

Workshop's outcomes:

- Reach different populations and produce a sense of awareness regarding situations affecting our world.
- Produce intercultural learning focused on diverse aspects related to the exchange of perspectives, Changemakers and Global Citizenship.
- Extend knowledge about AFS to the workshop participants.

Learning Outcomes:

- Raise awareness on different issues affecting our reality.
- Recognize characteristics that Changemakers possess and how to be a Changemaker.
- Self-analysis of the self as a person in a world full of different daily situations. What am I doing about it? What can I do about it?

Target population:

- **Workshop 1:** Wednesday 8th, July - Adolescents (13 to 17 YO) - Spanish
- **Workshop 2:** Monday 13th, July - Young adults to adults - English.

Agenda:

- 1) Welcome, AFS introduction, objectives and outcomes. 10 min.
- 2) Icebreaker and participants introduction. 20 min.
- 3) Effect + presentation, Global Competences and Global Citizenship. 15 min.
- 4) Butterfly Effect: Every single action has an impact. 25 min.
- 5) Generating Effect +. 25 min.
 - a) **Active Break - 15 min**
- 6) What is my place? Questioning my privileges. 25min
- 7) We all generate Effect +. 20 min

Sidenote: Before the workshop begins, please ask all the participants to have all the materials prepared.

Guide to Workshop Facilitation

- 1) Welcome, AFS introduction, objectives and outcomes. 15 minutes.

LEARNING OUTCOMES

Throughout this activity participants:

- Will know about AFS as an international organization and its impact, workshop's objectives and outcomes, and people facilitating the workshop.

REQUIRED MATERIALS

PowerPoint Presentation

STEP BY STEP

- Facilitator welcomes participants and thanks them for being part of the workshop. He or she comments that this workshop is being part UCR's winter free courses. It is mentioned that it's a challenge for facilitators and participants to be adapted to the new virtual methodology. However, it is good to use this time to acquire new knowledge on how to be Changemakers in this globalized world.
- It is mentioned below that this workshop is provided by AFS Intercultural Programs Foundation. The organization's reason and mission will be explained as well. **See the PPT for guidance.**
- Next, facilitators will introduce themselves (Name, role within AFS, time that they have been part of the organization, what they do, where they are from and any other relevant information)
- Workshop's general objectives and outcomes are presented.
- Workshop's agenda is presented.
- Methodology: ask them to be with the cameras activated on most of the time (there are activities in which it is mandatory to have it activated), review the zoom functions

and commands (chat, reactions, full screen to see other participants, small rooms, raise your hand, etc.). Since we will be using the platform for the entire workshop, comment here that it is important to make sure that everyone is aware of how this platform works; it depends on this understanding whether we make the most of the workshop. Do NOT be afraid to ask questions if you are unaware of any function.

- Questions (Q&A): Ask all participants if they have any questions at this moment. Evaluate the questions' importance and decide whether to answer them right away or tell them that the answer is going to be given throughout the workshop.

2) Icebreaker and Introductions. 20 min

LEARNING OUTCOMES

Throughout this activity participants:

- Will know the group and they will find the ways to work in a collaborative way as members of the group.

REQUIRED TIME

20 minutes

REQUIRED MATERIALS

Materials they could find around the house.

PowerPoint presentation.

STEP BY STEP

It is indicated to the participants that this exercise is a dynamic way for self-introduction to the rest of the group:

- 1) Participants are asked to look around the room and select a random object they think could be of help to survive in a desert island. Make sure to tell them that this object should be something they can find in their house or the place they are right now; it should be something simple. They will have 5 minutes to find the object.

- 2) Next, ask the participants to introduce themselves and to show the object they have picked. They must explain the way this object could be of help for them to survive in this hypothetical island. Encourage them to use their imagination. Remind them that there are no correct or incorrect answers.
- 3) Once they all have finished with their introductions, ask them to make a connection among their object and other participants' object, and how they complement those objects to have something better to survive together.
- 4) When most of the participants have shared their potential complements for the objects and the ideas to survive together, you can finish the activity.

3) Effect + Presentation, Global Competencies and Global Citizenship. 15 min

LEARNING OUTCOMES

Throughout this activity participants:

- Will learn the concepts of Intercultural Learning, Global Competence and Global Citizenship.

REQUIRED TIME

15 minutes.

STEP BY STEP

Facilitator introduces the topic and outcomes (What Effect + is, what it means to be a global citizen, and Global Citizenship Education)

What is Effect +?

