration

Activity: Common Ground

● **Time:** 10 minutes

● **Method:**

1. Ask participants to stand up and form pairs.
2. Instruct them to find **five things** they have in common that are not immediately visible (e.g., not clothing, hair colour, or gender). The focus is on shared values, experiences, or interests.
3. After 5 minutes, ask pairs to merge into groups of four and find **three** additional things the new group of four has in common.
4. Briefly share one unexpected discovery with the whole group.

● **Materials:** None

● **Expected Outcomes:**

Quick energy boost and reinforces the theme from Session 1—that **connection is built through curiosity** and deep listening. It subtly models looking beyond the surface (or the 'deficit') to find hidden assets.

● **Suggestions for the Facilitator:**

Emphasise the rule about finding non-visible things. This forces deeper inquiry and models the search for **non-obvious community assets**.

Activity: Defining Community Concentric Circles of Community

● **Time:** 20 minutes

● **Method:**

1. Draw three large concentric circles on a flipchart.
2. Ask participants: "What is your 'Community'?"
3. Guide them to fill the circles:
 - **Inner Circle: Personal Community** (Family, Close Friends, Mentors).
 - **Middle Circle: Local Community** (Neighbourhood, Town, Faith Group, Workplace).
 - **Outer Circle: Global Community** (Humanity, Digital Networks, Shared Global Issues).
4. Facilitate a discussion: "How does your leadership change as you move from the Inner Circle to the Outer Circle?"

● **Materials:**

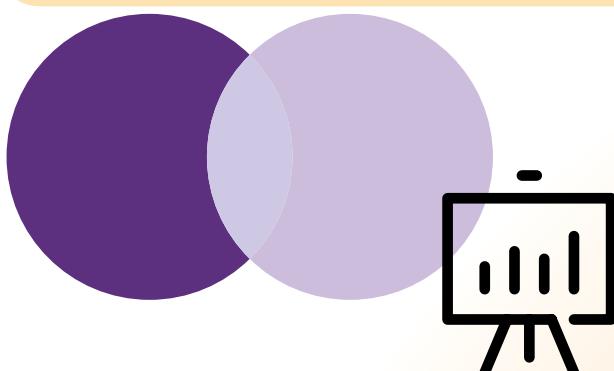
Flipchart and markers.

● **Expected Outcomes:**

Provides a structured definition of **Global-Local** connection, preparing the group to think about GCE challenges through multiple lenses of responsibility.

● **Suggestions for the Facilitator:**

Use this to remind the group that GCE involves leadership at **all scales**, from personal behaviour to international action



4.2 PHASE TWO: Exploring Leadership and Community (Sessions 3-5)

● Session 4: Community Exploration

Activity: Asset Mapping Challenge

Community Asset Mapping

● **Time:** 50 minutes

● **Method:**

1. Divide the group into 2-3 small teams.
2. Give each team a large sheet of paper and markers.
3. Instruct each team to focus on a **community they all know** (e.g., their neighbourhood, the service's catchment area) and draw a basic map of it.
4. The challenge is to fill the map only with **ASSETS** in the following categories (20 mins):
 - **People:** Leaders, Elders, Artists, Youth.
 - **Associations:** Clubs, Groups, Networks, Churches, Sports Teams.
 - **Institutions:** Schools, Libraries, Health Centres, Local Businesses.
 - **Environment:** Parks, Rivers, Community Gardens.
5. Have each team present their Asset Map, focusing on the abundance of resources they found. (10 mins per team)

● **Materials:**

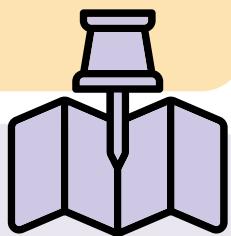
Large paper, coloured markers.

● **Expected Outcomes:**

Participants develop a hands-on understanding of the ABCD model, actively changing their perception of their community from a place of *need* to a place of *resourcefulness*.

● **Suggestions for the Facilitator:**

The rule **must be strictly enforced** that they cannot mention problems yet. Frame this as a celebration of the community's **hidden wealth**.



Activity: Identifying Challenges and Gaps

Connecting Assets to Action

● **Time:** 30 minutes

● **Method:**

1. Ask the same small teams to revisit their Asset Maps.
2. Now, instruct them to list **2-3 major challenges** their community faces (e.g., lack of youth space, high unemployment, littering). (5 mins)
3. The core task: For **one challenge**, identify **3-4 assets** already on their map that could be leveraged to address it. (15 mins)
 - *Example: Challenge: Littering. Assets to use: Sports teams (organise cleanups), Local Business (sponsor bins), Youth (social media campaign).*
4. Briefly share the challenge and the asset-based solution ideas.

● **Materials:** Asset Maps and markers.

● **Expected Outcomes:**

Participants apply the ABCD mindset to real-world problems, realizing that local leadership is about connecting existing dots, not waiting for external funds or solutions.

● **Suggestions for the Facilitator:**

This is where **Leadership** and **GCE** intersect. Highlight that a true leader links the problem to the solution within their community's existing capacity.

4.2 PHASE TWO: Exploring Leadership and Community (Sessions 3-5)

● Session 4: Community Exploration

Activity: Reflection and Wrap-up Shifting Perspectives

● **Time:** 10 minutes

● **Method:**

1. Ask the group: "How did focusing on assets first change the way you view the challenges?"
2. Collect a few open responses.
3. Assign a quick **homework/personal reflection**: Ask participants to identify one personal skill (an asset) they will offer to their community this week.
4. Give a brief preview of **Session 5: Communication, Power and Action**, which will explore the link between Leadership, Power and responsibility.

● **Materials:** None.

● **Expected Outcomes:**

Solidifies the learning and connects the ABCD model to their personal leadership commitment.

● **Suggestions for the Facilitator:**

End on a positive, empowering note, affirming their capability as leaders who are already surrounded by the resources they need.



4.2 PHASE TWO: Exploring Leadership and Community (Sessions 3-5)

● Session 5: Communication, Power and Action

Focus: Exploring the link between Leadership and Power, and how power dynamics influence our communities. Using drama-based exercises to interrogate the responsibility that comes with influence empowerment, and the change positive (and negative) collective action can bring.

ELEMENT	DETAIL
Time Allocation	120 minutes
Learning Outcomes	<p>Knowledge: Define the meaning of the terms “power” “influence” and “collective action”, and describe the ways in which we see power used.</p> <p>Skill: Apply critical thinking to identify the individuals and groups with power to affect issues, and those affected by change.</p> <p>Competence: Practice critical thinking with regards to community issues identified in Session 4 and their potential solutions.</p>
Activity Flow	<ol style="list-style-type: none"> 1. Energiser: (10 mins) → 2. Defining (types of) Power (20 mins) → 3. Images of Power (40 mins) → 4. Power Matrix (40 mins) → 5. Reflection & Wrap-up (10 mins)

Facilitator Preparation

Logistics: Ensure the room is set up for plenty of movement and physicality, with chairs around the edges of the space if learners need a breather. You will need a flipchart or whiteboard for the **Defining Power** activity, as well as markers.

Materials: Flipchart paper or whiteboard, coloured markers, masking tape for the **Power Matrix** activity.

Mindset: The facilitator must approach the term “power” as a **neutral concept**. Power itself is not a good or bad thing objectively, but we can all name examples of when power is wielded positively or negatively. Emphasise to participants that we have a **responsibility** if/when we choose to be a Leader/represent our community or others, and how we **empower ourselves** to do so.

Theory/Andragogical Anchor

This session is anchored in **Paolo Friere** and **bell hooks'** interpretations of the concept of **Pedagogy of Hope**, and in **Michele Foucault's** view of power and power relations. Following on from Session 4's asset mapping, this session uses theatre-inspired activities to explore power as something that is relational, that takes place between individuals as well as within all parts of society. The aim is to facilitate participants to identify the various types of power, to see “power” as a **neutral concept that can be wielded both positively and negatively depending upon context** (“Power over” vs. “Power to”). Through collaborative theatre exercises, participants will increase their awareness and understanding, which according to hooks, creates “the conditions for concrete change” (2003). Participants will explore their potential to both challenge injustice and to use their own power to lead change, and the Power Matrix exercise prepares them for further discussions of interconnectivity and systems thinking in later sessions.

