

GLOBAL COMPETENCE ASSESSMENT TOOLKIT



Tools for developing and assessing global competence in the classroom

REFUGI 4.7

Educació a favor dels drets de les persones refugiades

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Tools for developing and assessing global competence in the classroom



This Toolkit is the result of a collaborative effort between academic research and educational practice, grounded in a shared vision of global education that is critical, transformative, and socially engaged. It has been developed with the significant contribution of Anna Marsol and Alexandra Vraciu, lecturers in the Department of Education Sciences at the University of Lleida. It also reflects the support of the University of Lleida's Cooperation and Solidarity Unit and the Catalan Committee for UNHCR.

The Toolkit is dedicated to everyone who has contributed to making it possible, and especially to teachers, who play a key role in its implementation. Their commitment and day-to-day practice will bring it to life as a dynamic learning tool, helping to foster critical, responsible and globally aware citizens.

This document forms part of the project "Refugi 4.7: Teachers for the right to asylum from a gender perspective (Phase II)", led by the Catalan Committee for UNHCR (ComCat), in partnership with the University of Lleida (UdL), and funded by the Catalan Agency for Development Cooperation (ACCD) in 2023.

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With the collaboration of:



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France, 2022. UNHCR staff organized a questionnaire on forced displacement at Jean Perrin Secondary School in Nanterre.

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Introduction

Global education perspective

In today's world, marked by growing interdependence between societies, cultures and ecosystems, education plays a vital role in helping us understand and respond to the global challenges we face today. Challenges such as the climate crisis, forced displacement and widening inequalities, as well as the rise of hate speech and an overload of digital information, call for an educational response that goes beyond the transmission of knowledge. Students need to develop the ability to think critically, act with empathy and take an active role in building a more just, sustainable and liveable world for all.



It is against this backdrop that global competence (GC) has taken shape as a key concept. For over a decade, it has played a central role in international discussions on what quality education in the twenty-first century should look like. In response, international organizations, institutions and the academic community have called for a shift in education systems. The focus is clear: global competence should sit at the core of teaching and learning. This shared direction is reflected in the United Nations Sustainable Development Goals (SDGs) (2015), particularly Goal 4 and target 4.7, which highlight the role of education in promoting sustainable development, human rights, gender equality, peace, global citizenship and cultural diversity. It is also reflected in the OECD's PISA (Programme for International Student Assessment) report (2018), which set out a framework for global competence built around cognitive, socio-emotional and ethical dimensions. More recently, the same vision is reinforced in the European Declaration on Global Education to 2050.

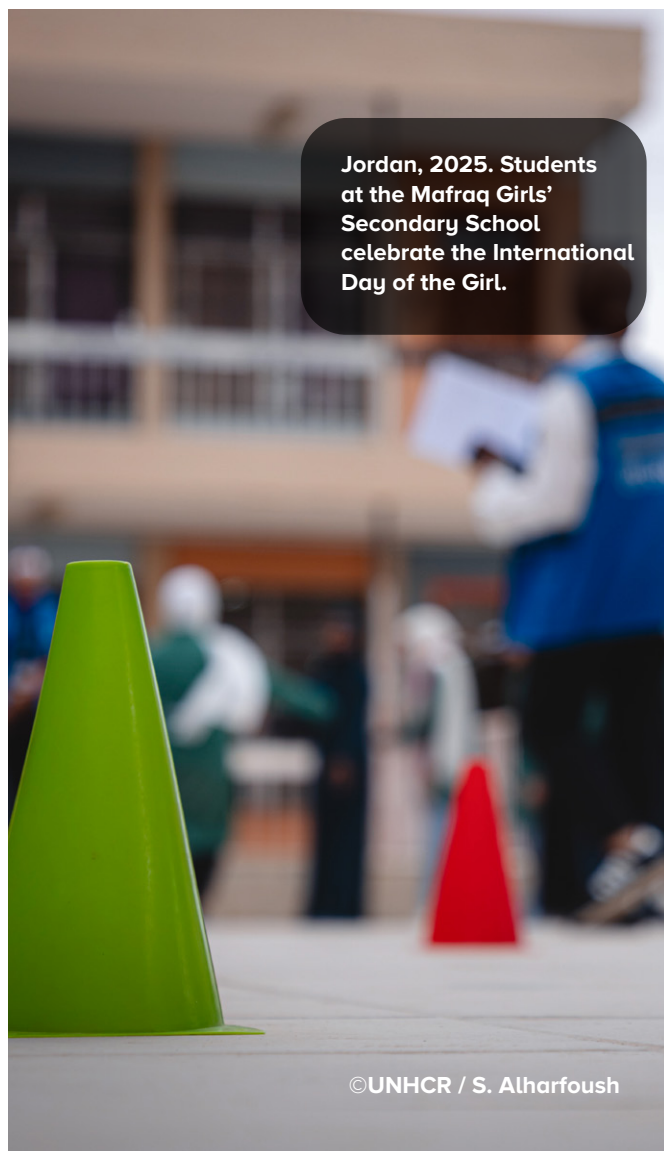
Together, these initiatives mark a turning point. They establish a shared international framework that supports the integration of global competence into education systems. **This shift moves education towards preparing students who are informed, critical and engaged, who understand the right to asylum, who can question xenophobic narratives, and who are willing to contribute to socially and environmentally responsible forms of development.**



The situation in Catalonia

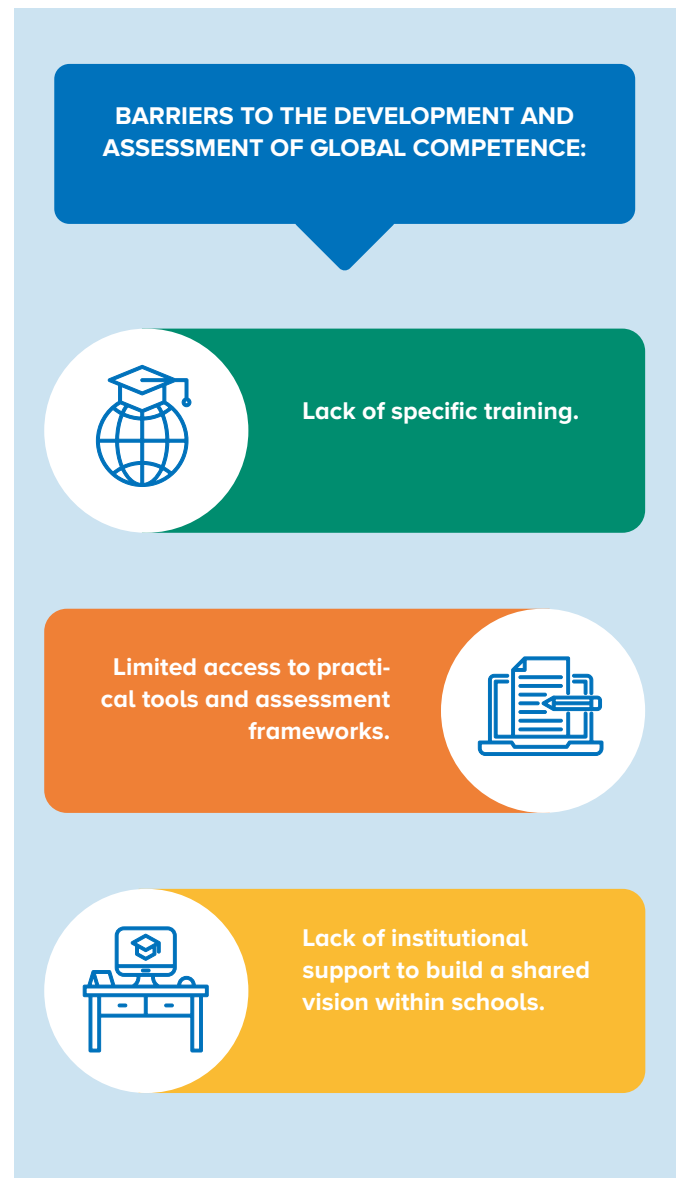
Catalonia has taken on these commitments through Decree 175/2022 on the organization of basic education. According to the National Plan for the Implementation of the 2030 Agenda, the Department of Education promotes a competency-based and holistic model that is closely aligned with Sustainable Development Goal 4 and, in particular, target 4.7. The curriculum also places critical, democratic and global citizenship at the centre of the key competences expected at the end of compulsory secondary education. These competences have been adapted from the 2018 Recommendation of the Council of the European Union and tailored to the local context.

However, despite these advances at a regulatory and institutional level, the way global competence is developed and assessed in schools remains uneven. Data from the “Refugi 4.7” global competence education project, led by the Catalan Committee for UNHCR, highlights this clearly.



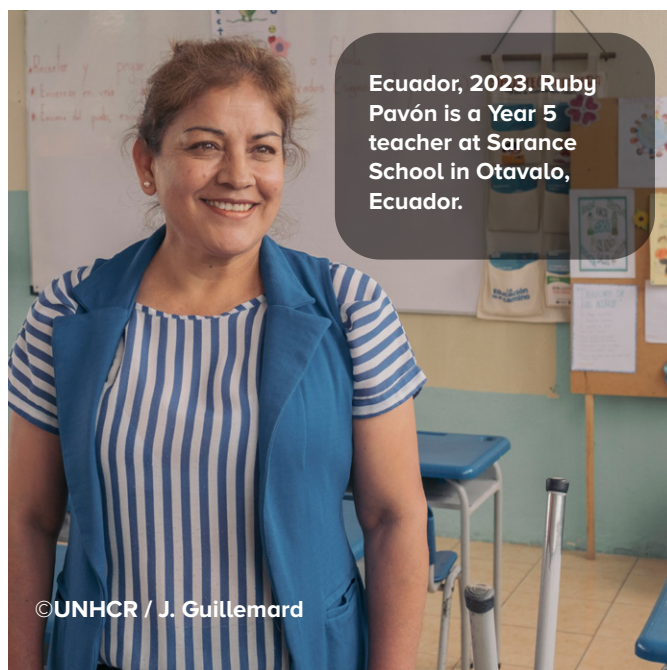
Based on a survey of 51 secondary education teachers in Catalonia, only 44 per cent report integrating global competence in a structured way into their planning. A further 52 per cent address it occasionally, often without clear guidance or a strong link to the curriculum.

Qualitative responses from the survey point to three main barriers in Catalan secondary classrooms:



The results show uneven levels of global competence among secondary school students.

Taken together, these findings point to a clear need. Schools require practical approaches and tools that support both teaching and learning, while making it possible to monitor and assess progress in a consistent way.



The Toolkit in response to these challenges

In response to this dual theoretical and practical need, the Global Competence Assessment Toolkit was developed within the framework of the **“Refugi 4.7: Teachers for the right to asylum from a gender perspective”** project, led by the Catalan Committee for UNHCR, with the support of the Catalan Agency for Development Cooperation, Barcelona City Council, and in collaboration with the University of Lleida.

The aim is to strengthen both the capacity and motivation of secondary school teachers to work on the different dimensions of global competence. At the same time, it supports the monitoring of progress towards target 4.7, helping turn this commitment into something concrete, measurable and achievable. The Toolkit provides a practical, contextualised solution aligned with the Catalan secondary education curriculum (Decree 175/2022), through its link to citizenship competence (CC). Rather than treating global competence as a separate or parallel element, the Toolkit develops it through citizenship competence, which acts as a unifying framework and a natural bridge between global perspectives and local educational realities. In this approach, citizenship competence is not addressed separately from global competence. Instead, it brings global competence into practice, giving teachers a shared and coherent framework for assessment.

Furthermore, effectively embedding the development and assessment of global competence into everyday teaching requires that schools have an **adaptable guide that promotes a culture of formative assessment, focused on processes and the gradual development of students’ global competence.**

What is the objective of the Toolkit?

The Toolkit has four key objectives:

1

To develop a model for assessing global competence in secondary school students, aligned with the curriculum.

2

To identify students’ level of global competence through clear criteria and indicators.

3

To provide tools that promote self-assessment and support students in managing their own learning.