Effect + Global Citizenship Education Workshop is an event that gathers teenagers to reflect on the issues affecting the world and how they can work together to help and improve the world we are living in.

Why Effect+?

At the dawn of our second century, AFS Intercultural Programs is taking a bold step to multiply our effect as a leading international educational NGO committed to using intercultural learning to help build a more just and peaceful world. With this in mind, AFS is continuously expanding the way we prepare and activate global citizens of all ages and backgrounds.

Together with our study abroad, host and volunteer programs, by offering events such as Effect + we support a global movement to advance intercultural learning and Global Citizenship Education.

Being interculturally competent and culturally fluent are key skills in an increasingly interconnected and globalized world and crucial to tackle the challenges of our times and advance the United Nations Sustainable Development Goals (SDGs). AFS learning programs also support key education goals for the 21st century beyond intercultural competence.

We educate global citizens and the world leaders of tomorrow, and help them to:

- Broaden perspectives about themselves and the world around them
- Learn and respect differences and believe that a diverse world is a stronger and more interesting place
- Communicate and collaborate across cultures in a sensitive and mindful way.
- Appreciate other cultures and encourage others to be open to new ideas, attitudes and traditions

Before we continue, it is important to define two key concepts: Global Competencies and Global Citizenship Education.

What is a Global Competence?

Global competence is the ability to examine local, global and intercultural issues, understand and appreciate the perspectives and views of others, effectively participate in open, appropriate and effective interactions with people from different cultures and act for collective well-being and sustainable development.

What is Global Citizenship Education?

As defined by UNESCO (United Nations Educational, Scientific and Cultural Organization), Global Citizenship Education aims to empower learners to engage and assume active roles, both locally and globally, to face and resolve global challenges and ultimately to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world.

Facilitator expands the concept:

Education for Global Citizenship is a paradigm on the ways in which education can develop in you the knowledge, skills, values and attitudes that are needed to guarantee a more just, peaceful, tolerant, inclusive, sustainable world are narrated and sure.

It represents a conceptual change in the sense that it recognizes the importance of education to understand and solve global problems in their social, political, cultural, economic and environmental dimensions. It also recognizes the role of education to reach beyond the evolution of knowledge and cognitive skills. It contributes to the construction of values, social skills and attitudes toward others. All of this can facilitate international cooperation and promote social transformation regarding human rights, education for peace, and education for sustainable development.

Side note: Before closing each activity, give the participants around five minutes for a Q&A session. After the work sessions with the group, participants will be able to evacuate doubts or questions.

4) Butterfly Effect: every action has an impact. 20min

LEARNING OUTCOMES

Throughout this activity participants:

- Will demonstrate the interconnection among others' actions by the use of emotions.

REQUIRED TIME

20 minutes

REQUIRED MATERIALS

Sad face drawing.

STEP BY STEP

Introduction – 2-3 minutes

The facilitator introduces the activity by indicating all the participants the importance to use their imagination.

Every participant is asked to activate their cameras. Ask each person to mentally choose two participants from the group and memorize who these two people are. They are given two minutes to make their selection. Facilitator explains that when he or she says the word **“go”**, music will be played and each participant should start dancing in front of the camera. While dancing, participants have to observe the two other participants they have chosen. Players should NOT say who the two people they chose are.

Core Session content – 8 minutes

The facilitator says **“go”** and lets everyone dance around the room for 3-5 minutes. When everyone is set, introduce a new element. Explain that one of the facilitators will represent the emotion of sadness, and every time the co-facilitator writes the word **“Sadness”** by private message, the participant receiving the message will be sad. The person receiving the message should count to ten and then he or she should show his or her sad-face drawing by putting over the forehead. Facilitator should explain that if the person that gets sad is one of the participants they chose at the beginning, as soon as that person gets sad, you must start counting to ten and get sad as well with the same procedure. Please, make sure every participant understands the activity's rules; once you have checked it, proceed to say **“go”** and let the activity begin.

After everyone has put the sad face drawing on their foreheads, ask everyone to remove the drawing and explain the new rules of this stage in the game. Everyone will dance in the room again and will try to visualize at the same time the two people from the beginning. Once again, there is a facilitator who acts as sadness and will be the one who will transmit the feeling to someone. This time, when he infects someone, the "infected" begins to count to ten (participant should show with his hands that they are counting) to carry out the previous dynamic. If this person is one of the people you chose, you can save her/him. This is because now you represent the feeling "Joy". How is that person saved? You should write a private message in the chat that says the word "Joy". As a result, the person can stop counting and is saved.