4.2 PHASE TWO: Exploring Leadership and Community (Sessions 3-5)

● Session 5: Communication, Power and Action

Activity: Energiser: Colombian Hypnosis Agosto Boal's Theatre of the Oppressed

● **Time:** 10 minutes

● **Method:**

1. Working in pairs, participants stand opposite one another, choosing leader and follower.
2. Leader holds their hand in front of their follower's face. The follower must keep their face this far from their leader's hand at all times.
3. The leader moves slowly around the room, moving their hand in different directions.
4. Participants switch roles.
5. Return to group for quick discussion.

● **Materials:** None

● **Expected Outcomes:**

An energy boost that also demonstrates in an active, fun way the dynamics of power imbalance between individuals, and the responsibilities/vulnerabilities this creates for those in different roles.

● **Suggestions for the Facilitator:**

Include a short discussion of what it felt like to be a leader vs. a follower. What was more comfortable? Was one more important than the other? How did it feel to be responsible for another person's safety? Etc.

Activity: Defining (types of) Power

Defining Power

● **Time:** 20 minutes

● **Method:**

1. Brainstorm with the group, either in small groups or all together, words we associate with 'Power'. Can we define "Power"? Record words on a flipchart.
2. Suggestion for Definitions:
 - Power: the ability to influence behaviour, attitudes or belief.
 - Influence: the ability to bring about a direct or indirect change.
 - Stakeholder: a person or group that has an interest in an issue.
 - Collective action: the kind of action that takes place when different people come together to reach a shared goal.
3. Brainstorm the different types of power i.e. people, political, military, education, social, monetary, familial, class.

● **Materials:**

Flipchart and markers.

● **Expected Outcomes:**

Participants begin to think of power as a relational concept, and to identify different ways that people can use power in positive and negative ways.

● **Suggestions for the Facilitator:**

Continue to emphasise that having power or being a leader are not inherently good or bad things, but can be used in positive ways, and to think outside the box when exploring types of power.



4.2 PHASE TWO: Exploring Leadership and Community (Sessions 3-5)

● Session 5: Communication, Power and Action

Activity: Image Theatre

Images of Power

● **Time:** 40 minutes

● **Method:**

1. Participants form groups of 3 or 4.
2. Facilitator gives them prompts (secret from other groups) to do with power inspired by the words they brainstormed in the previous activity i.e. state, advocate, action, leadership, etc.
3. Groups are given 5 minutes to create a still image of their word, with each person participating to create the image.
4. Once each group has rehearsed their image, other participants describe the story they see told in the image. Is this an image or scene they recognise? Where have they seen this sort of image before? Can they guess what the inspiration word was?
5. ADDITIONAL TASK: One person leaves the frozen image, leaving the rest of their group frozen in an incomplete story. A new person comes in to complete the image in a new way to tell a different story.

● **Materials:** None.

● **Expected Outcomes:**

Participants have the opportunity to explore the ways we view power and power relations using their bodies, and to visually represent the ways that a leader can make small changes to alter the overall "picture" we have for society.

● **Suggestions for the Facilitator:**

Encourage participants to think creatively about ways to represent their image, rather than always choosing literal portrayals. Encourage the use of the whole body, use of different "levels" i.e. sitting, lying down, standing, mixed and including facial expression and eye line in the telling of the story.



4.2 PHASE TWO: Exploring Leadership and Community (Sessions 3-5)

● Session 5: Communication, Power and Action

Activity: Core Activity:

The Power Matrix

- **Time:** 40 minutes

- **Method:**

1. **Setup:** Create a large cross section on the floor with two crossed lines of masking tape.
2. The group thinks of a change that they would like to see, but that might be a challenge to bring about, in their community (Examples could be taken from the "Identifying Challenges and Gaps" activity in Session 4. e.g. a community clean up of a local children's park that is often full of litter and attracts rats).
3. The group brainstorms the various stakeholders i.e. the people who this issue effects/those who have an interest in this issue (local children, parents, county council)
4. The facilitator explains that one axis of the power matrix will signify the stakeholder's support for the change, and the other axis will signify a stakeholder's influence on the issue.
5. **Task:** Participants must place each of the stakeholders where they believe they fall on the matrix (e.g local parents would be very supportive and have some influence, county council would perhaps be less supportive as it isn't seen as a priority, but have more influence on the outcome).
6. Once all stakeholders have been placed, discuss the placements. What would need to happen for the change to take place? Who would need/be able to take action towards this goal?
7. Repeat with another issue, time allowing.

- **Materials:** Masking tape, flip chart, markers.

- **Expected Outcomes:**

The group will begin to think critically about those with the "power TO" enact change, not just those who have "power OVER" others. The group will identify the various stakeholders with interest in a local social justice issue, and may also realise new opportunities/challenges relating to the change they would like to see. They will identify those with the power to enact change in different real-world scenarios, and reflect on the fact that this is often not those who are most affected by the issue.

- **Suggestions for the Facilitator:**

If the group identifies that those with the power to enact change are mainly unsupportive of the change they suggested, guide them to identify those **stakeholders that have less influence, but who could band together** to campaign for change. Remind participants that often, people with more power have the opportunity, and sometimes the responsibility, to take action to support those who do not have power. **HOWEVER**, if a person does choose to **advocate on behalf of a group**, it's important to speak to those **experiencing the issue, and understand the problem** as fully as possible, so they can do their best to **enact change that will have positive effects for the community**.

Activity: Reflection and Wrap-up

Empowerment

- **Time:** 10 minutes

- **Method:**

1. Ask the group to reflect on a time when they felt empowered in their lives.
2. In pairs, ask participants to spend 5 minutes identifying two group working to support positive change in their local community - this can be a small group or a big organisation. Share a few of the ideas together.
3. Give a brief preview of **Session 6: Local to Global**, which will explore the interconnectedness of our local communities and those around the world.

- **Materials:** None

- **Expected Outcomes:**

Participants leave the session with clear definitions of power, influence, stakeholder and collective action, and have thought critically about the nuances of enacting positive change.

4.3 PHASE THREE: Connecting to Global Citizenship (Sessions 6-8)

● Session 6: Local to Global

Focus: Exploring the fundamental connection between local actions and global systems. Using experiential simulation to expose global interdependence, inequality, and the critical need for systemic solutions

ELEMENT	DETAIL
Time Allocation	120 minutes
Learning Outcomes	<p>Knowledge: Explain the concept of global interdependence and how local actions connect to global issues.</p> <p>Skill: Apply critical analysis to the distribution of global resources and power.</p> <p>Competence: Practice critical self-reflection on issues of fairness, equity, and systemic inequality.</p>
Activity Flow	<p>1. Energiser: Global Handshake (10 mins) → 2. Local to Global Bridge (15 mins) → 3. Core Simulation: The Global Trade Challenge (60 mins) → 4. OSDE Debrief: Unpacking Inequality (30 mins) → 5. Reflection & Wrap-up (5 mins)</p>

Facilitator Preparation

Logistics: The room must be set up to allow participants to work in three distinct groups that are physically separated (or far apart) but can communicate for "trade." Ensure tables are available for the work.

Challenge Materials: A large quantity of paper (various colours/types), scissors, rulers, markers, glue/tape.

- **"Country Packs":** Materials must be deliberately and visibly unequal.
 - **Group A (Wealthy):** Large space, clean table, abundant high-quality materials, multiple tools, and the full, clear set of instructions for the final product.
 - **Group B (Middle):** Medium space, moderate materials, some tools, and incomplete instructions.
 - **Group C (Resource-Scarce):** Small, cramped space, very little/low-quality material (e.g., scraps), few tools, and no written instructions (they must be bought or traded for).
- Target Product: A simple, measurable item (e.g., a paper box, a specific origami shape) with clear quality standards (must be a certain size, must stand up, etc.).

Mindset: The facilitator must remain neutral during the simulation, strictly enforcing the rules and the unequal distribution, even as frustration mounts. This is crucial for the impact of the debrief.