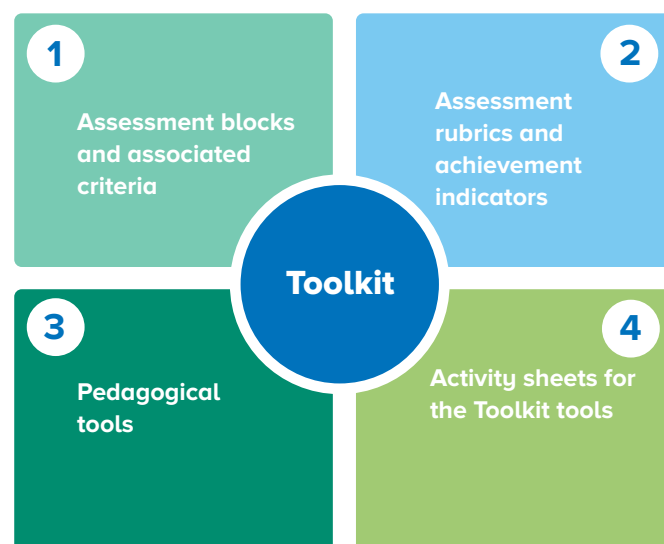
4

To ensure that these tools can be applied across different subjects.



What does the Toolkit include?

The Global Competence Assessment Toolkit is designed as a flexible, transferable tool that enables teachers to develop and assess global competence through a model structured around four key components:



Kenya, 2026. Moses Eriam is an English teacher at Big Heart Foundation School in the Kalobeyei settlement, where he has been teaching since 2019.

Principles of the Toolkit assessment model

Dimensions of global competence

The report *Teaching for Global Competence in a Rapidly Changing World* (Organisation for Economic Co-operation and Development [OECD] and Asia Society, 2018) identifies four core dimensions that students should develop in order to build global competence.

The first dimension, “**examine global, local and intercultural issues**” (OECD & Asia Society, 2018, p. 14), involves developing knowledge on key issues such as climate change, forced displacement, inequalities and human rights.

The second dimension, “**understand and appreciate the perspectives and world views of others**” (OECD & Asia Society, 2018, p. 14), promotes empathy, curiosity and a willingness to understand others regardless of their culture, experience or socio-economic background.

The third dimension, “**engage in open, appropriate, and effective interactions with people from different cultures**” (OECD & Asia Society, 2018, p. 15), includes developing both verbal and non-verbal communication skills in order to build respectful relationships and support collaboration in diverse contexts.

The fourth and final dimension, “**act for collective well-being and sustainable development**” (OECD & Asia Society, 2018, p. 15), aims to foster active participation in initiatives that promote the common good, through responsible and socially engaged attitudes.

These dimensions have been adopted within the Toolkit as a reference framework for developing assessment blocks. Each block includes specific criteria for evaluating the knowledge, skills and attitudes associated with the four dimensions of global competence.

DIMENSION 1

Examine global, local and intercultural issues

DIMENSION 2

Understand and appreciate the perspectives and world views of others

DIMENSION 3

Engage in open, appropriate, and effective interactions with people from different cultures

DIMENSION 4

Act for collective well-being and sustainable development

Assessment: a formative and learning-oriented approach

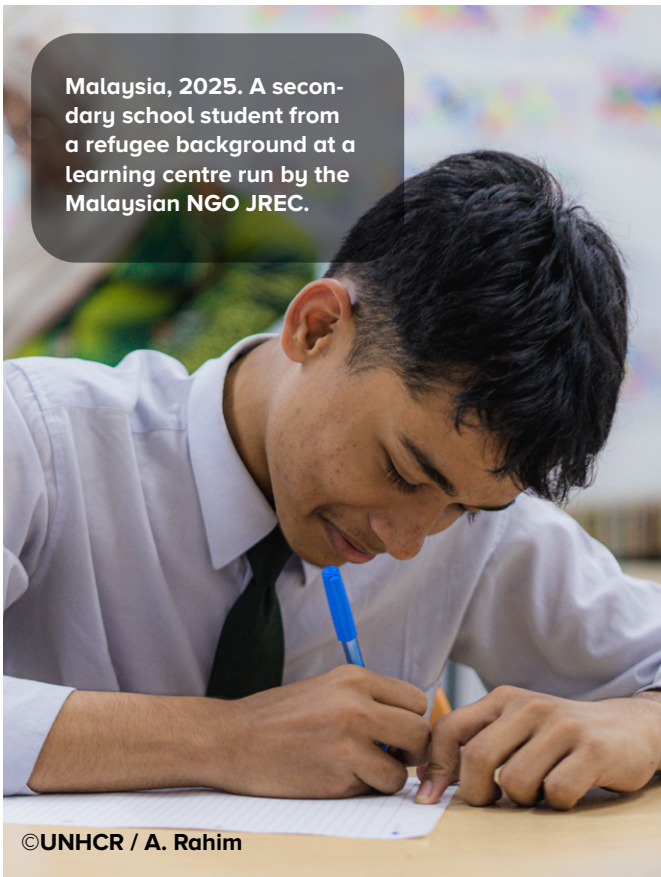
The Toolkit's assessment model was designed with a clear formative and learning-oriented focus (Sanmartí, 2010). This means that assessment is not understood solely as a mechanism for measuring outcomes, but as an ongoing process that supports students throughout their learning.

The Toolkit brings together a set of tools that help teachers identify both progress and challenges, helping students to continue developing their global competence. This involves identifying learning that has been achieved and evaluating the outcomes of the educational process in order to guide students in their development. At the same time, it provides teachers with relevant information to adjust their teaching. In this sense, the model promotes continuous assessment that supports feedback and encourages critical, dialogic, reflective and action-oriented thinking, contributing to the overall development of global competence.



Although the model is primarily formative, it has also been designed so that teachers can use it for summative purposes whenever appropriate.

Malaysia, 2025. A secondary school student from a refugee background at a learning centre run by the Malaysian NGO JREC.



©UNHCR / A. Rahim

Transferability: subjects and topics

The approach to global competence is multidimensional and enriches learning across all subjects. On this basis, one of the key considerations in the design of the Toolkit has been to ensure its transferability and applicability across all compulsory subjects in the secondary education curriculum. This was made possible by the competency-based approach of the new curriculum and its alignment with the 2018 Recommendation of the Council of the European Union.

According to the framework established by UNESCO (2014), global competence can be effectively addressed when its dimensions align with those already developed within each subject. This makes it possible to design activities and gather evidence that support both the assessment of global competence and the development of subject-specific competences, without overloading teaching programmes. In practice, this means that a single teaching plan can be used to address global challenges such as climate justice, the right to asylum and human mobility, global health, peace and conflict prevention, human rights, disinformation and media literacy, the ethics of artificial intelligence (AI) and data, responsible consumption or community cohesion, while also developing the knowledge and competences associated with each subject. This approach reflects the reality of today's world, where global challenges cannot be understood or addressed from a single disciplinary perspective. Instead, they require multiple, interconnected and interdependent perspectives (Boix Mansilla and Jackson, 2011; Reimers, 2009).

As a result, the Toolkit has been designed as a resource that is not limited to subjects that explicitly address global issues, such as Social Sciences (Geography and History) or Civic and Ethical Education. The tool can be applied across all subjects in the secondary curriculum. This responds both to the nature of global competence, which involves behaviours, attitudes and skills in diverse contexts, and to the competency-based approach set out in Decree 175/2022, which views learning as transferable and interconnected.

“Regardless of the subject in which it is embedded, or the instructional approach through which it is developed, global competence requires a culture that promotes student engagement and interaction, in which students believe they can express differing perspectives and discuss complex topics constructively with fellow students and their teacher” (OECD & Asia Society, 2018, p.6).



The transversal nature of the Toolkit ensures that global competence is not confined to a single subject, but becomes a shared objective across all teaching staff.

Another key feature of the model is its thematic flexibility. This adaptability makes it possible to address global competence from different perspectives, engaging with issues of both local and global relevance.

To ensure coherence with key global education themes, the Toolkit aligns with the strategic framework of the *Master Plan for Development Cooperation 2023–2026* of the Department for European Union and External Action of Catalonia. This framework establishes feminist and transformative policy priorities aimed at contributing to a more just, equitable, sustainable and democratic world (2023, p. 5). These priorities

include the protection and promotion of human rights, gender justice and the rights of women and girls, the right to a clean, healthy and sustainable environment, climate justice, the prevention of violent conflict and the promotion of peace, global health and the right to asylum and human mobility, among others (Department for European Union and External Action, 2023, pp. 16–19).

Through the tools it proposes, the Toolkit makes it possible to address and assess these priorities in practice, linking them to the knowledge, competences and objectives of different subjects, while fostering critical thinking, recognising the interdependence of global issues, encouraging empathy towards diversity, and promoting responses oriented towards the common good. To that end, the transversal and transferable nature of the Toolkit ensures that global competence is not perceived as an additional or external element within the curriculum, but as an organizing principle of the educational experience as a whole. It supports a model of secondary education that not only transmits disciplinary knowledge, but also fosters global citizens capable of analysing, understanding, engaging in dialogue and acting in a complex, interdependent world.



©UNHCR / M. Redondo

El Salvador, 2024. Joana (23) is a communication student and coordinator at her local community centre.

03

©UNHCR / N. Stoykov

Bulgaria, 2025.
Mariya, a 12-year-old
Ukrainian refugee,
now plays on a local
basketball team in
Varna.

Toolkit components



TOOLKIT

**Assessment
blocks and
associated
criteria**

3.1



GO TO SECTION



TOOLKIT

**Assessment
rubrics and
achievement
indicators**

3.2



GO TO SECTION



TOOLKIT

**Pedagogical
tools**

3.3



GO TO SECTION



TOOLKIT

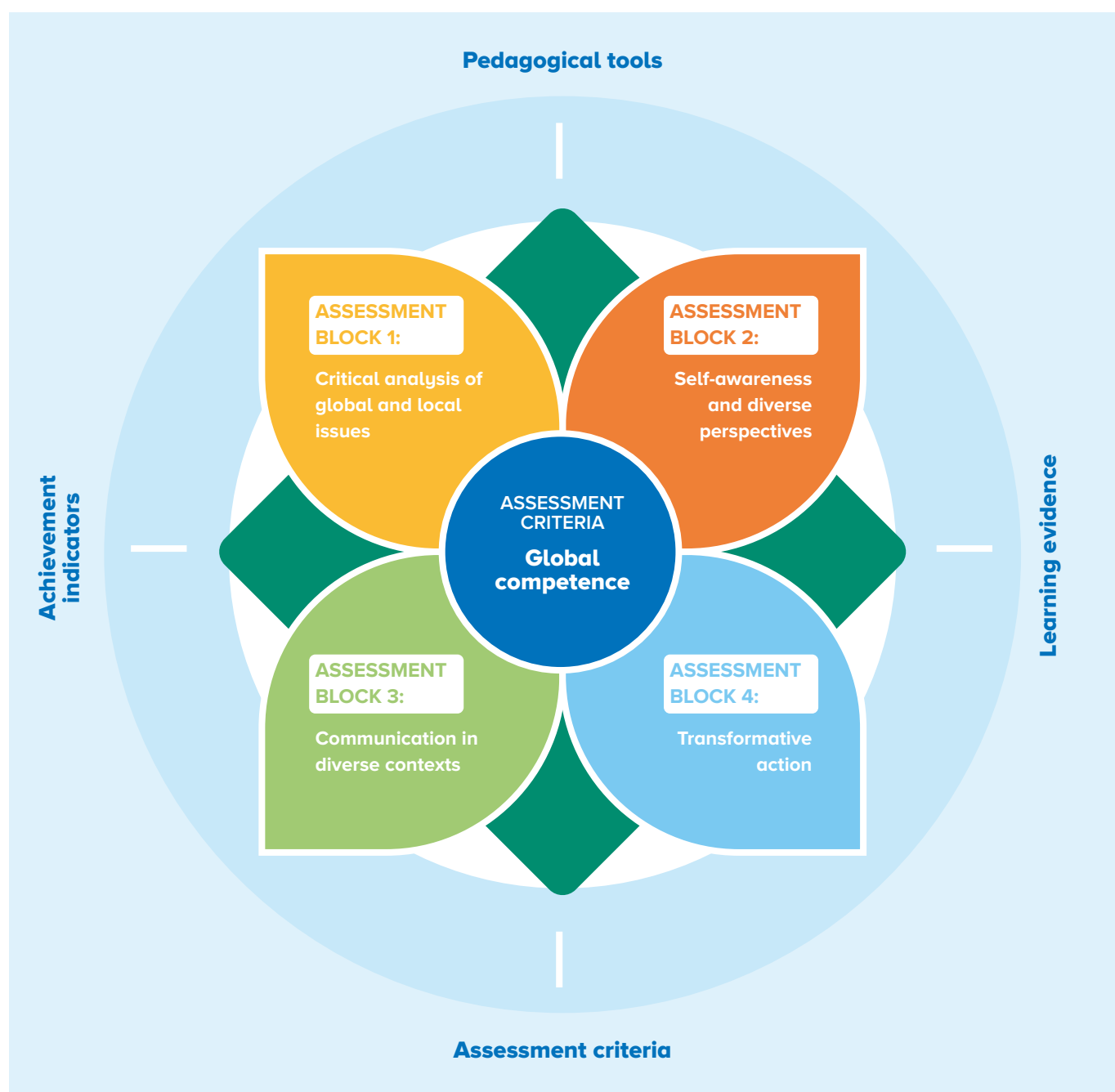
**Activity sheets
for the Toolkit
tools**

