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A DAY IN THE LIFE OF A GLOBAL CITIZEN

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1. Introduction

In this activity, learners will create videos that illustrate the values and principles of a global citizen in a project titled 'A Day in the Life of a Global Citizen'. Working in groups, learners will produce a series of videos showing how these principles and values are applied in a global citizen's daily life.

The activity essentially focuses on making broad concepts more relatable. During this activity, learners will be able to identify and relate broad concepts to real-life situations and practices, bringing global citizenship closer to their communities.

They will be able to explore the different EU values and global citizenship principles in depth, such as solidarity, democracy, social responsibility and active participation, and consider the importance of the role of a global citizen and collective action for society. This will enable them to understand, reflect on and confront the roles, meaning and responsibility behind these principles and values, and consider their identity by asking themselves, 'What do I do as a global citizen?' and 'What do I do as a member of my community?'

Creating visual content requires learners to be creative, as they must find ways to transform text into visuals. This will require group work, creativity and strong engagement.

Ultimately, the goal of video creation is to raise awareness among those who watch the video, if participants agree to share it on social media platforms such as TikTok or Instagram. This is a way to spread the message and recognise the effort put into creating the artwork.

The target group adapted to this module are **adults and young adult learners** who have a low level of schooling and/or feel disconnected from the EU and its institutions.

The full activity will last 2h30

- 20 minutes of brainstorming and an introduction to the topics
- 30 minutes maximum of preparation
- 1h10 maximum of filming and editing
- 30 minutes of sharing results, debriefing and conclusion

2. Activity Implementation

2.1 Activity Objectives

In the end of this activity, learners will be able to

1. Raise awareness on key principles of Global citizenship and EU values: Through exchanges and short presentations by the trainer, learners will be confronted with the subjects of the module, helping them recognise their relevance and presence in everyday interactions.
2. Explain and analyse how to transpose Global citizenship practices in everyday situations: The creation of visuals from core concepts, learners will be able to connect abstract concepts to concrete behaviours (e.g., recycling, community engagement, inclusion), making them more applicable and relatable.
3. Develop soft skills related to teamwork and creativity: the final outcome of the activity demands creative thinking, autonomy, problem-solving and collaboration between learners, some transversal skills essential in adult education.
4. Develop learners' ability to reflect on their identity and responsibilities as citizens: Reflection moments and debriefing questions invite learners to explore how their personal choices, actions, and values relate to their role in society, both locally and as members of the European and global community.

2.2 Activity Description and Methodology

The methodology used in this module is focused on experiential learning, collaborative work and storytelling to help learners engage with EU values and Global Citizenship.

Step 1 - Introduction and Brainstorming “What core value drives my community ?” (20 min)

In a brainstorm format, learners will answer the question - “what core value(s) drives your community?”

In small groups, learners will answer this question on a paperboard or digitally (cloudword) and proceed to discuss the subject, engaging in a conversation on why and how the value(s) is promoted.

Step 2 - Creation of groups, choosing the themes and draft storyboard (30 min)

In groups of 3, learners will identify the value(s) they want to promote by identifying actions and everyday life situations relatable to the value(s) they chose and draft a storyboard of “a day in a life”, representing the routine of a global citizen in 24h.

Step 3 - Filming & Editing (1h10)

Using phones or basic editing tools, learners film their scenes. Creativity is encouraged: they can narrate, act, draw, or create animations. Learners are supported in basic filming and editing.

List of apps:

- Canva
- Capcut
- Instagram (reel)

- Inshot

Step 4 - Sharing of results, debriefing and conclusion (30 min)

2.3 Tools and Resources

- *Video equipment (smartphones, cameras, video-editing apps, microphones).*
- *Costumes*
- *Pen, pencils, paper*
- *Paperboard*
- *Computer and projector*
- *Internet*

2.4 Suggested integrations

This activity is recommended for use as a second or third activity more focused on the application and reflection of these soft skills relating to global citizenship or EU values, rather than as an introduction to this subject. It would therefore be more effective if combined with another module that focuses on learners' initial engagement with these concepts.

3. Debriefing and Feedback

The debriefing in this activity is essential. The trainer should orientate this debate after the presentation of the results, exploring with the learners the process of the creation of the videos, from the selection of the value or principle addressed, the feelings emerged in the creation process working in a group and to exploring the reflection of learners on the values and principles identified.

Learners can express themselves by just answering the questions orally, by creating art illustrations, inspiring drawings (Dixit cards, images, paintings, videos) or by writing what the activity meant to them.

Example of questions:



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- What did you learn about EU values or global citizenship?
- Did the activity help you see these ideas as part of your own life?
- What do you consider to be the biggest challenges for you in this activity ?
- What do you consider to be the biggest opportunities for you in this activity ?
- How was the experience of working in a group?

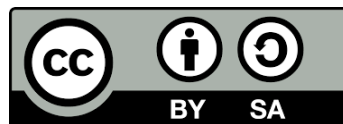
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This publication was carried out with the financial support of the European Commission under Erasmus + Project “ONE Culture - Overcoming Nationalism and Euroscepticism through Culture”, N. 2024-1-BE01-KA220-ADU-000243645.



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