Theory/Andragogical Anchor

This session is anchored in the concepts of **Global Interdependence** and **Systemic Inequality**. The simulation is an experiential application of **Critical Global Citizenship Education (GCE)**, which seeks to move participants beyond a simplistic 'charity' approach to global issues and toward analyzing the **structural causes of inequality** (Andreotti, 2014). The goal is to make participants feel the effects of systemic power and resource distribution, demonstrating that outcomes are often determined not by individual effort (like the effort used in Session 4's Asset Mapping) but by the **rules and resources inherited by a system**.

This prepares them for the **Systems Thinking** session (Session 7).

4.3 PHASE THREE: Connecting to Global Citizenship (Sessions 6-8)

● Session 6: Local to Global

Activity: Energiser: Global Handshake

● **Time:** 10 minutes

● **Method:**

1. Ask participants to stand in a circle.
2. Start a simple action (e.g., a double-handed shake) with the person on your right. This person must pass the exact action to the person on their right, and so on.
3. As the action travels, introduce a second, different action (e.g., a salute, a fist bump) travelling in the opposite direction.
4. Introduce a third action. The goal is to maintain all three actions travelling smoothly.

● **Materials:** None

● **Expected Outcomes:**

Quick energy boost and an experiential demonstration of interdependence and complexity—if one person fails to perform their action, the whole system breaks down.

● **Suggestions for the Facilitator:**

Link the breakdown of the actions to global crises: “When one part of the world (or system) breaks down, we all feel the consequences.”



Activity: Local to Global Bridge Local Problem, Global Link

● **Time:** 15 minutes

● **Method:**

1. Review the **Community Challenges** identified in Session 4 (e.g. local littering, lack of youth facilities, high rent).
2. Challenge the group to connect each local challenge to a global issue or system.
 - *Example: High Rent Global issue: Foreign investment in property, lack of regulation, global inflation.*
 - *Example: Littering Global issue: Mass production/consumption, single-use plastics, lack of producer responsibility.*
3. Record the connections on a flipchart.

● **Materials:**

Flipchart and markers.

● **Expected Outcomes:**

Participants begin to de-naturalize local problems by seeing them as symptoms of larger, interconnected, global systems, bridging the local leadership focus to the GCE lens.

● **Suggestions for the Facilitator:**

Emphasise that this step is about asking why, not finding a solution. Prompt them to consider history, economics, and culture.

4.3 PHASE THREE: Connecting to Global Citizenship (Sessions 6-8)

● Session 6: Local to Global

Activity: Core Simulation: The Global Trade Challenge

● **Time:** 60 minutes

● **Method:**

1. **Setup:** Divide the group into four 'Country' groups: USA, Brazil, Vietnam, and Liberia. Distribute the highly unequal **Country Packs** (raw paper is the RM, shapes are the product), and read the **Rules of Unfair Global Trade**.
2. **Task:** The objective is to **manufacture and sell as many high-value paper shapes as possible** to the **Banker/Quality Control Table** (Facilitator) in batches of five. The **Banker/QC** will subtly favour the USA.
3. **Production Phase (40 mins):**
 - Run the simulation. Groups must trade RM, tools, or knowledge (instructions) to produce goods.
 - **Mid-Simulation Event 1 (15 mins):** Introduce the Climate/Commodity Crash shock.
 - **Mid-Simulation Event 2 (30 mins):** Introduce the Global Market Volatility shock.
4. **Conclusion (5 mins):** Stop the simulation before the deadline. Announce the final wealth results.

● **Materials:**

4 Unequal Country Packs, quality standard instructions (the shape diagram), timers, and "Event" cards (See Appendix).

● **Expected Outcomes:**

The groups will experience intense **tension, frustration, and systemic failure**. Participants will realize that their individual effort (especially in C and D) was secondary to the **rules of the system**. They will personally feel the effects of **structural exploitation, debt traps, and disproportionate climate impact**, leading to critical reflection on global interdependence and GCE principles.

● **Suggestions for the Facilitator:**

Do NOT interfere with the negotiation process. **Crucial Step:** Actively demonstrate the subtle bias of the **Banker/QC** (Facilitator) during the simulation (e.g., being more lenient on USA's product quality; strictly enforcing Vietnam's delay). **Post-Activity Debrief:** During the final debrief, explicitly ask: "Did your country's **inherited starting position** or your individual effort determine your outcome?" Record specific quotes, pricing offers, and actions used by groups to justify their exploitation, linking them to the structural causes of inequality.

NOTE: This is a template for an activity. Use this activity, adapt it or even select something similar that will have similar expected outcomes



4.3 PHASE THREE: Connecting to Global Citizenship (Sessions 6-8)

● Session 6: Local to Global

Activity: Unpacking Inequality

Unpacking the System

● **Time:** 30 minutes

● **Method:**

1. Start the debrief by focusing on **feelings**, not outcomes: "How did it feel to be in your group? What choices did you make?"
2. Facilitate an **OSDE-style Dialogue** using the following prompts:
 - **The System:** "What rules/resources determined the outcome of this activity? Was it individual skill or the initial allocation?"
 - **Leadership/Power:** "Did leadership emerge? How did the 'Wealthy' group use their power (resources, information) to influence others? Did the 'Poor' group resist or comply?"
 - **The Local-Global Link:** "How does this simulation reflect the real world, the global economy, and the local problems we discussed earlier?"
3. Write the concepts of Systemic Inequality and Interdependence on a flipchart, explicitly linking them to the GCE perspectives

● **Materials:**

Flipchart to capture key concepts.

● **Expected Outcomes:**

Participants critically analyze the structure of the simulation, realizing that the system itself was designed for unequal outcomes, connecting this directly to global economics.

● **Suggestions for the Facilitator:**

This is the most crucial part. Ensure Group A takes responsibility for their structural privilege (the resources they received) and Group C is heard regarding their feelings of exploitation (the resources they lacked).

Activity: Reflection and Wrap-up

Re-framing Action

● **Time:** 5 minutes

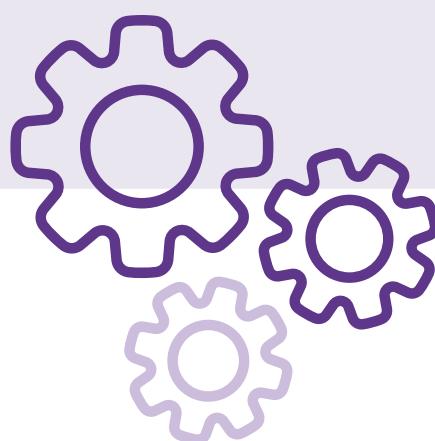
● **Method:**

1. Ask the group to share one complete sentence, stating: "To solve global problems, we need to focus on changing the **rules of the system**, not just..." (e.g., "...giving more charity," or "...working harder").
2. Collect a few responses in a final round.
3. Give a brief preview of **Session 7: Systems Thinking**, which will formalize the concepts of structure and consequence explored today.

● **Materials:** None.

● **Expected Outcomes:**

Participants leave with a clear, critical, and systems-based framework for approaching GCE issues.



4.3 PHASE THREE: Connecting to Global Citizenship (Sessions 6-8)

● Session 7: Systems Thinking

Focus: Experientially contrasting **Linear** (centralized) problem-solving with **Systemic** (decentralized) problem-solving. Formalizing Capra's principles of dynamic systems.

ELEMENT	DETAIL
Time Allocation	120 minutes
Learning Outcomes	<p>Knowledge: Understand the basic principles of Systems Thinking (interdependence, dynamic equilibrium, leverage).</p> <p>Skill: Experientially compare the efficacy of linear vs. systemic approaches to complex problems.</p> <p>Competence: Identify GCE issues as systemic problems requiring collective, dynamic solutions.</p>
Activity Flow	<p>1. Energiser: Team Pulse (5 mins) → 2. Plenary: What is a System? (10 mins) → 3. Core Activity: The Problem Solver Challenge (40 mins) → 4. Debrief & Theory: Dynamics of Systems (40 mins) → 5. GCE Link: The Interconnection Web (20 mins) → 6. Reflection & Wrap-up (5 mins)</p>

Facilitator Preparation

Logistics: The room must have a clear, large open space with all chairs and tables moved to the side. Participants will need small sticky notes and pens for the first task.

