



Passport



Global Citizen

Excelling through life

Enriching lives

Empathy for others

The Global Citizenship Award

Introduction

The International Global Citizen's Award is a new programme which encourages young people to become better global citizens by:

- finding out about other cultures and outlooks
- finding out more about how their everyday lives affect the environment and the lives of others
- taking small actions to help make the world a better place, and
- reflecting on their developing knowledge and awareness

The International Global Citizen's award is non-competitive, voluntary and for young people aged 11 and over. During the programme, people become more engaged and active as global citizens and better informed about certain global issues and concerns. The award recognises development and action by participants over a period of time – not reaching a fixed standard. The programme is operated and run by local centres in different countries, following the same international model.

What is a global citizen?

The lives many of us live now, in the 21st century, are very different from those of our ancestors hundreds or thousands of years ago. We use resources from all over the planet, we travel around the world, perhaps live in different countries, and we know about what is going on all round the world through global communications.

Even living an ordinary everyday life in many countries means that we have an impact upon the lives of other people, and the environment, that is far greater than our ancestors in the past. Global communications mean that we are all aware of this.

A citizen is a member of a community – with all the benefits and responsibilities this involves. Citizenship may involve formal status, like being a citizen of a particular town or city or country. But in a less formal sense, we are members of an interconnected global community – we are global citizens too.

Of course we can be good or bad global citizens! The International Global Citizen's Award recognises that our lives have impact on others, and the environment, and encourages us to become better and more responsible citizens of this planet we all share.

The International Global Citizen's Bronze Award



The award programme involves a commitment to action and development in four areas over at least six months:

- 1. Understanding other cultures and outlooks**
- 2. Personal Global Footprint**
- 3. Influence and involvement with others**
- 4. Recording and reflecting on change and development**

For the bronze level award, the average weekly involvement in all aspects of the programme is about 2 hours. The total time involved is therefore around 40 – 50 hours. Although some participants may wish to emphasise some parts of the programme more than other, it is important that all participants engage in all areas. One particular activity can count towards several areas.

Part 1: Understanding other cultures and outlooks

Knowing and understanding about other cultures and outlooks is an essential part of global citizenship. While we are developing a better understanding of how other people live and think, we also develop a better understanding of our own culture and how we see the world. A better understanding of our own culture helps us to understand other cultures better too.

In the award programme, the emphasis is less on how much factual knowledge is acquired, and more on reflection about that knowledge. How do we see the world differently because of the knowledge we have acquired?

We can find out more about other cultures and outlooks by:

- Firsthand experience
- School and family excursions
- Reading
- Research
- Watching films
- Watching documentaries
- Visiting websites
- Interviews
- Reflecting on everyday encounters with friends of different backgrounds
- Listening to visiting speakers
- Model United Nations participation



This section will have most impact if there is some preparation before activities. Simple things like making a list of questions to consider while watching a film or reading a book will be beneficial. Our understanding of other cultures and outlooks is probably best developed by a combination of personal experience, and reading, researching, watching films and programmes. But the direct, personal experience is essential.

In reflecting on our developing understanding of other cultures and outlooks, it is helpful to ask questions such as

- What have I found most interesting about what I have found out? Why?
- How do I see my own culture differently as a result of what I have found out?

Part 2: Personal Global Footprint

Just going about our normal everyday lives, we are having an impact on the lives of other people, and on the environment. This has been described – rather loosely - as making a “footprint”. Our “personal global footprint” is the effect that we each have personally on the environment and the lives of others around the world. We have an impact upon the environment, as we use resources and produce heat and waste. We also have an impact on the lives of other people, because we buy their services (when they do things for us, like cooking food, hairdressing or serving us in hotels or shops) or things they are involved in producing or making (like our food, clothes, electricity, raw materials for things we use). As many of the things we now buy come from many different countries, simply by buying (or not buying) things we can have effects on the lives of many people around the world.



This section involves considering more fully and finding out more about how our lives have an impact on the environment and on other people –around us, and perhaps far away. By

making some simple choices and taking some simple actions, we can improve things for other people and for the environment.

Being good with money

Of course, we can make a difference by giving money away - to people who are less well off than we are; or we can donate to charities we support. But in our ordinary lives, the way we spend money on everyday things can make a difference. By choosing to buy particular items, or not to buy certain things, we are making decisions which can have an impact upon the lives of other people and the environment.

For instance, if we spend our money on things produced locally or in other countries, this has an impact. Some things are produced in ways which cause damage to the environment, or involve people working under poor conditions.

“Ethical shopping” or ethical consumerism, as it is sometimes called, means buying products or services which were ethically produced or delivered, and/or which are not harmful to the environment and society. By ethically produced, we mean that the people involved in the production were treated fairly in terms of their employment – their wages and conditions, or the price they were paid for their goods or services.

After we have found out more about the products and services we use, there may be some changes in lifestyle that we wish to make. We may not have responsibility for some things, at home, at school, or in our place of work, but we can try to influence other people in their decisions about how money is spent.

