<table>
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<th>Orientation</th>
<th>Post-Arrival</th>
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| **Session Objectives** | Students will be able to:  
✓ Use YFU tools and strategies that foster successful adjustment to a new culture and family  
✓ Describe their experiences and reflect on their adjustment to their exchange experience.  
 있지만 | Have increased knowledge, understanding and sensitivity to Human Rights and human dignity.  
 Maar | Feel able to “think globally, act locally”. |
| **Session Overview** | The material in this session is from the EEE-YFU (European Educational Exchanges-YFU) Colored Glasses curriculum - a manual for Intercultural & Global Citizenship Education. This session is designed to support understanding of Human Rights through peer-to-peer discussion. Additionally, the session aims to promote understanding of one’s own impact on society and the ability to take actions at a local level towards positive global change.  
Note the following lesson icons throughout the session:  
✓ - this indicates a take away point that should not be missed during the lesson  
• - this indicates a question or idea that can be used to facilitate a conversation |
| **Participants** | ☑ Students  
☐ Natural Parents  
☐ Host Parents  
☐ Host Siblings |
| **Format** | ☑ Highly Active / Interactive  
☒ Some Activity / Interactivity  
☐ Discussion  
☐ Independent |
| **Duration** | 60 minutes |
| **Group Size** | 9-25 participants |
| **Minimum Staffing** | 1 - 3 facilitators |
| **Materials Needed** | Flipchart, markers, tape or glue, post it notes (optional)  
Handouts - “Diamond map” template, List of statements (Color Patches) |
| **Preparation** | Prepare the diamond and the color patches ahead of time, so they are ready to present to the students. Be sure to have examples of how to become a global citizen ready, to help the students when they have questions. |
| **Handouts for Participants** | Diamond Map |
Introduction: What is Global Citizenship? (3 MINUTES)

On the flipchart write the question: What is global citizenship?

Ask the students if anyone has heard of this term, and if they know what it means. If no one guesses or speaks, then break down the term and start by asking

- What is a “citizen”?
- Ask what does it mean to be “global”?
- Now ask again if they have even a vague idea of what global citizenship is.

Let them know that they will discover the meaning throughout this session as they engage in activities that will help them understand more of what global citizenship is. Later they will have the chance to define the term for the group.

Small Group Work: Understanding the Color Patches (10 MINUTES)

Break into groups (preferably 3 students per group and no more than 5). Distribute the handout with the 9 color patches (see below) to each student. Give them a few minutes to read.

Ask each group to read out loud the statements, one at a time, taking turns until all have been read.

As they are read out loud, the facilitator should indicate that the statement is on the flipchart as well.

Turn to the flipchart and explain the colored diamond that is matched with each of the 9 selected phrases.

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### Color Patches

| Blue: Understanding others and respecting differences is important. | Orange with stripes: I contribute to a more peaceful and tolerant environment. |
| Orange: I am responsible for my actions. | White: I am as important as everyone else. |
| Yellow: I see inequalities and try to do the right thing to be fair. | Green: Everyone else is equal to me but different from me. |
| Blue & White Cross: I want to learn more about the world. | Red: I have my own ideas, and am willing to consider different perspectives. |
| Circles: I think I can change things in the world. | |

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Activity 1: Understanding the Diamond Map – (10 MINUTES)

Goal: Prioritize - To decide which statements are most important to students.

Show the diamond model. Explain how it represents prioritization.

Diamond Map
Show the diamond model.
Explain how it represents prioritization. There is one top (first) priority, two phrases that are second priorities, etc.
1—1 first priority
2—2 second priorities
3—3 third priorities
2—2 fourth priorities
1—1 fifth priority

The students, as a group, are now asked to take their diamond and color the 9 fields of the diamond in the colors/patterns that are indicated in the list of statements (so if they want to put the fourth statement on the list as their first priority, they color the top field of the diamond in blue with a white cross (see the statement list below).

Allow enough time to allow room for group consensus and real discussion (5 minutes)

Discussion: In small groups, debate the order and placement of the statements on the diamond.

- Which one is most important to you, when you hear the term “Global Citizen”?
- Where do you place the ones that are less important to you?

When possible, facilitators may give a specific example to help them understand.

Making It Real! (10 MINUTES)

Goal: Students translate the statements into real life examples and reflect on the reasons to prioritize certain statements.

As the students start to decide and color their diamonds, facilitators can quietly approach each group and add the following tasks:

1. For the top three priorities on your diamond map, write or draw an example of the statement
2. Be ready to share with the other groups WHY you selected the top three as priorities.

As they complete the diamond map, have them post the diamond map on the flip chart with all other group diamond maps.

Debrief (10 MINUTES)

Goal: The students reflect on the group process and compare their priorities with the other groups.

Ask the group about the prioritization activity and the process as a group using the conversation starters below:
For the discussion, the focus should be on the top three priorities (so only the first two lines). Draw a line on the diamond (see example below) to make this clearer.

- How did the cooperation with the others go? Was it challenging to prioritize? Did you all share the same opinions? How did you make a final decision?
- Can you see any commonalities between the priorities?
- What did you write or draw to explain the statement?
- Why did you prioritize the way you did?

✓ Identify if there are priority statements in common across the small groups.

**Wrap Up (15 MINUTES)**

**Goals:**

✓ The students have a greater understanding of what it means to be a global citizen and connect it with their personal lives.

✓ The students are encouraged to take action based on what they have learned

As the activity concludes, discuss the points below.

- Do you feel like you understand global citizenship a little more?
- Can you now define what this means?
- With this basic understanding, we would like to challenge you to take action now to become an active global citizen.
- Is there anything you would be willing to commit to, to take action (consider activities you can do independently, with a friend, your family, class...)?

✓ Commitment for the next months: Ask if any students are willing to share some examples of their commitment. (Either let the students write down their commitment in silence and share it only with their neighbors or let them write it on an apost-it with their names and put it on a flipchart for everybody to see.)
Example of completed flipchart with Diamond Maps