Materials: Flipcharts, markers, small sticky notes (one colour), pens, and a ball of thread or yarn for the final activity.

Mindset: The facilitator's role is strictly observational during the core activity. The failure of the linear approach (Task 1) is a crucial learning moment; do not intervene or offer suggestions. The goal is for the participants to experience the difficulty of linear control versus the elegance of self-organization.

Theory/Andragogical Anchor

This session is anchored in the foundational work of **Fritjof Capra (1996)**, which defines systems as **integrated wholes** whose essential properties arise from the relationships between their parts, not the parts themselves. Systems Thinking provides the necessary framework for **Global Citizenship Education (GCE)** because it moves analysis beyond simple cause-and-effect to the underlying **structures** that perpetuate inequality.

4.3 PHASE THREE: Connecting to Global Citizenship (Sessions 6-8)

● Session 7: Systems Thinking

Key Concepts from Capra and Systems Thinking:

- **Holism:** The essential property that the system is greater than the sum of its parts. You cannot understand a living system by isolating and studying its pieces.
- **Dynamic Equilibrium (Self-Correction):** The system's ability to maintain balance by constantly adjusting to internal and external changes.
- **Feedback Loops:** The process where the result of an action is fed back into the system and influences future actions.
- **Compensation:** The local adjustment made by one part of the system in response to movement in another part, aiming to maintain the overall system goal (equilibrium).
- **Leverage Points:** Places in the system (often in the structure or the rules/values) where a small shift can lead to large changes in the whole system. GCE leadership seeks to identify and influence these deep structural points.



4.3 PHASE THREE: Connecting to Global Citizenship (Sessions 6-8)

● Session 7: Systems Thinking

Activity: Energiser: Team Pulse

Team Pulse (Simple Clapping)

● **Time:** 5 minutes

● **Method:**

1. Ask the group to close their eyes and start clapping in unison, aiming for a consistent rhythm.
2. After a short period, ask them to continue, but gradually try to clap more slowly until the group comes to a complete, coordinated stop, all while keeping their eyes closed.

● **Materials:** None

● **Expected Outcomes:**

A quick, simple focus activity that requires high-level, non-verbal synchronization, demonstrating the basic need for **systemic awareness** to achieve a collective goal.

● **Suggestions for the Facilitator:**

Praise the group's ability to self-organize and regulate their speed without an external leader.

Activity: Plenary: What is a System?

Defining the System

● **Time:** 10 minutes

● **Method:**

1. Ask the group: "What comes to mind when you hear the word 'system'?"
2. Record answers (e.g., body, economy, road network) on a flipchart.
3. Formally introduce the concept: A system is a **set of interconnected components** that work together for a common purpose, where the connections are often more important than the components themselves (**Holism**).
4. Contrast a **system** (a tree) with a **collection** (a pile of bricks).

● **Materials:**

Flipchart and markers.

● **Expected Outcomes:**

Establishes a shared, foundational definition of a system before the core activity.

● **Suggestions for the Facilitator:**

Emphasize that the relationships (how the parts interact) are what turn a collection into a system.



4.3 PHASE THREE: Connecting to Global Citizenship (Sessions 6-8)

● Session 7: Systems Thinking

Activity: Core Activity:

The Problem Solver Challenge (Two Tasks)

● **Time:** 40 minutes

Method:

Task 1 (The Linear Approach - 20 mins):

1. **Elect Leaders (5 mins):** Give the group 5 minutes to elect the **three best problem-solvers**.
2. The problem-solvers step out. Remaining group members write their name in a circle on a post-it, and the names of **two other members** outside the circle. They fold and hand the notes to the facilitator.
3. The problem-solvers return, receive the notes, and are informed of the **TASK:** Position all group members so that each person is **equal distance** from the two people they selected on their post-it note.
4. **Execution (15 mins):** Problem solvers work in the open space. The rest of the group **must provide no support**, moving only exactly where asked.

Task 2 (The Systemic Approach - 10 mins):

1. Have all participants form a circle. Ask them to **silently select two new members** of the group.
2. On the facilitator's "Go," they will all **simultaneously** and dynamically position themselves to be an **equal distance** from the two people they selected.
3. After a short period, the group should naturally come to a stop.
4. **Check (5 mins):** Facilitator randomly checks the accuracy of the final positions for both tasks.

Materials:

Sticky notes, pens, large clear open space.

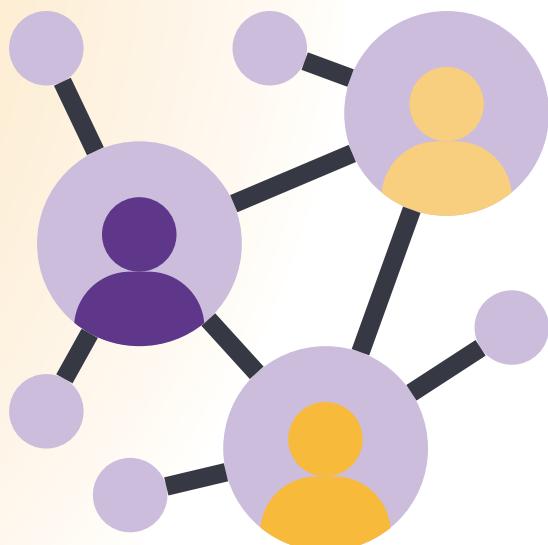
Expected Outcomes:

Task 1: Frustration, static positioning, failure to achieve equilibrium, highlighting the failure of **centralized control** in complex systems.

Task 2: Rapid, fluid movement, quicker achievement of **dynamic equilibrium**, and shared accountability.

Suggestions for the Facilitator:

Do NOT allow the main group to help in Task 1. During Task 2, emphasize that they must **move constantly** based on others' positions (the feedback) until their individual goal (equal distance) is met. Perform random checks for accuracy after both tasks are completed.



4.3 PHASE THREE: Connecting to Global Citizenship (Sessions 6-8)

● Session 7: Systems Thinking

Activity: Debrief & Theory: Dynamics of Systems

Systemic Leaders: Feedback and Compensation

● **Time:** 40 minutes

● **Method:**

1. **Debrief (10 mins):** Ask: "How did the problem solvers feel? What difficulties did they face? How did the rest of the group feel being led? What was different in Task 2? Which solution worked better?"
2. **Conceptual Link (20 mins):** Formally explain the difference using the **Theory/Andragogical Anchor** concepts: Task 1 failed because the leaders couldn't handle the complex **Feedback and Compensation**. Task 2 succeeded through **Dynamic Equilibrium** and shared responsibility.
3. **Introduce Leverage Points (10 mins):** Revisit Capra's **Leverage Points**. Explain that the most powerful leverage point in Task 2 was the **simple rule** (equal distance, simultaneous action), not the individual effort. Link this to GCE: The biggest leverage point for global change is often changing the **rules of the system** (e.g., trade laws, values), not just treating the symptoms (events).

● **Materials:**

Flipchart notes from the previous activity.

● **Expected Outcomes:**

Participants conceptually understand why centralized, linear approaches are ineffective for non-linear problems, and grasp the importance of dynamic relationships.

● **Suggestions for the Facilitator:**

Frame the **static control** of Task 1 as the reason why **top-down solutions** often fail in dynamic communities. Frame the dynamic **Feedback** of Task 2 as the foundation of responsive, GCE-aligned leadership.



4.3 PHASE THREE: Connecting to Global Citizenship (Sessions 6-8)

● Session 7: Systems Thinking

Activity: GCE Link: The Interconnection Web

The GCE Web: Drawing the Connections

● **Time:** 20 minutes

● **Method:**

1. Ask participants to bring up a few community issues/challenges (e.g., poor infrastructure, lack of affordable housing). Write these on a flipchart.
2. Have the group stand in a circle. Introduce the ball of thread/yarn.
3. The first person selects an issue and states it. They then hold the end of the thread and pass the ball to a second person, explaining **how their issue is connected** to another issue.
4. Continue until a dense **web** of connections is built.
5. **Final Reflection:** Ask the group to gently pull the thread, noting how the web holds together. **Ask:** "Where is the **leverage point**—the place where you could push to affect the most threads at once? (Connect this back to the systemic fix from Task 2)."
6. **Final Urge:** Participants are urged to consider themselves as a key part of many complex systems (planet, country, community) and asked to reflect on this.