3.4



GO TO SECTION





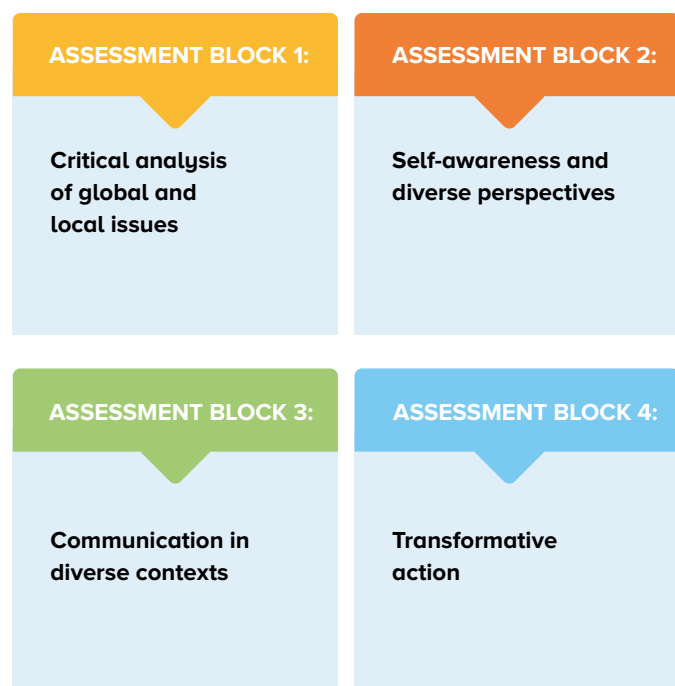
The Toolkit assessment model is organized around four assessment blocks corresponding to the dimensions of global competence. Together, they form the basis of the assessment model. Each block includes a set of specific assessment criteria that define observable actions for evaluating the development of the competence in real and relevant contexts.



A process cannot be assessed unless the specific actions involved are clearly defined.

The Toolkit assessment blocks

Each assessment block in the Toolkit corresponds to one of the dimensions of global competence defined by the OECD. These areas are not isolated categories, but interconnected dimensions that reflect the four core functions of global competence:



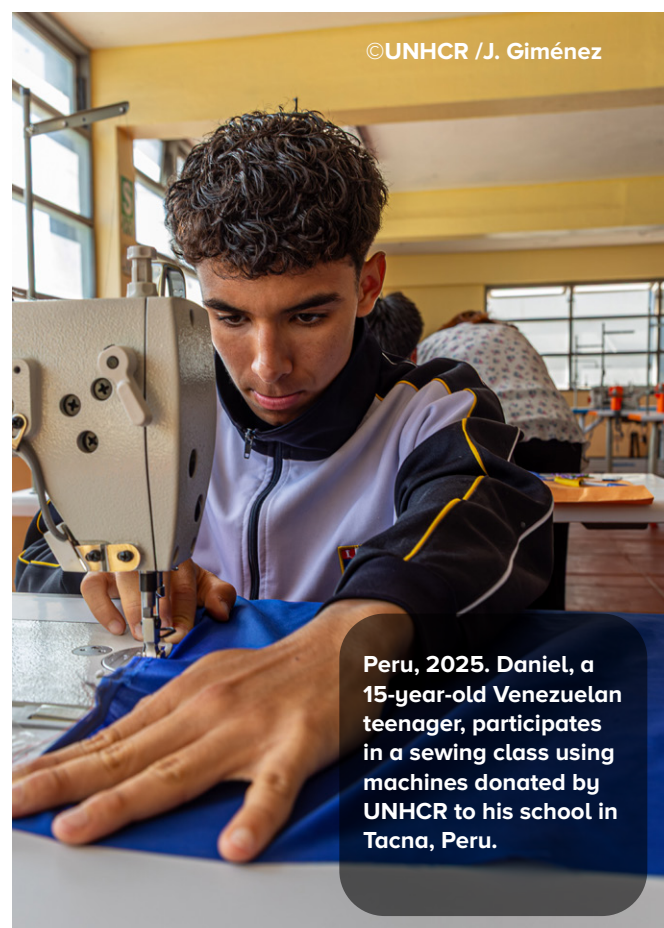
How the Toolkit assessment criteria were developed

The criteria for each assessment block were developed through a comparative analysis of curricula and reference frameworks, both international and local, with the aim of identifying shared patterns of good practice and applying them within the Toolkit.

The selection of sources was based primarily on curricula from regions with leading results in global competence in the PISA assessment (2018), including Ontario, Quebec and Alberta in Canada, as well as Singapore, Hong Kong, Scotland and Taiwan. It also draws on synthesis and progression frameworks that provide conceptual guidance and competence development pathways, including *Teaching for Global Competence in a Rapidly Changing World* (Asia Society and OECD), *the Codebook for Global Student Learning Outcomes* (Asia Society), *A Cross-Curricular Framework for Global Development Education in the Context of Education for Sustainable Development* (KMK and BMZ, 2016) from Germany, and, finally, the Catalan curriculum established in Decree 175/2022 as the local reference framework.

The definition of the criteria followed a multi-phase analytical process. First, elements related to the development and assessment of the four dimensions of global competence were thematically coded across the selected frameworks in order to identify points of convergence and recurring conceptual patterns. Second, these thematic concepts, organized according to the dimensions they address, were linked to the skills, attitudes and knowledge developed within citizenship competence, in order to ensure curricular coherence in the assessment of global competence. Finally, these convergences were translated into competence-based criteria, formulated using action verbs and focused on observable behaviours, in line with the drafting style of the Catalan curriculum. This process made it possible to translate broad concepts into concrete, transferable and assessable indicators within the context of secondary education. As a test of applicability, the criteria developed to assess the dimensions of global competence were then cross-checked against the specific competences and criteria of citizenship competence in the Catalan curriculum (Decree 175/2022), ensuring both consistency in terminology and alignment with the curriculum.

The result of this convergence is an assessment model rooted in the competency-based secondary education curriculum in Catalonia and, at the same time, part of the international movement to educate global citizens who are critical, empathetic and committed to ecosocial transformation.



Peru, 2025. Daniel, a 15-year-old Venezuelan teenager, participates in a sewing class using machines donated by UNHCR to his school in Tacna, Peru.

The Toolkit assessment blocks for global competence

BLOCK 1

Critical analysis of local and global issues

Block 1 addresses the critical analysis of global and local issues and relates to the cognitive dimension of global competence. It focuses on students' ability to observe the world through a critical, informed and contextualised lens. The criteria in this block assess how students formulate relevant questions, analyse sources and data, identify cause-and-effect relationships and recognise the ethical and social implications of global issues. It also moves beyond knowledge acquisition, promoting a systemic understanding and a sense of responsibility when engaging with information about the complexity of today's world.

ASSESSMENT CRITERIA ALIGNED WITH GLOBAL COMPETENCE

B1.1. Gather, select and synthesise relevant information on global and local issues in a critical, ethical and structured way.

B1.2. Use visual resources or diagrams to support understanding of complex global and local issues.

B1.3. Analyse the reliability and intent of different sources of information in order to identify potential ideological bias, omissions or underlying interests.

B1.4. Relate local situations, actors and issues to global processes in order to identify causes, consequences and interdependencies.

B1.5. Formulate relevant and critical questions or hypotheses to guide the analysis of local and global issues.

B1.6. Develop well-founded arguments on global, local and cultural issues through a systemic and contextual analysis, adopting independent yet critical positions, particularly in response to dominant or oversimplified narratives.

BLOCK 2

Self-awareness and diverse perspectives

Block 2 centres on self-awareness and diverse perspectives and relates to the intercultural and ethical dimension of global competence. It examines whether students are able to recognise, understand and appreciate perspectives other than their own, and identify the cultural, social and ideological frameworks that shape how reality is interpreted. In doing so, it fosters empathy, challenges stereotypes and simplifications and encourages critical reflection on one's own values in order to promote respect and awareness of diversity.

ASSESSMENT CRITERIA ALIGNED WITH GLOBAL COMPETENCE

B2.1. Recognise and interpret different perspectives, taking into account cultural, social and historical contexts.

B2.2. Demonstrate understanding through active listening, with empathy and respect and show interest in the meanings individuals attach to their experiences and ways of seeing the world.

B2.3. Value and incorporate diverse perspectives, avoiding ethnocentric judgments, stereotypes or simplifications.

B2.4. Identify personal beliefs, values or experiences that shape one's perspective.

B2.5. Recognise emotions, internal tensions or contradictions in one's own perspective arising from engagement with different viewpoints or experiences.

B2.6. Reconsider one's position after engaging with other perspectives, demonstrating openness to change and critical reflection.

The Toolkit assessment blocks for global competence

BLOCK 3

Communication in diverse contexts

Block 3 looks at communication in diverse contexts and relates to the communicative dimension of global competence. It focuses on students' ability to communicate effectively, appropriately and inclusively across different sociocultural contexts. This block emphasises the use of language as a tool for building understanding and cooperation. It also evaluates aspects such as adapting verbal and non-verbal communication, recognising cultural norms, using inclusive language and participating respectfully in intercultural dialogue.

ASSESSMENT CRITERIA ALIGNED WITH GLOBAL COMPETENCE

B3.1. Identify features of verbal and non-verbal communication in order to adapt language and register to the purpose and communicative context, taking into account relevant cultural norms.

B3.2. Identify and use inclusive language clearly and respectfully, avoiding discriminatory or stigmatising expressions.

B3.3. Use multilingual and/or visual strategies and resources to support understanding of key concepts in diverse contexts.

B3.4. Participate in respectful and cooperative dialogue, showing openness and interest in the contributions of people with different experiences, ideas or cultural backgrounds.

B3.5. Identify and interpret potential intercultural misunderstandings, recognising that they may arise from differing cultural norms or frames of reference.

B3.6. Manage disagreements in a democratic and constructive way, promoting environments grounded in respect and equity.

BLOCK 4

Transformative action

Block 4 focuses on transformative action and commitment to global justice, addressing the active dimension of global competence. Its criteria assess students' ability to move from reflection to action, formulating contextualised and viable proposals to transform unjust or unsustainable realities. This includes making informed decisions, analysing the impact of actions, taking on responsibility, and ensuring coherence between thought, discourse and practice.

ASSESSMENT CRITERIA ALIGNED WITH GLOBAL COMPETENCE

B4.1. Take responsibility in social or environmental initiatives, coordinating with others, allocating roles and contributing actively to the smooth functioning of the group and the achievement of shared objectives.

B4.2. Make well-reasoned decisions that are consistent with the values of social justice, equity and sustainability, identifying potential short- and long-term impacts on different groups and contexts.

B4.3. Develop and plan contextualised, creative action proposals that respond to community needs and contribute to global justice.

B4.4. Critically evaluate the effectiveness and sustainability of actions undertaken, identifying strengths, limitations and opportunities for improvement, and maintaining a reflective and ongoing commitment.