For instance, a number of products produced in the developing world are now available in some other countries as Fairtrade items. A number of Fairtrade organisations in different countries certify certain producers and products to confirm that people involved in the production are employed on fair terms and conditions. Fairtrade produce is specially labelled, and by buying Fairtrade items – which usually cost a bit more – we know that the people growing or producing them have been fairly treated.

Examples of activities:

- Investigate the background on where and under what conditions a proposed major purchased is produced - for instance working conditions of the labourers involved
- Find out about and buy Fairtrade clothes, tea, coffee, chocolate etc
- If opening a bank account, investigate the ethical policies of the various banks and take these into account in making the choice
- Buy second-hand or recycled goods
- Repair something rather than buying new – but considering the resources involved
- Investigate where food comes from and weigh up the food miles and energy expenditure for food production
- Buy renewable resources

- Buy green electricity

Environmental Responsibility

As we go about our normal everyday lives, we are having an impact on the environment around us, and, often, on the global environment more generally. During this part of the programme, we can find out more about our personal environmental impact – direct and indirect - and, again, make some lifestyle changes in response.

Examples would depend very much on where people live but might include

Lifestyle changes such as:

1. reducing water use
2. recycling paper, plastics etc
3. assessing environmental implications of transport and reducing the use of cars, or increasing
4. walking, cycling or public transport.
5. composting garden waste, paper etc

Activities relating to wildlife and conservation

1. Setting up a wildlife garden
2. Making a pond at home
3. Planting trees in the garden at home

Part 3: Influence and involvement with others

Working with others is an important aspect of citizenship and community involvement and responsibility. In some cases, we work with other people collaboratively to do things we cannot do on our own – for instance as part of a group or committee organising something. In other cases, we are working to benefit other people – for instance, we may be helping people directly during our community service.

This section involves three distinct types of activity:

Personal community service

This involves undertaking some form of service activity which is of benefit to individuals or a community – local, national or international. This could take many forms. There are some examples below. Many schools have established service programmes, and many of these activities could form part of the Global Citizen's Award programme. Personal community



service may be done individually, or it may involve working with others in the service activity.

Examples:

1. fund-raising for a charity
2. recycling activities within a local community
3. helping elderly or disabled people
4. serving in a charity shop, and developing an understanding and awareness of the work of the charity, and the role of the shops in its funding
5. litter picking, and an understanding of the harmful effects of litter on wildlife and the environment
6. conservation work such as tree planting, shrub clearance and an understanding of the ecological importance of this

Advocacy, persuasion or promotion

If we care about something, we usually want to make others care about it too. This is an important part of active citizenship. Advocacy is about arguing the case on behalf of someone or something. Persuasion is trying to change someone's mind by information and argument. Promotion is making your point better known, for instance by speaking or writing. This section involves taking up an appropriate cause (or causes) and bringing it to the attention of others, for instance at home, among friends, within a school, or within the wider community.

Examples:

1. persuading friends and family to attend a fund-raising auction (partly by explaining the cause)
2. speaking on behalf of something at a public meeting
3. campaigning against the death penalty
4. lobbying at school for fair-trade products to be introduced, or promoting them to students
5. persuading parents to choose a car with lower fuel consumption and emissions
6. promoting a fund-raising sports tournament at school
7. meeting a local politician to express concern about development of an area of woodland
8. writing to a local newspaper on a matter of local concern
9. writing to a national politician on a matter of concern
10. Amnesty International membership

(These could involve collaborative and team activities).

Active participation in decision-making processes

If we are to be effective citizens, global or otherwise, we will find ourselves involved in decision-making of various kinds. Taking an active part in decisions that affect us and the things we care about is an important part of active citizenship.

For the award, active decision-making might involve

1. being part of a student council
2. being a member of a committee
3. working with other members of a group to decide the topic of a group project in a school subject
4. taking part in decisions relating to the operation of the global citizen's award itself



Part 4: Recording and reflecting on change and development

We can be so busy reading, watching, talking to people and doing things that we do not really take time to reflect and think about what we are doing and finding out. An essential part of the global citizen's award is keeping a personal, individual "diary" (written, diagrammatic, or tape-recorded), blog or other record, reflecting on developing knowledge, awareness and actions as a global citizen.

Taking time to reflect, and keeping a record of our thoughts, actions and ideas helps us to develop as global citizens. Keeping a record also means that we have something which we can use to show or discuss with others how our perspective as a global citizen is developing during the programme. It may also highlight things we would like to think about further, or discuss with others, or find out more about.

The programme is dealing with important issues and ideas. On important issues, people have different views. The diary is the place in which we can develop our own ideas and views, while reflecting on those of others. We need to use all our best thinking processes while we are doing this. Critical thinking is not something to be used only in academic subjects! For instance, do we accept a particular viewpoint, and if so why? If not, why not? Some issues are complicated and there may well be conflicting views and ideas. In some cases, views may seem too simple, or simply wrong. The diary is where we record all of this. The diary therefore charts our development as a global citizen during the period of the programme.