● **Materials:**

Flipchart, markers, ball of thread/yarn.

● **Expected Outcomes:**

Visual and physical understanding that local issues are **systemically interconnected** and that GCE leadership means finding the **leverage points** in the web.

● **Suggestions for the Facilitator:**

Emphasize that the web is a system: pulling on the thread demonstrates the power of **feedback** and **compensation** in global problems.

Activity: Reflection and Wrap-up

Systemic Slogan

● **Time:** 5 minutes

● **Method:**

1. Ask the group to complete the sentence: "My biggest takeaway from today is...."
2. Give a brief preview of **Session 8: Values and Action**.

● **Materials:** Flipchart, markers.

● **Expected Outcomes:**

A final, concrete commitment that carries the learning forward.



4.3 PHASE THREE: Connecting to Global Citizenship (Sessions 6-8)

● Session 8: Values and Action

Focus: Moving from systemic analysis (Session 7) to personal **ethical responsibility**, understanding how **Media Frames** influence values, and committing to action that drives **longer-term, systemic change**.

ELEMENT	DETAIL
Time Allocation	120 minutes
Learning Outcomes	<p>Knowledge: Understand how Frames influence values (Schwarz Circumplex) and the 'Bleed Over' effect.</p> <p>Skill: Critically analyze the value frames used in global charity campaigns (e.g., Live Aid).</p> <p>Competence: Commit to action that evokes GCE values (universalism, benevolence) for longer-term, systemic change.</p>
Activity Flow	<ol style="list-style-type: none"> 1. Paire Value Check and Plenary (15 mins) → 2. The Value Line (10 mins) → 3. Group Exercise: Community Values (15 mins) → 4. Core Activity: The Frame Check (Video Critique) (35 mins) → 5. Theory: Schwarz Circumplex & Bleed Over (35 mins) → 6. Synthesis: Action Trigger & Systemic Change (15 mins)

Facilitator Preparation

Logistics: A large, open space is needed for the first two activities (Paired Check and The Value Line). Ensure audio-visual equipment is set up for video presentation.

Materials: Handout of the **Schwarz Circumplex** model (or a large visual display). Access to the following video clips: **BBC News 10/23/84 Michael Buerk** (Famine Report) and **Bob Geldof demanding donations** (Live Aid clip). Large flipchart paper and markers.

Mindset: The facilitator should frame this session around the idea that GCE is not just about *what* people do, but *why* they do it, and what underlying values their actions **trigger** in the community. Be prepared to critically discuss the legacy of well-intentioned charity campaigns.

Theory/Andragogical Anchor

This session is anchored in **Values & Frames**, concepts that have become an important part of GCE practice. A **Frame** is a deeply held collective belief that influences how people interpret information. The **Schwarz Circumplex** is introduced to illustrate that values are not independent; they are organized in a circular structure where exercising values on one side (e.g., Hedonism/Self-Enhancement) strengthens them **at the expense** of values on the opposite end (e.g., Universalism/Self-Transcendence). This is known as the **Bleed Over effect**, where values in one area spill over to the adjacent section. This framework explains why, as NGO work increased, societal values for public support for water/development issues were simultaneously dropping—the **framing** of the problem may have evoked short-term values rather than long-term systemic ones.

4.3 PHASE THREE: Connecting to Global Citizenship (Sessions 6-8)

● Session 8: Values and Action

Activity: Paired Value Check & Plenary Identifying Personal & Core Values

● **Time:** 10 minutes

● **Method:**

1. **Paired Exercise (5 mins):** Participants work in pairs to identify what their core values are.
2. **Plenary:** In the larger group, name some [values].
3. **Paired (5 mins):** Discuss: Did you arrive at a core value? Where do your values come from?
4. **Plenary:** Open the discussion to the larger group.

● **Materials:** None

● **Expected Outcomes:**

A foundational check-in to surface personal values and recognize their origins, setting the stage for the collective value discussions.

Activity: Values Clarification Exercise (VCE) The Value Line

● **Time:** 10 minutes

● **Method:**

1. **Walk the Line:** Draw an imaginary line across the room, labeling one end "Agree" and the other "Disagree."
2. Read out the following **Statements:**
 - Security for my family is more important than global security.
 - Freedom is more important than equality.
 - It's more important to follow the law than to be fair.
3. Participants physically position themselves along the line.
4. **Follow up:** Ask participants to reflect on the **Tension** between values (Personal/Local vs. Global/Universal).

● **Materials:**
Open space, labels for "Agree/Disagree."

● **Expected Outcomes:**

Participants physically acknowledge the diversity and potential **conflict** in ethical values, preparing them for the discussion on community frames.

● **Suggestions for the Facilitator:**

Use this to underscore the point that communities have values, as do individuals.



4.3 PHASE THREE: Connecting to Global Citizenship (Sessions 6-8)

● Session 8: Values and Action

Activity: Group Exercise: Community Values

Community Values & Evidence

Time: 15 minutes

Method:

- 2 groups (10 mins):** Divide the group into two. Ask each group to pick a geographical location (e.g. their local city, or a well-known global community) and identify its core values.
- Plenary Discussion:** Follow with a plenary discussion after groups present.
- Facilitator Question:** Ask them: How do you know these values are present? (This tests their assumptions and evidence).
- Frame:** Important to recognise that communities have values... as do individuals. We will look at what values, their importance & to what they lead.

Materials:

Flipchart and markers

Expected Outcomes:

Participants recognize that values are embedded in communities and often inferred through observed behavior, leading into the discussion on frames.

Suggestions for the Facilitator:

Challenge groups to find evidence (e.g., laws, media, public spending) to back up their claimed community values.

Activity: Core Activity: The Frame Check (Video Critique)

The Live Aid Legacy and Values

Time: 35 minutes

Method:

- Introduce and Frame Video:** Explain that Values & Frames have become an important part of GCE practice.
- Show Video 1:** Show video BBC News 10/23/84 Michael Buerk (Famine Report).
- Discussion:** Try to identify the values of the clip...
- Show Video 2:** Begin to introduce the Live Aid Legacy. Show clip of Bob Geldof demanding donations.
- Critique:** Discuss why these videos are problematic from a 'Values and Frames' perspective. Mention that a number of papers were produced outlining this.

Materials:

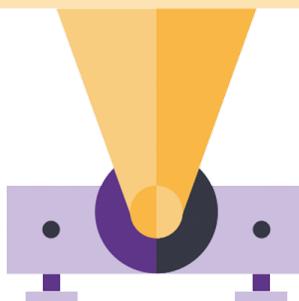
Projector, speakers, access to the two video clips (Michael Buerk report and Bob Geldof Live Aid clip).

Expected Outcomes:

Participants gain a critical perspective on how powerful, emotionally-charged media reports can frame global problems in ways that evoke short-term, pity-based values rather than critical, systemic ones.

Suggestions for the Facilitator:

Lead the discussion to show that the primary frame of the Live Aid campaign was *rescue* rather than *justice*.



4.3 PHASE THREE: Connecting to Global Citizenship (Sessions 6-8)

● Session 8: Values and Action

Activity: Theory: Schwarz Circumplex & Bleed Over Understanding Value Shift

● **Time:** 35 minutes

● **Method:**

- Context:** Discuss the research findings: As NGO work increases, societal values go the opposite way; Public support for water is dev issues dropping. Ask: What is the cause of this?
- Handout:** Provide handout of the **Schwarz Circumplex**.
- Explanation:** Explain the **Schwarz Circumplex** model: the more you exercise values the more prominent it becomes...at the expense of values on the opposite end of the circumplex.
- The Bleed Over effect:** Explain that values in one area spill over to the adjacent section of the circumplex.
- Real-world Examples:** Introduce the "World Values Survey" and discuss examples of rapid value shifts: Age can influence values - hedonism; Berlin Wall down—values changed within a week; Bhutan - TV introduced—values shifted changed ... more anxiety and depression; Costa Rica stood down their army - values rapidly shifted.