B4.5. Maintain coherence between thought, discourse and action, demonstrating an ethical and reflective stance, particularly in situations of injustice or violations of rights.

3.2

Assessment rubrics and achievement indicators

The general rubrics for the Toolkit assessment blocks form the backbone of the assessment model, as they provide a shared framework for interpreting and evaluating evidence of student learning in line with the set of criteria defined for each assessment block. They are designed to describe observable actions that help situate evidence of student learning across the different achievement levels of global competence.



Achievement indicators

The rubrics are organized into five levels of achievement to determine how far students meet the criteria, showing their progression from an initial stage to a more advanced, transformative level of competence. The levels are as follows:

At-risk: indicates situations in which students demonstrate significant difficulties or gaps in understanding and require immediate support or reorientation.

Initial: reflects an early stage of development, in which students begin to demonstrate basic skills or knowledge, still in a partial or supported way.

Developing: indicates sustained progress, with clear evidence of emerging skills, attitudes and knowledge. While not yet fully established, students demonstrate autonomy and the ability to apply learning in diverse contexts.

Proficient: students demonstrate consistent and coherent mastery of skills, attitudes and knowledge, with the ability to transfer and apply them with confidence.

Transformative: represents the highest level of achievement, where students not only apply the competence effectively, but also generate positive change, propose new perspectives and act critically and responsibly to influence reality.

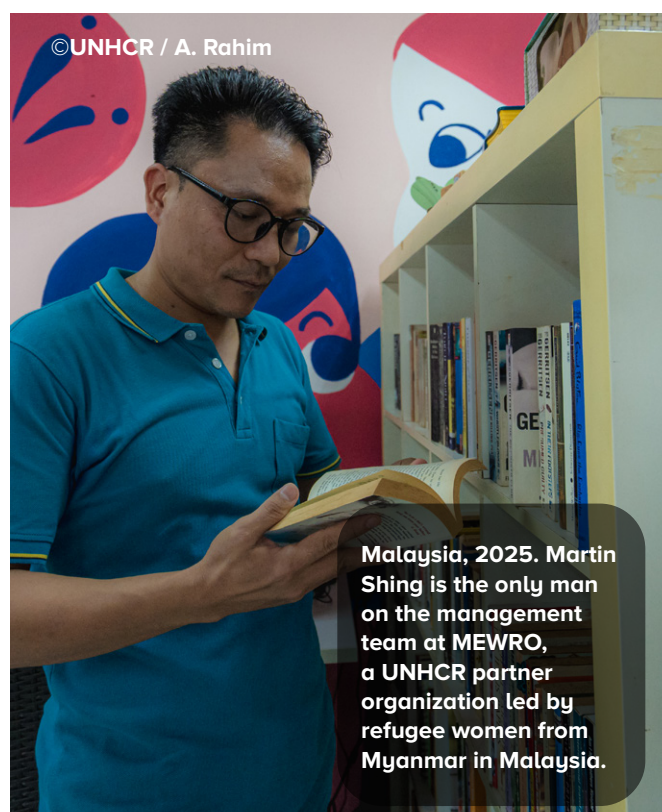


These levels not only guide assessment, but also help students situate themselves within their own learning process and identify both strengths and areas for improvement.

Each achievement indicator clearly defines what students are expected to do and how they should do it. Taken together, these indicators provide a shared language for teachers when assessing global competence, regardless of subject, topic or context.

To ensure transferability across subjects, the indicators are intentionally formulated in broad terms, allowing teachers to expand or adapt them according to the knowledge, subject-specific competences and learning objectives being addressed.

This approach strikes a balance between flexibility and coherence. On the one hand, it respects teachers' professional autonomy and the diversity of educational contexts; on the other, it ensures methodological consistency in assessment and supports a shared understanding of global competence as an educational goal.



ASSESSMENT RUBRICS – BLOCK 1

Critical analysis of global and local issues

ASSESSMENT CRITERIA	AT-RISK	INITIAL	DEVELOPING	PROFICIENT	TRANSFORMATIVE
B1.1. Gather, select and synthesise relevant information on global and local issues in a critical, ethical and structured way.	Selects fragments and data indiscriminately, without recognising key concepts. Reproduces source material verbatim, with no reformulation. Fails to relate the information to its context.	Selects some key arguments, but includes irrelevant information. Limited paraphrasing; relies heavily on direct quotes. Ideas lack cohesion. Sources are not cited.	Identifies and selects most key concepts and central arguments. Paraphrases using own words. Organizes the synthesis into clear thematic sections. Shows limited application of ethical criteria in the use and citation of sources.	Selects and synthesises key concepts, relevant data and central arguments. Reformulates information clearly in own words. Contextualises content with a critical and ethical perspective. Applies ethical criteria in the use and citation of sources.	Integrates key concepts, relevant data and central arguments with precision, in a coherent and cohesive way. Produces original reformulations and organizes ideas around a clear and well-developed line of reasoning. Critically connects content to its ethical dimension and broader context. Applies ethical criteria in the use and citation of sources.
B1.2. Use visual resources or diagrams to support the understanding of complex global and local issues.	Does not use any visual support or organization to structure or illustrate the topic being addressed. Information is unclear and lacks organization.	Includes information on the topic in visual formats or diagrams without clear criteria or hierarchy. Presents isolated elements that do not support or clarify key ideas.	Creates a representation that includes relevant information and reflects basic relationships. Organization is present but lacks a clear hierarchy, making full understanding difficult.	Creates a structured representation that includes the most relevant information and reflects more complex relationships. Information is organized with a clear hierarchy that supports understanding.	Structures key information in an innovative and coherent way. Uses clearly defined hierarchies, labels and connectors that guide the viewer smoothly through complex information.
B1.3. Analyse the reliability and intent of different sources of information in order to identify potential ideological bias, omissions or underlying interests.	Accepts information without questioning its reliability, origin or intent. Does not recognise potential bias, omissions or underlying interests.	Identifies the origin of sources, but evaluates their reliability superficially. Shows limited awareness of factors such as intent, purpose or ideological bias.	Evaluates the reliability of sources by considering origin, authority, purpose and intent. Begins to identify obvious bias or omissions using basic critical analysis.	Evaluates the reliability of different sources critically and in detail, identifying intent, underlying interests and ideological or cultural bias, as well as omissions. Compares sources to develop a more balanced and plural understanding.	Evaluates sources rigorously, highlighting silenced voices, dominant ideological frameworks and power structures that shape narratives. Develops arguments based on ethical and contextual criteria, proposing more just and equitable alternative perspectives.
B1.4. Relate local situations, actors and issues to global processes in order to identify causes, consequences and interdependencies.	Describes local or global situations in isolation, without establishing connections. Presents a fragmented view in which actors, events or issues are treated as separate elements, without considering causes, consequences or interdependencies.	Recognises basic links between local and global situations, but in a superficial or general way. Does not explore underlying causes or consequences, and fails to identify clear interdependencies.	Relates local situations, actors and issues to global processes, clearly identifying causes and consequences. Begins to identify economic, social, environmental or political interdependencies, showing a more structured understanding.	Analyses the relationships between local actors and global issues in depth, explaining multiple causes, consequences and interdependencies (economic, social, cultural and environmental). Integrates different factors and perspectives, demonstrating a systemic approach.	Provides a critical and systemic analysis of the relationships between local and global issues, highlighting inequalities, impacts and shared responsibilities. Makes visible the power structures and flows of resources and ideas that shape these interdependencies, from an ethical and ecosocial perspective.
B1.5. Formulate relevant and critical questions or hypotheses to guide the analysis of local and global issues.	Formulates superficial questions or hypotheses that are poorly connected to the issue, with no critical focus or contextual awareness.	Formulates general questions or hypotheses without a critical focus or clear connection to the issue being analysed.	Formulates questions or hypotheses that address specific aspects of the issue, but without exploring their broader implications.	Formulates relevant and critical questions or hypotheses that guide analysis from a systemic and contextualised perspective, supporting a deeper understanding of the issue.	Formulates powerful and challenging questions or hypotheses that challenge dominant frameworks, reveal underlying power structures and open up new lines of analysis, fostering critical thinking and ethical reflection.
B1.6. Develop well-founded arguments on ecosocial issues through a systemic and contextual analysis, adopting independent yet critical positions, particularly in response to dominant or oversimplified narratives.	Expresses general opinions without clear evidence or connections between causes and consequences. Reproduces dominant or oversimplified narratives without questioning them.	Expresses opinions or arguments without clearly linking causes, consequences and contexts. Does not take a position in relation to dominant or oversimplified narratives. Struggles to question and critically analyse discourse, including its ethical, cultural, social, economic and environmental dimensions.	Builds arguments that identify some causes and consequences, but only partially or without explaining how they interact within the broader system. Begins to recognise ethical, cultural, social, economic and environmental dimensions in dominant or oversimplified narratives and to incorporate them into arguments.	Develops clear and well-structured arguments that explain causes and consequences and support contextual understanding. Integrates ethical reflection and recognises interdependence between factors and actors. Critically questions dominant or oversimplified narratives.	Develops critical and well-structured arguments grounded in a systemic local–global perspective. Analyses interconnections between factors and actors, highlighting the ethical implications of different positions. Challenges dominant or oversimplified narratives by proposing well-supported alternative perspectives, while recognising possible contradictions in one's own reasoning.

