



**GENERATION
GLOBAL**

ESSENTIALS OF DIALOGUE: EDUCATION FOR GLOBAL CITIZENSHIP PREPARATION GUIDANCE

Objective: Students share and enquire together regarding the purpose of their education as they perceive and experience it. After defining global citizenship, students explore together through dialogue the skills, knowledge and attitudes that are required to be a good global citizen, and how they feel their own education prepares them for this.

Find out more at:

generation.global

Sharing

What sort of person does your school want you to be?

What do students understand to be *the mission* (or goal) of their school? What values do they think that their school encourages? (What makes the students think this?)

Enquiry

Encourage students to explore together what globalisation is; how and why it has happened. What a global citizen is and how this is different from and similar to 'national citizenship'. Students should explore together the skills, knowledge, values, and attitudes important to be a good global citizen. They should move on then to explore together how well they feel their education prepares them for life in a globalised world.

Some useful questions to consider in class as you prepare for the dialogue...

- Is having a global perspective important?
- How much do you feel that you are a citizen of the world?
- What skills or knowledge would you like to develop to be a better global citizen?
- How has globalisation affected your community? (Seeking both the positive and negative)
- How well does your school prepare you to take your place in the global community?
- What place does dialogue have in global citizenship?

Thinking more deeply on the issue...

- What are the challenges that globalisation has brought to your own life/ community?
- Are there those in your school and/ or community who think that globalisation has not been a good thing?
- Is it really the job of school to teach global citizenship skills and knowledge?
- A lot of global citizenship education is about learning skills and developing attitudes. Is this more or less important than learning knowledge at school?
- Where in your life do you feel the most globally connected? How does this make you feel? (Do you ever feel challenged/ threatened by this?)

Reflection

Encourage your students to be aware of shifting opinions. Are they seeing the issue of global citizenship differently or their experience of education differently? Have students focus on a self analysis of their dialogue skills and also how they feel about the dialogue (dialogue is, after all, an emotional experience).