● **Materials:**

Handout of the Schwarz Circumplex, flipchart/markers.

● **Expected Outcomes:**

Participants gain a structural understanding of how values operate (dynamic, interconnected, shifting), linking their actions to the concept of the 'Bleed Over' effect.

● **Suggestions for the Facilitator:**

Use the Bhutan example to clearly demonstrate that technological/social changes can trigger rapid, often unintended, value shifts.

Activity: Synthesis & Wrap Up: Action Trigger & Systemic Change From Charity to Systemic Change

● **Time:** 15 minutes

● **Method:**

- Reflection:** Pose the key question: What do your actions within your community trigger?
- Contrast:** Revisit the Bob Geldof example = short term success, an approach that evokes values based on universalism and benevolence (GCE values) = longer-term, systemic change.
- Commitment:** Ask participants to commit to an action that evokes values based on **universalism and benevolence** (the GCE values) to achieve longer-term, systemic change. This action should connect back to the systems discussed in Session 7.

● **Materials:**

Flipchart for drawing the contrast.

● **Expected Outcomes:**

Participants understand the critical link: the value their action evokes determines whether the outcome is short-term relief (Hand 1) or systemic change (Hand 2).

● **Suggestions for the Facilitator:**

Frame the GCE mission as consciously choosing to evoke universal/benevolent values through action.

4.4 PHASE FOUR: Global Citizenship through Local Action (Sessions 9-10)

● Session 9: Leading within My Community

Focus: The capstone session. Participants integrate the concepts of **Systems Thinking**, **Asset Mapping**, and **Values-Based Leadership** to develop a preliminary, GCE-aligned local action strategy for a systemic challenge they previously identified.

ELEMENT	DETAIL
Time Allocation	120 minutes
Learning Outcomes	<p>Knowledge: Integrate GCE concepts (Systems, Value Frames, Assets) into a coherent action plan</p> <p>Skill: Apply the Praxis Cycle to design an intervention that targets the root cause (structure/leverage point).</p> <p>Competence: Exercise autonomy and judgment by articulating a personal, values-based leadership contribution to initiate longer-term systemic change.</p>
Activity Flow	<ol style="list-style-type: none"> 1. Energiser: Concept Card Synthesis (15 mins) → 2. Individual Brainwriting & Group Selection (15 mins) → 3. Core Activity: The Integrated GCE Action Plan (70 mins) → 4. Leadership Pledge: My Role (20 mins) → 5. Reflection & Wrap-up (5 mins)

Facilitator Preparation

Logistics: The room should be set up for extensive small-group work. Participants will need their outputs from previous sessions, specifically their **Asset Maps (Session 4)**, **System Maps/CLDs (Session 7)**, and the **GCE-aligned Value Frame commitment (Session 8)**. Ensure wall space is available for groups to build their final action plan visually.

Materials: Large paper/flipcharts, markers, sticky notes (different colors), and a handout that explicitly lists the four planning questions for the core activity.

Mindset: The facilitator's role is to ensure participants are integrating all previous learning, not just listing separate concepts. Encourage them to be realistic about the scope of their action, focusing on **leverage points** and existing community assets rather than starting from scratch. Emphasize that the action must consciously seek to trigger **GCE values**.

Theory/Andragogical Anchor

This session is anchored in the concept of **Praxis**, central to the work of **Paulo Freire (1970)**. Praxis is defined as the continuous, reflective cycle of theory informed by action and action informed by theory. It bridges the critical awareness developed in Sessions 6–8 (theory: systems, values, inequality) with the practical skills learned in Sessions 1–5 (action: communication, collaboration, asset-based approaches). The goal is for participants to move beyond just understanding systemic issues to acting intentionally—practicing GCE leadership that is conscious of its roots, consequences, and ethical drivers, specifically by applying the **GCE-aligned Value Frame** to the **leverage point** of the system.

4.4 PHASE FOUR: Global Citizenship through Local Action (Sessions 9-10)

● Session 9: Leading within My Community

Activity: Group Revision: Concept Brainstorm

The GCE Concept Scramble

● **Time:** 10 minutes

● **Method:**

1. Divide participants into small groups (3-4 people).
2. Instruct groups to identify as many topics and concepts discussed in the previous 8 sessions as possible (e.g., Praxis, Unintended Consequences, Hand 2 Action, Asset Mapping, Schwarz Circumplex, Reinforcing Loop, Active Listening, OSDE).
3. Groups write their concepts on a flipchart or paper.
4. After the time limit, groups rapidly share their lists with the plenary, ticking off duplicates.

● **Materials:**

Flipchart and markers

● **Expected Outcomes:**

Rapid recall and a comprehensive, collaborative revision of all content, ensuring all key concepts are top-of-mind before the planning phase.

● **Suggestions for the Facilitator:**

Keep the energy high and praise the groups for their collective knowledge acquisition.

Activity: Individual Brainwriting & Group Selection

Challenge Brainstorm & Selection

● **Time:** 15 minutes

● **Method:**

1. **Individual Brainwriting (10 mins):** Each person individually writes down the following on a small card/post-it:
 - A **challenge** within the community.
 - The **root cause(s)** (structure) of that challenge.
 - A brief proposed **solution** (action idea).
 - How/if the challenge **contributes** to other community challenges.
2. **Group Selection (5 mins):** Groups read the individual cards, discuss, and use a democratic process (e.g., voting or consensus) to select **one challenge** to tackle for the rest of the session.

● **Materials:**

Small cards/post-it notes, markers.

● **Expected Outcomes:**

Ensures the final challenge is grounded in individual reflection while guaranteeing group buy-in. It merges the initial challenge identification with the re-grounding process.

● **Suggestions for the Facilitator:**

Ensure the selection process is quick and fair. The goal is to get to a single, high-leverage challenge, not perfect agreement.



4.4 PHASE FOUR: Global Citizenship through Local Action (Sessions 9-10)

● Session 9: Leading within My Community

Activity: Core Activity: The Integrated GCE Action Plan

The Praxis Cycle Plan

● **Time:** 70 minutes

Method:

1. Instruct teams to use their democratically selected challenge to create an integrated action plan by answering the following four sequential questions (45 mins):
 - **Question 1 (Assets):** What existing community assets (people, institutions, associations, skills) will you **leverage** to initiate this action? (Link to Session 4)
 - **Question 2 (Systems):** What single, specific **Hand 2 Action** will you take to push on the **leverage point** of your selected challenge? What is the single **unintended consequence** you must actively manage? (Link to Session 7)
 - **Question 3 (Values & Frames):** What **GCE-aligned Value Frame** (e.g., Universalism/Benevolence) will be the public message of your action, and how will you communicate with people whose **Conflicting Value** (e.g., Security, Tradition) you are challenging without causing negative **Bleed Over**? (Link to Session 8)
 - **Question 4 (Process):** What communication/facilitation process (e.g., OSDE, Active Listening) will you use to keep your team and the wider community engaged and safe during conflict? (Link to Sessions 1, 2, 3) Teams visually map their answers (**Praxis Cycle Plan**) on a large sheet of paper.
2. Teams present their plan to the wider group, fielding questions on feasibility and ethical challenges. (25 mins)

Materials:

Large paper, markers, Handout of the four questions.

Expected Outcomes:

Production of a sophisticated action plan that demonstrates understanding of the content, ready for refinement.

Suggestions for the Facilitator:

This is the most crucial activity. Challenge groups on their assumptions and their plans for managing the unintended consequences and the risk of triggering the Conflicting Value.