ASSESSMENT RUBRICS – BLOCK 2

Self-awareness and diverse perspectives

ASSESSMENT CRITERIA	AT-RISK	INITIAL	DEVELOPING	PROFICIENT	TRANSFORMATIVE
B2.1. Recognise and interpret different perspectives, taking into account cultural, social and historical contexts.	Reproduces a single perspective without recognising others. Presents different perspectives without contextualisation, maintaining an ethnocentric or oversimplified view of the situation or conflict.	Presents a single perspective or mentions multiple perspectives without situating them within their cultural, social or historical context.	Maintains an ethnocentric or oversimplified view of the situation or conflict. Recognises the existence of different perspectives. Includes some elements that begin to situate these perspectives within their cultural, social and historical frameworks.	Interprets and values multiple perspectives, clearly situating them within their cultural, social and historical contexts. Shows an appreciation for differences and recognises how these frameworks shape the perceptions of different actors.	Demonstrates a deep and critical understanding and appreciation of diverse perspectives, situating them within their cultural, social and historical contexts. Critically examines power dynamics that determine which voices are heard and which are excluded. Actively seeks to include marginalised or silenced voices, enriching collective understanding.
B2.2. Demonstrate understanding through active listening, with empathy and respect, showing interest in the meanings individuals attach to their experiences and ways of seeing the world.	Listens passively, showing little interest in what others express. Fails to recognise underlying emotions or meanings. Interrupts, avoids eye contact or responds in ways that are disconnected from the message.	Listens to others' contributions but responds only with general comments or minimal engagement. Shows limited understanding of underlying emotions or context.	Listens attentively and respectfully, demonstrating a contextual understanding of the situation. Begins to recognise emotions and underlying meanings, and starts to build a communicative connection based on empathy and willingness to understand others.	Listens actively with empathy and respect, recognising and validating the meanings and emotions expressed by others. Uses open or reflective questions to deepen understanding and support constructive and meaningful dialogue, while remaining sensitive to others' perspectives.	Listens actively with empathy, demonstrating sensitivity to the emotional, cultural and social frameworks that shape others' experiences. Responds in ways that not only validate but also contribute to the co-construction of safe, inclusive spaces that integrate diverse voices and experiences.
B2.3. Value and incorporate diverse perspectives, avoiding ethnocentric judgments, stereotypes or simplifications.	Engages with diverse perspectives superficially, often making ethnocentric judgments, relying on stereotypes or oversimplifying cultural, social or individual differences. Maintains a decontextualised or polarised view of reality.	Recognises the existence of diverse perspectives, but tends to interpret them through a personal or cultural lens. Does not critically question stereotypes or simplifications. Analysis remains general and lacks depth.	Values diverse perspectives respectfully and identifies stereotypes, simplifications or ethnocentric judgments in dominant narratives. Acknowledges the legitimacy of different experiences and viewpoints.	Engages with diverse perspectives in a contextualised and critical way, avoiding ethnocentric judgments and recognising stereotypes or simplifications in both personal and external discourse. Uses cultural, social and historical criteria to understand differences, maintaining an open and respectful stance.	Critically examines diverse perspectives, highlighting how stereotypes, ethnocentric thinking and simplifications can function as mechanisms of exclusion or domination. Actively promotes more equitable and inclusive narratives, incorporating marginalised voices and recognising diversity as a source of transformation.
B2.4. Identify personal beliefs, values or experiences that shape one's perspective.	Does not recognise personal beliefs, values or experiences that influence their interpretation of the world.	Identifies a specific personal belief, value or experience, but does not analyse how it shapes interpretation or interaction with other perspectives.	Recognises personal beliefs, values or experiences as factors shaping one's perspective. Begins to reflect on how these influence understanding of different situations. Identifies potential personal biases.	Critically analyses how personal beliefs, values and experiences shape interpretation of the world, identifying biases and limitations. Recognises how these factors influence interactions with other perspectives and applies this awareness to develop a more open and contextualised understanding.	Engages in ongoing and in-depth reflection on personal frames of reference, questioning beliefs, values and experiences. Uses this awareness to transform one's perspective and foster intercultural dialogue grounded in humility, epistemic justice and mutual learning.
B2.5. Recognise emotions, internal tensions or contradictions in one's own perspective arising from engagement with different viewpoints or experiences.	Does not recognise tensions, contradictions or challenges in their perspective despite exposure to different viewpoints or experiences. Maintains a fixed position without reflection or reconsideration.	Expresses some discomfort or surprise when encountering different perspectives, but does not clearly identify internal tensions or contradictions. Reflection remains superficial or focused mainly on justifying one's position.	Recognises internal tensions or contradictions arising from engagement with different perspectives. Begins to reflect on the causes of these tensions. Shows a willingness to question their own assumptions, although still maintains some unexamined justifications.	Critically analyses internal tensions and contradictions generated through engagement with other perspectives. Explores how these challenge personal beliefs or values, showing openness to revising one's frame of reference.	Views internal tensions and contradictions as opportunities for personal growth and transformation. Integrates this awareness into ongoing reflection and practice, demonstrating deep self-reflection and applying it to understanding cultural diversity and complexity.
B2.6. Reconsider one's position after engaging with other perspectives, demonstrating openness to change and critical thinking.	Maintains a fixed position without engaging with other perspectives, or engages only superficially without integrating new elements. Shows resistance to change or adopts a defensive stance.	Engages with other perspectives occasionally, but does not integrate new insights or revise thinking. May demonstrate superficial openness without meaningful change.	Actively engages with other perspectives, recognising elements that challenge initial views. Begins to incorporate nuance and demonstrates emerging openness to change and critical thinking.	Reformulates their position by clearly and coherently integrating elements from diverse perspectives. Demonstrates genuine openness to change and adjusts thinking through reflective comparison with other viewpoints.	Continuously refines their position by integrating diverse perspectives and applying critical and ethical reflection. Demonstrates a sustained ability to adjust their perspective through reflective engagement with other cultural, social or ideological viewpoints, and creates safe spaces grounded in respect and justice in intercultural exchanges.

ASSESSMENT RUBRICS – BLOCK 3

Intercultural communication

ASSESSMENT CRITERIA	AT-RISK	INITIAL	DEVELOPING	PROFICIENT	TRANSFORMATIVE
B3.1. Identify features of verbal and non-verbal communication in order to adapt language and register according to the purpose and communicative context, taking into account relevant cultural norms.	Fails to identify features of verbal and non-verbal communication in relation to purpose and context. Shows no awareness of the cultural norms involved. Does not adapt language or register to people or context.	Identifies features of verbal and non-verbal communication in familiar contexts, but does not adapt effectively to different communicative situations. Shows limited awareness of cultural norms. Communication remains centred on their own frame of reference.	Identifies features of verbal and non-verbal communication based on the characteristics of the interlocutor or the context. Shows basic awareness of cultural norms. Supports understanding and demonstrates respect.	Identifies and adapts verbal and non-verbal communication effectively according to purpose and context, taking cultural norms into account. Demonstrates intercultural sensitivity and communicative flexibility.	Adapts verbal and non-verbal communication with a high degree of awareness and intentionality, taking cultural norms into account. Demonstrates strong intercultural sensitivity and communicative flexibility, avoiding misunderstandings and promoting respectful and inclusive interactions.
B3.2. Identify and use inclusive language clearly and respectfully, avoiding discriminatory or stigmatising expressions.	Uses language that may be discriminatory, stigmatising or offensive, whether intentionally or not. Shows no awareness of the social and emotional impact of language, and maintains stereotypes or exclusionary narratives.	Avoids explicitly discriminatory terms, but uses neutral or standardised language without applying principles of inclusion or respect for diversity. Shows limited awareness of how language affects dignity and representation of diverse groups.	Uses generally inclusive, clear and respectful language, avoiding discriminatory or stigmatising expressions. Begins to review and adjust their language to reflect gender, cultural, ethnic and other forms of diversity, applying basic principles of equity and communicative justice.	Uses inclusive, clear and respectful language consistently, adapting communication to the needs and characteristics of different individuals or groups. Demonstrates critical awareness of the role of language in shaping social reality and representing diversity, avoiding stereotypes and exclusionary narratives.	Uses inclusive, clear and respectful language in an intentional and proactive way, not only avoiding discriminatory expressions, but actively promoting narratives that dignify, make visible and empower historically marginalised groups. Introduces language, references, and communicative practices that contribute to transforming social relationships from an ethical and critical perspective.
B3.3. Incorporate multilingual strategies and visual resources to support understanding of key concepts in diverse contexts.	Fails to use multilingual strategies to support understanding in culturally or linguistically diverse contexts. Does not use visual resources to ensure understanding of the concepts, which may create communication barriers and exclude interlocutors. Shows no awareness of specific communicative needs.	Uses multilingual strategies occasionally to support understanding in diverse contexts. Uses visual resources that are not well adapted to the communicative needs of the context or interlocutor.	Uses multilingual strategies (e.g. switching between languages, using key terms in other languages) and visual resources (e.g. pictograms) to support understanding and participation in diverse contexts. Shows awareness of communication barriers and begins to adapt communication to support inclusion and equity.	Uses multilingual strategies in a planned and effective way, adapting them to the needs of interlocutors. Uses visual resources to support understanding of key concepts. Facilitates clear, inclusive and equitable communication, avoiding communication barriers and exclusion.	Integrates multilingual strategies creatively and flexibly to empower interlocutors and promote respectful, inclusive and equitable interaction. Uses innovative visual resources to support understanding of complex concepts. Actively contributes to sustaining inclusive, equitable and intercultural communication without excluding interlocutors.
B3.4. Participate in respectful and cooperative dialogue, showing openness and interest in the contributions of people with different experiences, ideas or cultural backgrounds.	Focuses exclusively on personal ideas, without listening to or showing interest in others' contributions. Disrupts dialogue through interruption, dismissal of others' views or a closed and uncooperative attitude.	Participates respectfully, but does not actively contribute to the dialogue. Listens to others but does not respond to or integrate their contributions. Participation remains limited or centred on personal viewpoints.	Engages in respectful dialogue, listening actively and showing interest in others' contributions. Supports dialogue and promotes respect, helping to foster mutual understanding and maintain the flow of dialogue.	Participates actively and cooperatively in dialogue. Incorporates and values others' perspectives to build shared understanding. Supports respectful, inclusive dialogue and the integration of diverse viewpoints for collective enrichment.	Facilitates and leads inclusive dialogue processes, creating spaces where all voices are heard and valued, especially those of marginalised groups. Promotes shared meaning-making and fosters trust, respect and equity in intercultural and social dialogue.
B3.5. Identify and interpret potential intercultural misunderstandings, recognising that they may arise from differing cultural norms or frames of reference.	Fails to identify or interpret intercultural or communicative misunderstandings. May incorrectly attribute misunderstandings to others without reflecting on cultural differences.	Recognises that a misunderstanding has occurred, but cannot clearly explain the cultural or communicative factors behind it. Interpretation remains superficial.	Identifies and interprets misunderstandings at a basic level, recognising differences in cultural norms, references or communication styles. Interprets communication situations and uses strategies to improve intercultural communication.	Clearly identifies misunderstandings and explains their causes with reference to cultural norms, communication styles or contextual factors. Interprets situations with intercultural awareness, empathy and respect, and proposes adjustments to support mutual understanding.	Analyses intercultural misunderstandings from a critical and systemic perspective, situating them within broader power dynamics or social structures. Proposes strategies to transform communication, promoting repair, relational justice and respectful dialogue.
B3.6. Manage disagreements in a democratic and constructive way, promoting environments based on respect and equity.	Responds to disagreement with a defensive or withdrawn attitude, avoiding conflict or imposing their own viewpoint. Does not support equitable participation or a respectful, open dialogue. May contribute to polarisation or the silencing of certain perspectives.	Participates in managing disagreements respectfully, but does not actively support inclusion of all voices. Accepts disagreement without proposing ways to resolve it or ensure equitable dialogue. Contribution remains respectful but not constructive.	Contributes actively to the democratic and constructive management of disagreements, seeking common ground and promoting respectful interaction. Supports the inclusion of diverse voices and open dialogue.	Facilitates the democratic management of disagreements effectively, ensuring that all voices are heard and valued. Promotes respectful, equitable and open dialogue, integrating different perspectives to reach shared and sustainable solutions. Maintains a proactive approach to reducing imbalances and supporting equitable participation.	Leads processes for managing disagreements that promote transformation in power dynamics and ensure the active inclusion of all voices, especially those that are marginalised. Facilitates deep, justice-oriented dialogue and supports the development of solutions that promote structural and sustainable change.