Debriefing (10 minutes)

At the end of this second round, after there is a balance in the group and participants stop moving again, the facilitator asks everyone to activate their cameras and begins a reflection on the activity. Here are some debriefing questions to lead the reflection and help participants make sense of this experiential activity. You do NOT have to ask these exact questions, but make sure to follow the five stages in order:

1. How did you feel?

- How did you feel dancing in front of the camera while paying attention to the chosen participants?
- How did you feel when the emotion "sadness" was introduced to the game?
- How did you feel when someone got sad?
- How did you feel when you were the person that got sad?
- How did you feel when sad people were saved?

2. What happened?

- What interesting events happened in this activity?
- What happened when the feeling of sadness was introduced?

3. What did you learn?

- Everything we do influences others and on the world. Do you agree or disagree

with this phrase? Explain why.

- A single action can cause a chain reaction. Do you agree or disagree with this phrase? Can you give an example?
- The effects that we produce can be intentional, but sometimes they can be unexpected or even more, undesirable. Do you agree or disagree with this phrase? Explain why.
- How does all this relate to the real world? In what real-world situations can you see these chain reactions happening?

4. And what if...?

- What would have happened if the feeling "sadness" had not been introduced?
- What if there had been more than one "sadness" feeling?
- What would have happened if you couldn't help each other from the feeling of "sadness"?
- Do you believe that it is possible as individuals in the world to do something for others? That's precisely what we will continue to reflect on.

We close the activity by using the opening paragraph that paraphrases Newton: "All actions have reactions that, translated into human interactions, means that everything we do has an effect on the world around us. Sometimes there is something we are trying to do, but other times, the effect is unexpected or even unwanted."

Final reflection: This activity shows the ways in which a single action can cause a chain reaction and affect others around you; a key concept to think in different ways to have an impact on the affairs of school, family, community, and society in general. The facilitator should transition to the next activity, *Generating Effect +*, saying that the purpose of the workshop is to talk about positive changes, what we call Effect +. The next activity will be about how we generate it.

Active break - 15 min

- 1) Tell the participants that they will have a 10 minute break. They don't have to go offline; they can simply turn off their cameras.

- 2) Ask participants to find something in their home that helps them to be a changemaker. The idea is that it is some local action that has a global impact. The facilitator can start by giving examples (eg recycling, using reusable straws, using their bicycle as a means of transportation, eating vegetables if they are vegetarian, greeting neighbors daily with a smile, etc.). Give them the idea so they can think about it during the break and they can see around them (their house) what it could be and take a picture of it.
- 3) Once they return, ask them about how their search and photography have gone. Tell them to keep it, and that we are going to return to what they have looked for and thought to close the workshop.

5) Generating Effect+ - 25min

LEARNING OUTCOMES

During this activity the participants:

- Interiorize characteristics that are part of a changemaker, and how to become a changemaker.
- Understand that they have the potential to create change.

REQUIRED TIME

25 minutes

REQUIRED MATERIALS

PPT changemaker

Paper sheet or notebook.

STEP BY STEP

Explain to the participants that during this session we will first work together, and then

we will divide into two different rooms to work in smaller groups (we will tell you when). In each room there will be a facilitator. Then we will close the activity all together again.

- The facilitator begins by saying: “One of the ways that we can call a person who generates Effect + is “changemaker”. Then, you will ask the participants:
 - What does it mean to be a changemaker?
 - What characteristics in terms of skills, knowledge and attitudes does one need, to be a changemaker?

The session is subdivided into groups and each group must answer the questions asked. At the end, each group will present their own concept of "Changemaker" which they formed based on the questions. Don't forget to discuss the answers the group is going to present. Why do they think it is an important characteristic of being a Changemaker? Identify a person who can present the definition/reflection on what it means to be a changemaker to the rest of the group at the end of this activity.

Once the participants meet with the facilitator in their respective rooms, the facilitator mentions that AFS uses Ashoka's definition to define a "changemaker": A changemaker is any person, who through their ideas, takes the initiative and generates positive changes for the common good.

Ask them to think of two or three characteristics of a changemaker that they believe they already have, and characteristics that they would like to develop or have. Some of the responses are shared during the session.

After a few minutes, ask them to share their notes on the characteristics they already have. When one is mentioned, those who have had the same characteristic react with the Zoom function with the hand with the thumb up. Another person in the group quickly continues, having a characteristic similar to the one mentioned above and using the same dynamic.

After 4 interventions, we change to the question of the characteristics or skills that they would like to develop. The exercise of "lifting the thumb up" is repeated.