4.4 PHASE FOUR: Global Citizenship through Local Action (Sessions 9-10)

● Session 9: Leading within My Community

Activity: Leadership Pledge: My Role My Contained Commitment

● **Time:** 20 minutes

● **Method:**

1. Ask participants to return to individual reflection. Instruct them to write a personal leadership pledge that defines their specific role within the group's proposed action plan. The pledge must include
 - **One Leadership Behaviour** (e.g., "I will practice Facilitative Leadership," or "I will be the team's Active Listener.") (Link to Session 3)
 - **One Personal Asset/Skill** (e.g., "I will contribute my skill in public speaking," or "I will bring my network of contacts.") (Link to Session 4)
 - **A Commitment to the Frame:** A statement affirming their personal responsibility for ensuring the group's action **evokes the GCE Value Frame** (e.g., "I will ensure all public communications lead with Universalism.") (Link to Session 8) Have a few volunteers read their pledges aloud.

● **Materials:**

Index cards or small pieces of paper for the pledge.

● **Expected Outcomes:**

Moves the focus from abstract group planning back to individual agency and personal accountability, specifically linking their behavior to the ethical goal of sustaining the GCE Value Frame.

● **Suggestions for the Facilitator:**

Emphasize that the pledge should be contained and realistic—they are committing to a behaviour, not the entire success of the project.

Activity: Reflection and Wrap-up Bridge to Next Steps

● **Time:** 5 minutes

● **Method:**

1. Ask the group: "What is the single biggest lesson you will take from this experience into a community action setting?"
2. Give a brief preview of Session 10: Reflection and Next Steps.
3. Thank the group for the deep engagement in the first nine sessions.

● **Materials:** None.

● **Expected Outcomes:**

Smooth transition and reinforcement of the core objectives.



4.4 PHASE FOUR: Global Citizenship through Local Action (Sessions 9-10)

● Session 10: Reflection and Next Steps

Focus: The concluding session for Facilitating group and individual reflection on the entire learning journey, formal evaluation, and translating the final action plan into immediate, measurable next steps where appropriate.

ELEMENT	DETAIL
Time Allocation	120 minutes
Learning Outcomes	<p>Knowledge: Identify key GCE frameworks learned in so far.</p> <p>Skill: Articulate and justify personal growth in GCE leadership competencies.</p> <p>Competence: Translate the Action Plan into clear, measurable next steps.</p>
Activity Flow	<p>1. Energiser: Big Wind Blows (15 mins) → 2. Evaluation (45 mins) → 3. Reflection: K-S-A Takeaways (30 mins) → 4. Forward Plan: The Bridge to Action (25 mins) → 5. Closing Ceremony (5 mins)</p>

Facilitator Preparation

Logistics: The room should be set up to allow for individual quiet work (evaluation) followed by small group discussion. A large, clear space is needed for the energizer.

Materials: Print-outs of the **Evaluation Form** (covering content, facilitation, flow, and relevance). Index cards or small paper slips for the Forward Plan activity.

Mindset: Maintain a positive, appreciative, and constructive atmosphere. Frame the entire session, and specifically the evaluation, as an integral part of the **Praxis Cycle**—evaluating the theory and process before moving to renewed action.

Theory/Andragogical Anchor

The session is anchored in **Reflection as Praxis** (Freire) and **Summative Evaluation**. This session formally closes the reflection phase of the course by asking participants to measure their learning against the Learning Outcomes (Knowledge, Skill, Competence). The **K-S-A Reflection** provides a simple, direct means to synthesize the core content before the momentum shifts to action planning.

4.4 PHASE FOUR: Global Citizenship through Local Action (Sessions 9-10)

● Session 10: Reflection and Next Steps

Activity: Energiser: Evolution

● **Time:** 15 minutes

● **Method:**

1. **Start:** Everyone begins as an "Egg" (squatting on the ground).
2. **Challenge:** Players must find a partner and play a round of Rock-Paper-Scissors (RPS).
3. **Progression:** The winner evolves to the next stage (e.g., from Egg to **Chicken**). The loser devolves back to the previous stage or stays as the Egg.
4. **Stages:** The progression is typically: Egg (squatting) > Chicken (flapping arms, clucking) > Dinosaur (roaring, walking tall) > Human (standing normally).
5. **Goal:** The final goal is to become a **Human** and cheer for the remaining evolving players.
6. **Rules:** Players can only play RPS against someone at the same stage as them. Once a Human, they are out of the game and can roam, encouraging others.

● **Materials:**
Open, clear space.

● **Expected Outcomes:**

A silly, high-energy, and physically active start to the final session to boost morale and engagement.

● **Suggestions for the Facilitator:**

Keep the pace fast and encourage loud noises and exaggerated movements.

Activity: Evaluation and Feedback

Constructive Feedback & Learning Log Review

● **Time:** 45 minutes

● **Method:**

1. **Individual Evaluation (15 mins):** Participants complete the Evaluation. This should cover the content, the effectiveness of the facilitation style (**Active Listening, Facilitative Leadership**), and the relevance of the concepts (**Systems Thinking, Values & Frames**).
2. **Small Group Discussion (15 mins):** Participants discuss their personal **Learning Portfolio/Journals** from Sessions 1-9, identifying their biggest surprises, biggest challenges, and the most useful concept they learned.
3. **Plenary (15 mins):** Facilitator leads a structured discussion based on anonymized feedback themes or the small group discussions, framing evaluation as a necessary GCE tool for improvement (**Praxis**).

● **Materials:**
Evaluation Forms, pens.

● **Expected Outcomes:**

Formal closure with constructive feedback and personal consolidation of learning by reviewing the journey.

● **Suggestions for the Facilitator:**

Emphasize that providing critical feedback is itself an exercise in GCE leadership.

4.4 PHASE FOUR: Global Citizenship through Local Action (Sessions 9-10)

● Session 10: Reflection and Next Steps

Activity: Reflection: K-S-A Takeaways

K-S-A Reflection: The Key Takeaways

● **Time:** 30 minutes

● **Method:**

1. **Individual Reflection (10 mins):** Ask participants to individually write down their answers to the following three prompts, aligning with the Learning Outcomes:
 - **K (Knowledge):** What is the most critical **concept** (e.g., Leverage Point, Bleed Over Effect) you learned?
 - **S (Skill):** What is the most important **skill** (e.g., Active Listening, Asset Mapping) you improved or gained?
 - **A (Action):** What is the single most important **behavior** you will change in your leadership approach going forward (e.g., always look for Hand 2 Action)?
2. **Small Group Sharing (20 mins):** Participants share their three K-S-A takeaways within their small groups, explaining why they chose each one.

● **Materials:**

Paper/notes, pens.

● **Expected Outcomes:**

A simple, structured way to summarise all the content, linking theory directly to practice and personal change.

● **Suggestions for the Facilitator:**

Encourage participants to be specific by referring to concepts by name (e.g., "I'm changing my behavior to look for Reinforcing Loops").

Activity: Forward Plan: The Bridge to Action

Defining the Next 3 Steps

● **Time:** 25 minutes

● **Method:**

1. Ask participants to retrieve the **Integrated GCE Action Plan** (output of Session 9).
2. Individually, they must identify the **first 3 concrete, measurable steps** they must take immediately after the session to move the plan forward.
3. The 3 steps must include:
 - **Step 1 (Logistical/Asset):** A practical step involving a person or asset (e.g., "Contact my local politician," or "Map my personal network for skills/funds.").
 - **Step 2 (Structural/Systemic):** A research or analysis step related to the **leverage point** (e.g., "Find three papers on the root cause of the system.").
 - **Step 3 (Reflective/Values):** A step to manage the value conflict (e.g., "Plan a conversation with someone who holds the Conflicting Value without triggering negative **Bleed Over**.").
4. Share these 3 steps with an accountability partner.

● **Materials:** Index cards, pens.

● **Expected Outcomes:**

Translates the capstone plan into immediate, actionable steps, building momentum and accountability.

● **Suggestions for the Facilitator:**

Emphasize the importance of the **Reflective/Values** step as a continuous part of GCE leadership.



4.4 PHASE FOUR: Global Citizenship through Local Action (Sessions 9-10)

● Session 10: Reflection and Next Steps

Activity: Closing Ceremony Conclusion

● **Time:** 5 minutes

● **Method:**

1. Facilitator summarizes the journey: from self-to-community, from theory-to-action, from event-to-system.
2. Thank the group for their deep engagement and collaboration throughout resource.