ASSESSMENT RUBRICS – BLOCK 4

Transformative action

ASSESSMENT CRITERIA	AT-RISK	INITIAL	DEVELOPING	PROFICIENT	TRANSFORMATIVE
B4.1. Take responsibility in social or environmental initiatives, collaborating with others, allocating roles, and contributing actively to the effective functioning of the group and the achievement of shared objectives.	Avoids taking part in task allocation or does not volunteer to take on specific responsibilities within the group. Does not respect agreed decisions and struggles to adapt to changes or collaborate with others from diverse backgrounds.	Participates intermittently in group activities, taking on simple roles when assigned but showing little initiative to coordinate with others or ensure shared goals are met. Requires external support to remain engaged and consistent.	Takes on basic responsibilities within the group and begins to coordinate with others to organize tasks. Shows increasing involvement in shared decision-making, but still requires guidance to ensure fair role distribution and fluid communication.	Participates actively in group processes, taking responsibility and coordinating effectively with others. Contributes to planning and organizing tasks, ensuring appropriate role distribution and clear communication to achieve shared goals.	Demonstrates active and collaborative leadership in group processes, facilitating coordination and promoting equitable participation. Contributes proactively to collective reflection, adapting group dynamics to improve the functioning of the group, support mutual learning and strengthen commitment to shared goals.
B4.2. Make well-reasoned decisions that are consistent with the values of social justice, equity and sustainability, identifying potential short- and long-term impacts on different groups and contexts.	Makes decisions without justification or ethical consideration and fails to consider broader consequences. Struggles to recognise the impact of those actions on vulnerable groups or the environment. Avoids critical discussion when decisions are questioned.	Makes decisions without explicitly considering social justice, equity or sustainability. Shows difficulty recognising their impact on different groups or contexts. Arguments are superficial and based mainly on personal opinion rather than evidence or multiple perspectives.	Begins to incorporate values of social justice, equity and sustainability into decision-making, though inconsistently. Identifies some immediate impacts on specific groups, but struggles to recognise long-term or broader global implications. Arguments show an emerging use of relevant and reliable sources.	Makes informed and well-reasoned decisions aligned with social justice, equity and sustainability. Demonstrates structured thinking and integrates cultural, social, economic and environmental perspectives. Identifies both short- and long-term impacts across different groups, particularly those most vulnerable. Supports decisions with relevant and reliable sources.	Makes strategic and creative decisions deeply grounded in these values, leading processes of critical reflection and collective action. Analyses global interdependencies from a systemic perspective, considering impacts at different scales, both local and global. Promotes solutions that incorporate the voices and needs of historically marginalised groups. Presents well-founded, ethical and plural arguments based on relevant and reliable sources, aimed at collective well-being and global sustainability.
B4.3. Develop and plan contextualised and creative action proposals that respond to community needs and contribute to global justice.	Proposes unrealistic actions that are disconnected from local or global needs. Shows little interest in understanding the community or analysing its needs before proposing actions.	Proposes actions in a superficial way, with limited connection to community needs or global justice principles. Ideas are often impractical or unrealistic. Relies on standardised approaches without offering original or innovative perspectives.	Plans actions that address social or environmental issues with some connection to local or global contexts and community needs. Includes some creative elements, though not always consistently or clearly justified. Shows limited depth in analysing feasibility or alignment with global justice.	Develops well-planned, contextualised actions based on a sound analysis of community needs, with a clear focus on global justice. Incorporates creative and innovative elements and adapts to available contexts and resources. Provides coherent justification of feasibility, relevance and expected impact.	Designs and plans creative and context-sensitive actions with a strong focus on social or environmental innovation, responding strategically to community needs and actively contributing to global justice. Includes mechanisms to ensure feasibility, sustainability and inclusion of diverse groups. Demonstrates a systemic and forward-looking perspective, connecting local actions to global processes and engaging others in planning and implementation.
B4.4. Critically evaluate the effectiveness and sustainability of actions, identifying strengths, limitations and opportunities for improvement with a reflective and ongoing commitment.	Does not review or evaluate actions or outcomes. Avoids recognising errors or areas for improvement. Does not propose improvements, limiting reflection and progress.	Evaluates actions superficially, focusing mainly on visible aspects without considering long-term sustainability or impact on different groups. Reflects on actions without analysing successes, challenges or potential improvements in depth.	Begins to evaluate effectiveness in more detail, identifying some strengths and limitations, though not always systematically. Suggests initial adjustments and begins to consider sustainability and continuity. Shows growing awareness of impact across different groups and a developing commitment to continued progress.	Evaluates actions systematically, clearly identifying strengths and areas for improvement. Proposes well-founded adjustments for both short- and long-term improvement. Demonstrates initiative in ongoing improvement. Integrates reflection as a core part of the process, linking actions to global justice and sustainability.	Evaluates actions in depth, considering not only immediate results but also systemic and structural impact, as well as short- and long-term effects across different groups. Demonstrates ongoing, proactive commitment to improvement, promoting collective reflection, shared learning and continuous adaptation to support meaningful and lasting change.
B4.5. Adopt and maintain coherence between thought, communication and action, demonstrating an ethical and reflective stance, particularly in situations of injustice or violations of rights.	Avoids taking a position in situations of injustice and reproduces unexamined narratives. Struggles to sustain ethical reflection in complex contexts.	Recognises situations of injustice at a basic level, but does not articulate a clear position. Shows a disconnect between thought, communication and action.	Takes a position in situations of injustice and demonstrates understanding of underlying values. Attempts to align communication and action, though inconsistently or only in simpler contexts. Requires support to maintain ethical coherence in more complex situations.	Maintains consistent alignment between thought, communication and action across different contexts, acting in accordance with values of social justice, equity and human rights. Reflects independently on practice, identifies tensions or inconsistencies, and adjusts decisions to maintain ethical integrity.	Takes a proactive and influential role in promoting ethical coherence across diverse contexts. Uses critical reflection to analyse tensions between values and interests, and leads initiatives that support human rights and global justice. Demonstrates a high level of consistency that contributes to meaningful change at both local and broader levels.

3.3

Pedagogical tools in the Toolkit

Pedagogical tools: the core of the Assessment Toolkit

The pedagogical tools in the Toolkit are what enable global competence to be operationalised in a practical way in the classroom. These tools are not standalone materials, but are designed as flexible, open-ended methodological structures that place students at the centre of learning and position the teacher as a facilitator.

They are designed to support teachers in creating learning dynamics for analysis, reflection, argumentation and action through a range of methodologies.

Types of tools by duration: CLICs and RICs

Each tool is identified by a name and classified according to its time frame.



CLICs

(Quick Checks for Meaningful Learning) are short activities that activate prior knowledge, explore key ideas or verify understanding within a single session or less.



RICs

(Inquiry and Deep Understanding Pathways) support learning processes that unfold over two or more sessions, connecting research, analysis and synthesis with real-world contexts.



Tools also indicate an estimated duration as a practical guide for lesson planning.

The screenshot shows a page from the 'Pedagogical Tools Catalogue' for 'Structured Critical Debates'. It includes a table with columns for 'TOOL DESCRIPTION', 'TOOL TYPE', 'ESTIMATED DURATION', 'GROUPING', and 'MATERIALS'. The 'TOOL TYPE' is 'RICs', 'ESTIMATED DURATION' is '120 minutes', 'GROUPING' is 'Group work', and 'MATERIALS' are 'Blank sheets of paper and a folder or squared notebook for the paper-based version, or a computer for the digital version. Computer for research.' The 'TOOL OBJECTIVE' is 'To develop students' ability to examine complex issues from multiple perspectives, construct well-reasoned arguments, identify biases and ethical implications and develop thoughtful proposals for addressing global or social conflicts.' The 'PROCEDURE' section includes 'STEP 1. Introducing the activity' and 'STEP 2. Assigning roles and preparation'.

PEDAGOGICAL TOOLS



Each tool includes an activity sheet explaining how it is applied.



A step-by-step procedure

At the core of each tool is a structured, step-by-step process that guides teachers and students through a pathway that can be adapted to the level, group and topic being addressed. Each step clearly outlines the actions students are expected to carry out, includes guiding questions that promote reflective understanding and ethical positioning and integrates resources and materials for collecting evidence of learning to support assessment. These resources, which may include grids, recording tables and self- and peer-assessment rubrics, help structure activities and enable the systematic collection of evidence that makes the learning process visible.

Pedagogical tools adaptable to:

LEVEL

GROUP

TOPIC

They include:



Actions students are expected to take.



Guiding questions that promote reflective understanding and ethical positioning.



Resources and materials for collecting evidence of learning to support assessment.

Global focus:



The tools provide a clear, explainable, replicable and adaptable way of teaching and assessing from a global competence perspective.

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Kenya, 2026. Tololinda, a 17-year-old refugee from South Sudan living in the Kalobeyei settlement in Kenya, is a student at The Big Heart Foundation School (TBHF), where refugees and students from the host community learn together.

3.4

Activity Sheets for the Toolkit tools

The Assessment Toolkit includes a Catalogue of Activity Sheets, presented as a collection of application proposals for each tool, organized by the dimension they address and, accordingly, by each assessment block. These sheets outline the key curriculum planning components required to determine the suitability of each tool within a specific educational context.

The Catalogue serves a dual purpose, which makes it particularly valuable. On the one hand, it brings together sheets that summarise the methodology behind each pedagogical tool, clearly explaining what each proposal involves. On the other, it functions as a methodological resource that supports teachers' decision-making by helping them navigate the Toolkit as a whole.

Teachers can explore the sheets to identify which tool best fits their needs, and then decide whether to look more closely at the full description of that tool or explore alternative options. In this way, the catalogue not only supports initial selection, but also acts as a bridge between planning and classroom implementation, ensuring coherence, confidence and pedagogical grounding.

Function of the Catalogue of Activity Sheets

Summarises the methodology specific to each pedagogical tool



Supports teachers' decision-making by guiding navigation through the Toolkit



It is important to note that the assessment criteria associated with self- and peer-assessment outputs are not used to assign scores. Instead, they are used to make explicit the criteria applied during self-assessment and peer assessment.

BLOCK 1	01 Structured Critical Debates			
	OPEN THE PEDAGOGICAL TOOL			
CATALOGUE OF ACTIVITY SHEETS	Based on the critical debate model proposed by Cano Ortiz et al. (2016), this tool promotes critical thinking, intercultural communication and systems thinking through a structured debate on a relevant global or local issue. The process begins with an introduction that uses a stimulus to introduce the topic (image, text, poem, song, etc.) and an open-ended question designed to prompt reflection. Students are divided into three roles: the Proposing Group (PG), which defends a position; the Opposing Group (OG), which develops counterarguments; and the Evaluating Group (EG), which provides context for the debate, defines key concepts and later evaluates the quality of the contributions. Each group prepares its arguments through critical research and by creating an individual dossier compiling sources, data and arguments. During the debate, participants take turns presenting arguments, responding to counterarguments and answering questions, following agreed rules of respect and clarity. Finally, the Evaluating Group applies a Peer Assessment Rubric that considers aspects such as the strength of the arguments, active listening, the ability to reconsider perspectives, the use of inclusive language and the democratic management of disagreement. This tool turns debate into an opportunity for shared learning and deeper understanding of global complexity.			
	DESCRIPTION AND METHODOLOGY:			
	MOST RELEVANT SUBJECTS: ☒ Catalan, Spanish and Aranese ☒ Biology and Geology ☒ Mathematics ☒ Foreign Language ☒ Physics and Chemistry ☒ Physical Education ☒ Visual and Audiovisual Arts and Artistic Expression ☒ Technology and Digitalisation ☒ Social Sciences: Geography and History ☒ Civic and Ethical Education ☒ Artistic Expression: Music			
	TOOL TYPE BY DURATION: CLICS (1 SESSION OR LESS) ☒ RCL (2 SESSIONS OR MORE) ☒			
	SUITABLE FOR: INITIAL ACTIVITIES ☒ DEVELOPMENT ACTIVITIES ☒ STRUCTURING ACTIVITIES ☒ APPLICATION ACTIVITIES ☒			
GLOBAL	CITIZENSHIP COMPETENCE ADDRESSED: CC1 ☒ CC2 ☒ CC3 ☒ CC4 ☒			
	GLOBAL COMPETENCE BLOCKS ADDRESSED: BLOCK 1: CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES ☒ BLOCK 2: SELF-AWARENESS AND DIVERSE PERSPECTIVES ☒ BLOCK 3: COMMUNICATION IN DIVERSE CONTEXTS ☒ BLOCK 4: TRANSFORMATIVE ACTION ☒			
	FORMATIVE ASSESSMENT OUTPUTS: Individual Preparation Dossier (PG, OG, EG) B1, B1.3, B1.4, B1.5, B1.6			
	Presentations of the context (EG) B1.4, B1.5, B1.6, B2.1, B2.2, B2.3, B3.1, B3.2, B3.4, B3.5, B3.6			
	Spontaneous contributions B1.4, B1.5, B1.6, B2.1, B2.2, B2.3, B3.1, B3.2, B3.4, B3.5, B3.6			
	FORMATIVE ASSESSMENT OUTPUTS: Peer Assessment Rubric B2.2, B2.6, B2.1, B2.2, B2.4, B3.5, B3.6			
	ASSESSMENT CRITERIA:			

ACTIVITY SHEETS



Each Activity Sheet explains how a specific pedagogical tool is implemented.



Structure of the Activity Sheets

1. Description and methodology

The first element in each sheet is a methodological description designed to situate teachers within the pedagogical framework of the tool. This section provides an overview of how the tool is applied, the skills it activates and the educational purpose it serves. Based on this description, teachers can assess, before exploring the tool step by step in the Catalogue of Pedagogical Tools, whether the proposed approach aligns with the type of activity they want to design.

2. Applicable subjects

The second section focuses on how the tool can be applied across different subjects. This information plays a key role, as it allows teachers from any subject to determine whether the tool is suitable for their context. Some tools are particularly useful in language-based subjects, others are better suited to science and technology, while others are more easily transferable to Physical Education or to Visual Arts and Audiovisual Education.

3. Classification by duration (CLICs/RICs)

The third element classifies the tool according to the time required for implementation. This is defined through two categories: CLICs, which involve short activities lasting one session or less, and RICs, which involve more extended activities over two or more sessions. This distinction helps teachers assess the feasibility of using the tool based on the time available and their lesson planning.

4. Stages in a Learning Situation

This section situates the tool within the typical stages of a competency-based learning process in the curriculum. These stages include initial activities, aimed at exploring prior knowledge and sharing objectives; development activities, focused on building new knowledge and restructuring ideas; structuring activities, designed to synthesise and organize learning; and application activities, aimed at transferring knowledge to real-world contexts. As a result, the sheets indicate when the tool may be most effectively used and support coherent sequencing within a Learning Situation.