NOTE: After 4 interventions (Find that the interventions are from different people), lead a

reflection on how the participants can develop these characteristics and become empowered by new knowledge, skills and attitudes.

Finally, you return to the general room you were at the beginning where all the participants are together and both facilitators are together. Each group presents their reflection on the two questions at the beginning.

Closing -Continue with the next activity: "What is my Place?" by saying "Now that we've thought a little bit about what it means to generate Effect +, let's explore our place in the world as changemakers."

6) What is my Place?

LEARNING OUTCOMES

During this activity the participants:

- Will be inspired by diversity and the potential to be a Changemaker.
- Will understand that they have the potential to create change.
- They will self-evaluate the self as a person in a world full of different situations that occur every day.

REQUIRED TIME

25 minutes

REQUIRED MATERIALS

Paper balls of the same size.

Glass / container to put the balls.

STEP BY STEP

The Facilitator will read a series of affirmations and ask that each participant should

put 2 paper balls in the glass / container for each affirmation that is fulfilled in their context / reality, and should take out 2 balls for each one that is not fulfilled.

Affirmations to be read by the Facilitator:

- You have never faced serious financial difficulties.
- You live in a house with a good infrastructure.
- You feel that your language, religion and culture are respected in the society in which you live.
- You feel that your opinion and social and political issues are respected and cared for.
- You are not afraid of being detained by the police.
- You have someone to turn to when you need advice.
- You never felt discriminated against because of your social status.
- You have access to good health insurance.
- You take vacations and travel at least once a year.
- You invite your friends to eat at your house.
- You go out to eat or you order food weekly.
- You feel that you can pursue the dream profession.
- You are not afraid to walk alone where you live.
- You can study abroad.
- You can go to the cinema or the theater at least once a week.
- You are not afraid about the future of your children.
- You can buy new clothes every month.
- You can go out with whoever you want when you want.
- You feel that your skills are understood and respected in society.
- You have internet access wherever you want.

Each participant will show how their container is at the end of the activity.

Debriefing:

- How did it feel to add pieces of paper to the glass / container?
- Did anyone feel less privileged?
- Did you identify with the affirmations?

- Does this exercise reflect the society in which we live in any way? As?
- How can we relate this activity to social inequalities?
- Any other point you would like to discuss?

Lead a reflection on the importance of putting yourself in the shoes of others to generate social change. Explain that this is called empathy, and that it is the key skill for anyone who wants to be a Changemaker. Talk about the concept of privilege and say that the objective of this activity was to create an awareness of our own privileges in relation to other people, and how we can use them to fight inequalities.

7) We generate effect+ - 20 min

LEARNING OUTCOMES

During this activity the participants:

- Will review what they learned throughout the day.
- Will reflect on their role as agents of change.
- Will think about concrete actions for change that they can implement.

REQUIRED TIME

20 minutes

REQUIRED MATERIALS

Picture they took during the break.

STEP BY STEP

Tell the participants that in this last closing activity of the workshop we are going to resume the activity of active recess in which they looked for an element or action that would lead them to be small changemakers with attitudes of daily life.

Ask each participant to comment on the photograph they took and what element or object they have come up with. Once several people have commented, urge them to upload the photo to their social networks by tagging AFS CRC with the hashtag #AFSEffect

Participants are shown the video of Asako (Japanese AFS participant who lived her experience in Puriscal).

Reflection:

What did you think of the video? What relationship does it have with the topics we have been talking about?

Finally, we are going to reflect on two questions before finishing the workshop. First, participants should reflect individually and write the key words for their thoughts on the post-it (define a color for each question and inform the students).

- 1) The first question is "WHAT HAVE WE LEARNED TODAY? Think about what you learned about what it means to be a changemaker and a global citizen, what have you learned about yourself, what did you learn about your neighborhood, and what did you learn about each other's neighborhoods? "

- 2) The second question is 'WHAT EFFECTS DO WE WANT TO GENERATE IN THE WORLD?' Think about the changes you want to see in your neighborhood, in your city and in the world, how you can contribute and how others contribute to it. "

After participants write their responses on the post-its, invite them to share them.

Invite participants to identify the people who wrote effects that they want to generate in the world, similar to their own. Mention that any type of action, even if it is small, has a large impact and is started locally. Encourage participants to exchange contact information to continue this conversation after the workshop.

Note: The idea here is for participants to start reflecting on these effects.

Thank everyone for their participation and close the activities. Mention that the certificates will be sent in the coming weeks via email.

If you have any questions or queries, or would like to continue developing or working on these topics, you can write to candelaria.martinez@afs.org