● **Materials:** Certificates, if appropriate.

● **Expected Outcomes:**

Positive conclusion and motivational closure.



5. Assessment and Evaluation

● Learner Post-Programme Evaluation - Suggestions

Below are examples of both qualitative and quantitative evaluation questions that you may wish to include in an evaluation of this programme as needed. It is recommended to give learners the opportunity to give anonymous feedback, perhaps using [Mentimeter.com](https://www.mentimeter.com), along with facilitating a short focus group conversation to discuss learnings, feedback and suggestions for future delivery.

Quantitative:

- **Describe "Global Citizenship" in one to three words**
- **How would you rate yourself in response to these statements:**

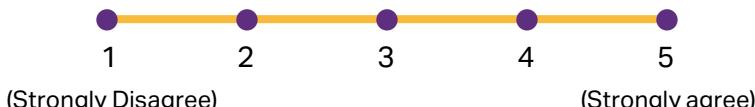
At the start of Leadership 2, my knowledge of global citizenship and community leadership was:



At the end of these 10 weeks, my knowledge of global citizenship and community leadership is:



I feel more confident about using my learning from the leadership programme in my own community:



Qualitative:

- How would you describe this Leadership Programme to someone who had never heard of it?
- What has been the most memorable part of the programme?
- What does "Leadership" mean to you?
- Has your idea of Leadership changed throughout the course?
- Did anything surprise you about this course?
- How would you describe "community"?
- Has your knowledge of social justice issues increased?
- Have you gained knowledge that could help you to make a difference in your community?
- What parts of the course worked well for you? Which parts could be improved?
- Were there any other topics that you were hoping we would cover, or hope to learn more about in the future?
- Would you be interested in coming back for further building on these lessons?

5. Assessment and Evaluation

● **Facilitator Self-reflection Suggestions**

As the facilitator(s) of the programme, it is good practice to reflect on your own experience of delivery of the programme, your observations of the group's progress, your learnings, and recommendations for the future.

Here are some guiding questions to facilitate this reflection:

Overall reflection on learning:

- How would you describe the group's learning journey from the initial sessions to the final project? Consider both their responses to the methodology and in terms of their understanding of social justice issues and leadership?
- What do you think the group found to be the most challenging parts of the journey?
- What do you think they found the most beneficial/generative?
- What were the stand-out themes and responses from the group, across the sessions?

Content, themes, methodology

- Did the pacing work well across the 10 weeks?
- How did the group find the format of each session (length, division of time, breaks, etc)? Would there be any changes you'd implement if you ran the programme again?
- Did the approach of this programme work well for the group – do you think it supported individual and collective learning and reflection?
- Do you think it would be useful to add further topics/methodological approaches in a future programme?

Facilitator Learnings

- In what ways did you adapt the source material to be appropriate to your own learners and their context?
- Were there parts of the programme that worked particularly well? What about your delivery was so effective?
- Were there parts of the programme that were particularly challenging to deliver, and why?
- Did your practice grow or develop during your time delivering this programme?

Final reflections:

- An aspect of this course that was important for me
- An aspect of this course that surprised me

6. Appendices

● Appendix 1

HUMAN BINGO

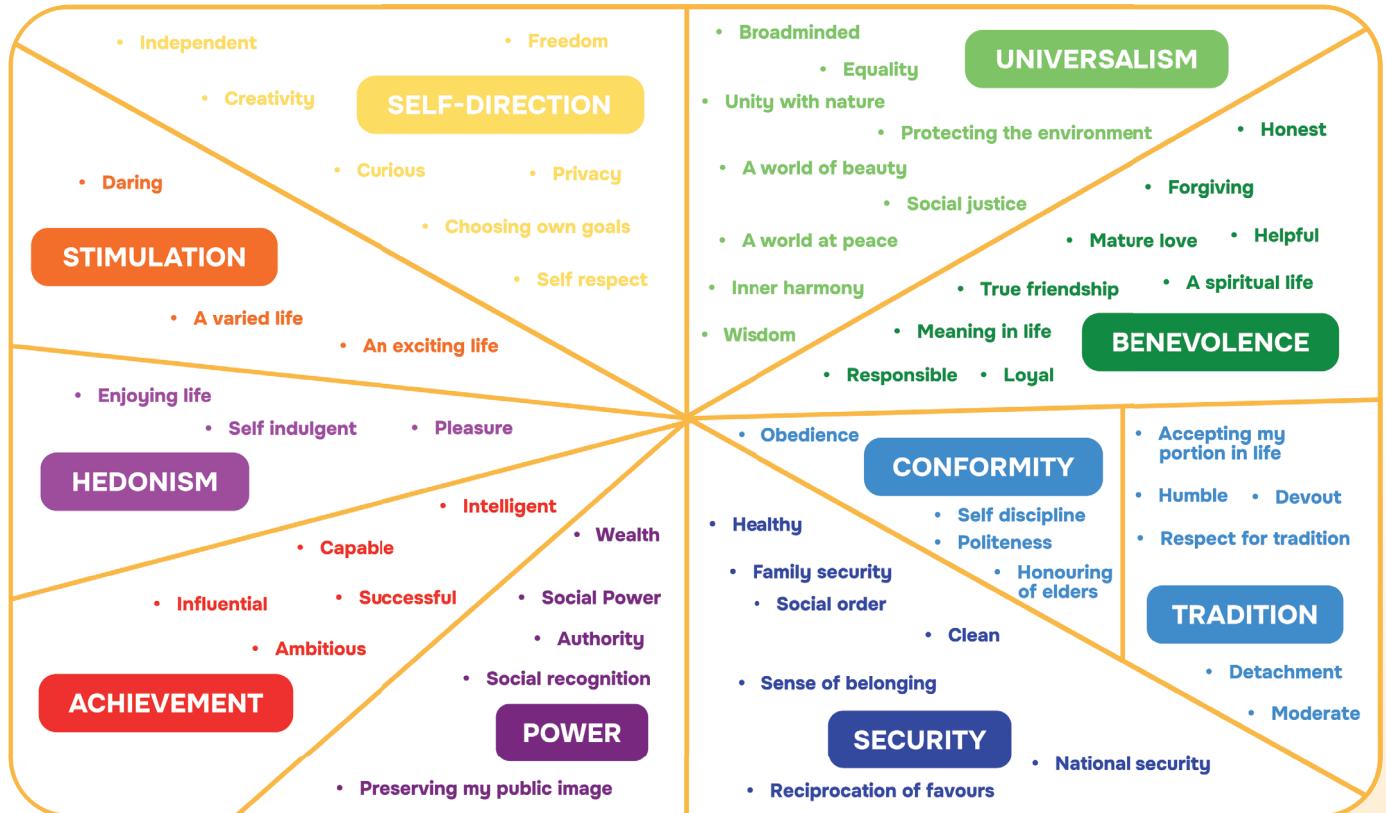
There are 20 statements below. Your job is to chat with others in the group and find people for which each statement is true. Write their name beside the statement. You cannot have the same person on more than one statement and you select yourself only once. First person to fill all twenty answers wins!

● STATEMENT	● NAME
1. I was born in a different country than the one I live in now.	
2. I can speak more than one language.	
3. I have travelled to a country in Asia, Africa, or Latin America.	
4. I am actively involved in facilitation or non-formal education.	
5. I can name at least 5 of the Sustainable Development Goals (SDGs).	
6. I have bought a Fairtrade product recently.	
7. I have taught a skill to someone in the last month.	
8. I support Manchester United	
9. I regularly keep up to date with news/current affairs	
10. I have performed theatre on stage	
11. I have a pet dog.	
12. I have successfully grown my own food	
13. I like to play card/board games	
14. I have broken a bone.	
15. I can play a musical instrument.	
16. I am left-handed.	
17. I am a huge Lord of the Rings fan.	
18. I have met someone famous.	
19. I like to wake up early.	
20. I can prepare a traditional dish from another country.	

6. Appendices

● Appendix 2

Schwartz Values Circumplex (Shalom Schwartz)



7. References

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