5. Citizenship competence

The fifth section highlights how the tool contributes to the development of citizenship competence (CC). Through this connection, teachers can immediately identify which specific competences (CC1–CC4) are addressed and plan the formal assessment of global competence through this framework.

6. Global competence assessment blocks

The sheets also specify which assessment blocks of global competence (B1–B4) are activated by each tool. This information helps teachers understand how the activity contributes to developing one or more dimensions of global competence. It is important to note that these blocks are not mutually exclusive, as many tools activate more than one at the same time. This reflects the interconnected and cross-cutting nature of global competence.

7. Formative and self-directed assessment outputs

Another key element of the activity sheets is the identification of the assessment outputs generated by each tool. These outputs are the concrete pieces of evidence of learning that can be assessed and that help teachers evaluate students' achievement level in global competence.

The sheets distinguish between two types of outputs. On the one hand are formative assessment outputs, which teachers use to observe and adjust the teaching and learning process based on the associated criteria. On the other hand, self- and peer-assessment outputs relate to self- and peer-assessment processes and help students understand what is being assessed and how. Each sheet indicates the assessment criteria used to build the rubric, ensuring that teachers know which criteria are being addressed when using self- or peer-assessment tools.

This distinction is essential, as it shows how the Toolkit promotes formative assessment, enabling teachers to identify where each student is in their learning process, while also supporting students in regulating their own learning.

8. Assessment criteria

Finally, each sheet explicitly links the relevant assessment criteria to the assessment outputs generated by the tool, creating a direct connection between activity and assessment. The criteria are identified using codes corresponding to the global competence assessment blocks (e.g. B2.2 or B3.3) and serve as the basis for developing specific rubrics for each piece of evidence. This ensures that each activity not only has a clear pedagogical purpose, but also sits within a coherent and observable assessment framework.



Iraq, 2025. A refugee teacher delivers catch-up classes to both refugee and local children at Kobane School in Erbil.

©UNHCR / R. Hussein

Proposed approach to assessing global competence

Pedagogical tools as the starting point

The assessment process begins with an activity designed using a Toolkit tool. To design this activity, teachers need to select a tool that aligns with the planned curriculum for the subject. To support this selection, the Toolkit provides a Catalogue of Activity Sheets, which offers clear and structured information on everything teachers need to know in order to choose an appropriate tool and design an activity that meets the specific needs of the teaching context.

Once the most suitable tool has been selected, based on the type of activity (initial, development, structuring or application), the duration (CLICs or RICs), the relevant global competence assessment blocks according to the intended dimensional focus, and the assessment outputs it generates, teachers can consult the Catalogue of Pedagogical Tools for the full step-by-step description. From there, they can select the necessary resources to address the chosen topic and implement the activity as designed.



Evidence of learning as assessment outputs

When students take part in activities designed using the Toolkit's pedagogical tools, they generate concrete evidence of learning that can be observed or collected in a variety of formats, such as oral contributions, different types of written texts, concept maps, collaborative processes and more. These are referred to as assessment outputs, which may be formative or self- and peer-assessment outputs, and are linked to the criteria from the relevant assessment blocks used to evaluate students' progress in global competence.



The criteria associated with each piece of evidence of learning are specified in the Catalogue of Activity Sheets.

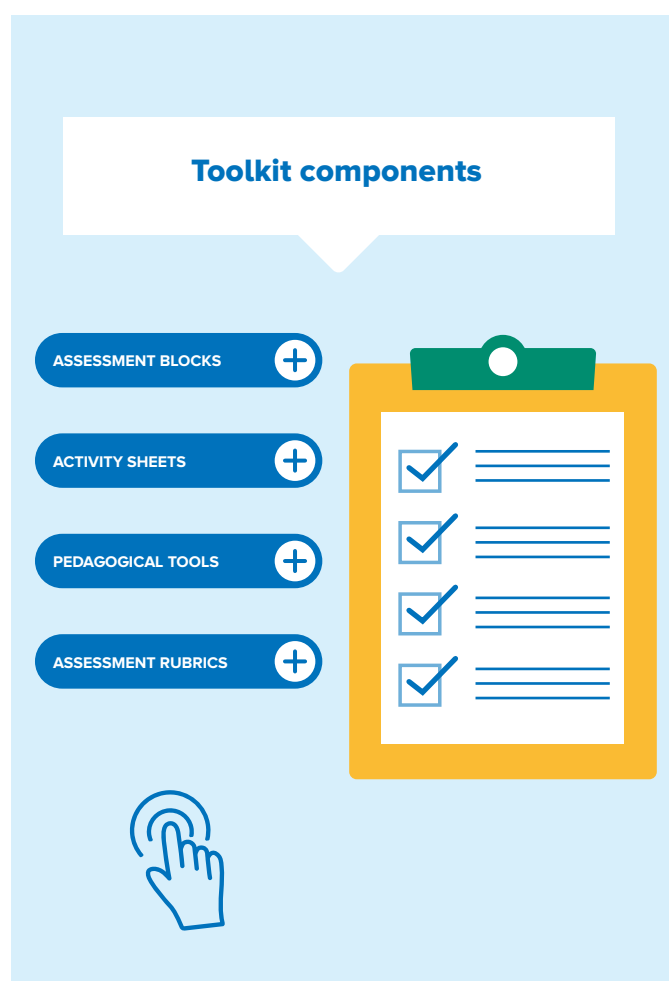
Assessing evidence of learning

To assess the evidence generated during an activity, the first step is to identify the relevant assessment outputs defined in the tool's Activity Sheet, along with their associated assessment criteria.

Next, these criteria are located within the general rubrics for each assessment block. Based on the criteria and their achievement indicators, which describe observable actions that make the development of global competence visible, a tailored assessment rubric is created for each assessment output.

Once the rubric has been created, teachers can refine the achievement indicators to ensure they are not overly general. This allows them to specify in detail what students are expected to do, according to the topic and nature of the evidence. In this way, more general indicators are translated into specific, observable behaviours within a given context.

As a result, each assessment output is supported by its own rubric, linked to the Toolkit's assessment criteria but further specified according to the task and the knowledge addressed in a given classroom context.



Slovakia, 2024. Varvara, 18, from Kramatorsk in the Donbas region of eastern Ukraine, is a first-year Dance student at the Academy of Performing Arts in Bratislava, Slovakia, on a DAFI scholarship.

©UNHCR / A. Tardy

Using the Toolkit in line with the Catalan curriculum

The teaching and assessment of global competence (GC) is not designed as a new subject. Instead, it is embedded within existing subjects and draws on citizenship competence (CC) to activate its ethical, critical and intercultural dimensions in a cross-cutting way, making it possible to assess it meaningfully.

In practical terms, it is integrated into regular curriculum planning through Learning Situations, projects and other school-based activities, with the aim of transforming knowledge into meaningful, competency-based learning experiences. With this approach, global competence moves beyond isolated interventions and becomes a regular, relevant and observable practice that strengthens curricular coherence and prepares students to analyse, understand, engage in dialogue and act responsibly in interdependent societies.

To support its full integration in schools, the aim has been to develop a shared assessment language grounded in global competence and make it accessible across all subjects through criteria, achievement indicators and rubrics that can be adapted to each context. Its function is to translate the curriculum into operational decisions, enabling teachers, in response to a given challenge, to select the most relevant criteria based on learning objectives and specific competences, link them to disciplinary knowledge and the context of the Learning Situation, and design learning experiences that generate evidence of learning that can be assessed.



In this way, what is planned, what is implemented and what is assessed all form part of the same system, while maintaining the flexibility needed to respond to diverse classroom realities.

Peru, 2025. Samuel Romero, 18, is a Venezuelan refugee who is now a university student and president of the Tacna Youth Network, a group of young people supported by UNHCR who help other refugees in the city.

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5.1

Relationship between subjects and global competence

The subjects within the curriculum are framed within the horizon of the 2030 Agenda, specifically Goal 4 and, consequently, target 4.7, creating a natural alignment between the specific competences of each subject and global competence.

“The development of subject-specific knowledge is the first context in which it is appropriate to incorporate the specific competence related to awareness and understanding of interdependence and eco-dependence, as these provide key elements that support coherence and the development of the student profile, particularly in relation to active and transformative citizenship.” (Government of Catalonia, Department of Education, 2024)

In other words, subject knowledge and specific competences naturally connect with the aims of citizenship competence (CC) and global competence (GC), including sustainability, peace, human rights and responsibilities, local and global interconnectedness, respect for cultural, linguistic and functional diversity, media literacy, social cohesion, etc. (Council of the European Union, 2018).

From an organizational perspective, teachers can decide where and when to incorporate the tools, how much time to allocate and the level of interdisciplinarity involved.



This coherence makes it possible to plan for the development of global competence without overloading curriculum planning.

SUBJECTS:

- ☒ Aranese, Spanish, and Catalan
- ☒ Biology and Geology
- ☒ Foreign Language
- ☒ Physics and Chemistry
- ☒ Physical Education
- ☒ Visual and Audiovisual Arts / Artistic Expression
- ☒ Social Sciences: Geography and History
- ☒ Civic and Ethical Education
- ☒ Music

The Toolkit builds on this foundation to create meaningful and assessable learning experiences without moving away from the core disciplinary focus of each subject. **Below is an overview of how each subject connects with the attitudes, values and knowledge associated with global competence:**



ARANES, SPANISH AND CATALAN

Language subjects focus on developing plurilingual and intercultural speakers, based on the understanding that we live in a diverse, multilingual and multicultural society. For this reason, the language curriculum promotes an ethics of communication grounded in respect for linguistic and cultural diversity, encouraging non-discriminatory practices and actively addressing linguistic prejudice and stereotypes.

Language use is also oriented towards promoting gender equality, dialogue-based conflict resolution and a culture of peace. Students are therefore equipped to carry out communication tasks across a range of formats and modes, with attention to coherence, cohesion and appropriate register. Information literacy is also central, requiring students to search for, select and critically evaluate information, assessing its reliability and relevance in order to avoid manipulation and misinformation, while respecting intellectual property.

This approach fully aligns with the development of the skills, attitudes and knowledge associated with global competence. For this reason, subject-specific competences and global competence share a common goal: to develop critically aware and well-informed individuals who use language ethically and demonstrate a clear commitment to sustainable development, human rights and inclusive coexistence.



BIOLOGY AND GEOLOGY

Biology and Geology is a key subject for developing global competence, as it connects scientific knowledge with ecological responsibility. The curriculum emphasises the importance of fostering critical thinking, encouraging inquiry and promoting a commitment to sustainable development. This involves understanding major global challenges and recognising the need to respond to them in an informed and responsible way. This connection with global competence is reflected in the analysis of natural phenomena, the interpretation of data and the evaluation of conclusions based on empirical evidence, all of which are essential for distinguishing reliable information from pseudoscience.

By exploring issues such as climate change or biodiversity loss, which have different causes and effects depending on the context, students are encouraged to consider both natural factors and the perspectives of different stakeholders, as well as the ecosocial consequences at both local and global levels. This helps develop understanding and empathy towards people affected by both natural phenomena and the impacts of human activity. An understanding of these layers of interdependence is also reflected in scientific communication, whether through written reports, oral presentations or audiovisual formats, as students develop the ability to communicate knowledge clearly and appropriately for different contexts.

Finally, the subject promotes responsible decision-making and the development of projects with a community impact, turning the classroom into a space for global citizenship where science and ethics come together to understand the interdependence between natural and human systems and to respond to the socio-environmental challenges of the twenty-first century.



MATHEMATICS

Mathematics supports the development of global competence when approached from a global perspective. The subject is understood as a tool for modelling real-world situations, interpreting data, and making informed decisions. This perspective connects calculation and representation with the ability to read the world, question information and identify bias in arguments that rely on figures and graphs. In this area, global competence becomes particularly practical through statistical and probabilistic analysis, where students learn to collect, organize and interpret data in order to draw reliable conclusions and reflect on how that data may be used or presented. Similarly, working with global and everyday contexts such as energy consumption, resource distribution, and climate patterns gives social and ethical meaning to mathematical activity, transforming numbers into tools for assessing implications and imagining alternatives.

The subject also strengthens the clear communication of processes and results across different formats, alongside collaborative work and self-regulation. Taken together, this builds a form of quantitative literacy that enables students to make informed decisions and act with critical and ethical awareness when facing complex challenges, linking mathematical learning with the responsibility to understand and engage with the world.



FOREIGN LANGUAGE

The foreign language subject is based on the idea that students should be able to communicate in a multilingual and multicultural society, recognising that proficiency in other languages is not only an instrumental skill but also a means of fostering understanding, coexistence and active citizenship.

The curriculum emphasises the ethical, inclusive and conscious use of language, promoting respect for diversity and discouraging discriminatory or exclusionary practices. As in language subjects more broadly, global competence is reflected in the ability to search for, select and critically compare information from different sources, assess its reliability and construct well-founded messages. This work develops critical literacy in relation to public and media discourse, helping students avoid manipulation and respect intellectual property.

When students engage with authentic materials such as news articles, literary texts or personal testimonies, they not only acquire vocabulary and grammatical structures, but also broaden their perspective and learn to consider other points of view. This direct engagement with cultural and linguistic diversity fosters cognitive empathy and the ability to reflect on one's own values within their cultural, social and political context.

The role of oral, written and multimodal production is also central. By creating presentations, participating in debates or producing digital content with clarity, cohesion and awareness of context, students learn to use inclusive language, apply mediation strategies and collaborate effectively. When tasks are designed with a real audience in mind, language becomes a tool for meaningful action, with a clear ecosocial dimension.





PHYSICS AND CHEMISTRY

Physics and Chemistry connects scientific knowledge with global citizenship. The curriculum makes clear that science education should go beyond the memorisation of formulas, fostering inquiry, critical thinking and a commitment to sustainability. Through observation, experimentation, modelling and communication of results, students learn to connect scientific processes with global challenges such as climate change, the energy transition, sustainable resource use and the impact of chemical products on health and the environment.

Global competence is developed through the critical analysis of data, comparison of sources and the ability to distinguish reliable information from rumours or pseudoscience, particularly in areas such as nuclear energy, plastic consumption or air pollution. When students engage with socio-scientific issues that affect different groups in different ways, such as when a technological advance may benefit some while posing risks to others, they learn to identify tensions and recognise the diversity of perspectives and interests involved. This supports a socially and environmentally responsible understanding of science.

Explaining complex concepts such as chemical reactions or energy systems to non-specialist audiences is both an exercise in scientific literacy and an act of communicative responsibility. Scientific communication is therefore closely linked to global competence, as it requires expressing processes and conclusions clearly, using accessible language, visual representations and inclusive discourse appropriate to the context.

Finally, transformative action takes shape when students propose sustainable alternatives and make informed decisions about consumption, mobility or energy use in response to current global challenges.



PHYSICAL EDUCATION

Physical Education becomes a space where students explore the relationship between physical activity, health and society. The curriculum highlights healthy habits, personal and collective well-being, safe and sustainable mobility and participation in cooperative and inclusive activities as key elements in developing critical awareness, respect for diversity and commitment to the community.

By examining the impact of physical and dietary habits, as well as potentially harmful practices such as sedentary lifestyles, substance use or unsafe exercise, students learn to make informed decisions about their health and critically evaluate often conflicting messages within sports culture.

Engaging in games and sports from different cultural backgrounds highlights that sport extends beyond physical activity. On the one hand, each sport or game involves rules, strategies and values that vary across contexts. This helps students recognise the diversity of sporting experiences and appreciate gender equality and inclusion, while also understanding different perspectives on participation and the responsibilities of various actors in maintaining inequalities in this area. On the other hand, games and sports foster teamwork, cooperation and conflict resolution skills. Students learn to negotiate, listen and express themselves respectfully in situations involving competition, collaboration and cultural diversity, promoting forms of coexistence that extend beyond the sporting context.

Finally, transformative action is reflected in a commitment to active and sustainable lifestyles, the promotion of healthy habits and participation in initiatives that improve collective well-being, directly connecting with the idea of global citizenship.



VISUAL AND AUDIOVISUAL ARTS / ARTISTIC EXPRESSION

Visual and Audiovisual Arts / Artistic Expression engages students in creative practices that serve both as forms of personal expression and as channels of social and cultural communication. Aesthetic awareness, an understanding of heritage and the ability to produce and interpret visual and artistic messages in a world where images and multimodal communication play a central role are key skills for developing global competence.

This subject creates a learning space in which students can understand the complexity of artistic expression by interpreting images, audiovisual messages and artistic works in order to identify their intentions, potential biases and the values embedded in audiovisual products. Given that the critical dimension has always been closely linked to artistic expression, artistic works and creative productions help students question stereotypes and narratives that shape perceptions of the body, gender and cultural identities. Through engagement with artistic expressions from a range of origins and traditions, students have the opportunity to understand the plurality of ways of seeing the world and, in turn, to foster cultural empathy. Artistic expression thus becomes a means of valuing shared heritage, while also recognising and respecting the contributions of groups and cultures that are often invisible.

Art has a unique ability to make reality visible, conveying emotions and knowledge without the use of words. At the same time, in order to explain the intention behind a work and its socio-historical context, students need to communicate their own points of view while recognising that not everyone interprets an image or artwork in the same way. In addition, through artistic expression, students can create

compositions that convey critical messages about contemporary societies and that act as a tool for engaging with the world through creative expression.



TECHNOLOGY AND DIGITALISATION

Technology and Digitalisation exposes students to the real-world challenges of today's techno-scientific society and invites them to identify, understand, design and evaluate solutions using critical and ethical criteria. The curriculum focuses both on the process of designing and developing technological projects, from identifying needs through ideation, prototyping, testing, and refinement and on understanding the economic and social impacts of technology. This includes the responsible and safe use of digital environments, with a particular focus on information management, privacy, intellectual property, security, and digital well-being.

Students learn to critically assess information and identify bias, manipulation or forms of dependency, such as planned obsolescence, misinformation, unequal access or the environmental footprint of digital infrastructure. This critical thinking is grounded in data and clear criteria, making visible the interdependencies between technical decisions, sustainability and equity. To understand these interdependencies, it is essential to consider different perspectives on the same issue, including users with diverse needs, varied cultural and geographical contexts, accessibility conditions and the ethical and legal implications of design choices. At the same time, these contexts must also be taken into account when presenting processes and prototypes, using clear and inclusive information, explanations accessible to non-specialist audiences and adapting language and register to the audience.

Finally, the subject supports the transition from analysis to action. Once projects have been evaluated, students develop proposals for improvement to optimise efficiency, resource use or digital accessibility. They then plan, implement and assess these improvements in real contexts such as the school, the local community or digital environments, transforming technical knowledge into social and environmental commitment.



SOCIAL SCIENCES: GEOGRAPHY AND HISTORY

Geography and History has a direct connection with global competence, as it explicitly addresses the understanding of the world through the analysis of social, economic, political and cultural processes, which cannot be understood without linking the local and global scales or recognising the plurality of perspectives that explain them.

When students analyse historical and geographical sources, identify interests and biases, compare narratives and construct evidence-based interpretations, they develop the skills needed to understand both historical processes and contemporary challenges, from migration to environmental crises. In this way, they learn to distinguish between reliable information and manipulation, contributing to media literacy. Through the study of civilisations, political systems, cultures and religions, as well as social and territorial conflicts, explored through testimonies, data and sources from diverse origins, students develop the ability to recognise multiple perspectives on the same issue, question stereotypes and biases in their own understanding of the world and build historical and ecosocial empathy.

In addition, to understand and explain historical processes and current geographical issues, students use a range of communication methods, including oral, written, visual and digital formats. They learn to adapt verbal and non-verbal communication to each situation, adjusting register, terminology and visual or plurilingual resources according to audience and context. This improves clarity and inclusiveness in communication and supports respectful, empathetic dialogue grounded in contextual understanding.

Transformative action is also developed through the exploration of alternatives that support active citizenship and a commitment to democratic values and social justice.



CIVIC AND ETHICAL EDUCATION

Civic and Ethical Education is perhaps the subject most directly connected to global competence, as its core purpose is to develop critical, responsible citizens committed to democratic coexistence and human dignity. The curriculum focuses on concepts and practices related to human rights, social justice, a culture of peace, sustainability and equality, all of which are central pillars of global competence.

Through the study of ethical dilemmas, questions of justice and global challenges such as poverty, discrimination or the climate crisis, students develop the ability to compare values, identify biases and construct well-founded arguments. This analysis supports the recognition of diverse perspectives by developing the skills needed to understand and respect viewpoints different from one's own and to foster empathy towards individuals and groups experiencing vulnerability.

The curriculum also emphasises peaceful conflict resolution and democratic deliberation. These skills strengthen responsible participation in plural societies, activating the intercultural dimension in communication contexts that require adapting register, using respectful language and applying mediation skills.

Finally, transformative action takes shape through projects involving participation and civic engagement, such as awareness-raising campaigns, volunteering initiatives or propos-

als to improve the local environment. Students are therefore encouraged to act on the challenges they identify, taking responsibility and developing the skills needed for social engagement and ethical decision-making.

MUSIC

The aim of Music as a subject is to develop artistic sensitivity and expressive capacity, while also providing a way of understanding the world from a global and plural perspective. The curriculum emphasises shared aesthetic experience, collective creation and the recognition of music as part of a cultural and interconnected heritage, all of which are closely linked to global competence.

In this area, critical analysis is developed through the study of musical works within their historical, social and cultural context, considering both their content and their social function. This approach allows students to understand music not only as an art form, but also as a form of discourse that can convey ideas, emotions and values and that can be used in both transformative and manipulative ways. This analysis also supports the recognition of diverse perspectives through the study and active listening of music from different cultures and historical periods. In this process, students learn to value diversity, challenge prejudice, and establish connections between cultural identities, generations, and communities. Music thus becomes a space for intercultural dialogue where respect and empathy are actively practised.

The communicative dimension of global competence also becomes tangible through performance and creative activities, in which students learn to identify and adapt register and terminology when conveying messages of socio-cultural relevance through music. This also constitutes a form of transformative action: when music is connected to socially engaged projects, such as compositions for awareness campaigns, community performances or creative works addressing global issues, art becomes a tool for change. Students learn that their creativity can have a meaningful impact on their communities.



Slovakia, 2024. Olha, 18, from Izmail in southern Ukraine, is a first-year student on the Business Mathematics degree at the Faculty of Mathematics, Physics and Informatics at Comenius University in Bratislava, Slovakia, on a DAFI scholarship.



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5.2

Designing Learning Situations with the Toolkit

Learning Situations are central to the current competency-based curriculum, connecting classroom practice with real-world challenges and contexts. A Learning Situation is more than a sequence of activities: it is a contextualised learning experience structured around a meaningful challenge.

The design of a Learning Situation is built around a context and a challenge, the development of subject-specific and transversal competences, clearly defined learning objectives and assessment criteria, and the knowledge associated with each subject in the curriculum. The elements below are organized in line with the requirements of lower secondary education.



A Learning Situation context is appropriate when it is curriculum-relevant, activates meaningful knowledge, is significant for the group and is feasible in terms of time, resources and scope.

Description of the Learning Situation: selecting context and challenge

The context of a Learning Situation is not a generic topic, but a reality that is meaningful and relevant to students, giving purpose to learning.

These contexts act as drivers of the teaching and learning process, connecting directly with current global challenges and encouraging students to think, engage and act in critical, empathetic and committed ways.

The list below presents a range of thematic areas that can serve as contexts for developing global competence. This list expands on the framework *A Cross-Curricular Framework for Global Development Education in the Context of Education for Sustainable Development* (Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany & Federal Ministry for Economic Cooperation and Development, 2007).

Thematic areas for developing global competence:

Food and agriculture: Food security, sustainable agriculture, global nutrition, land rights, food sovereignty.

Global environmental change: Climate change, ecological justice, biodiversity, environmental migration, global environmental responsibility.

Global trade: production, exchange and consumption: Fair trade, ethical consumption, global economic inequalities.

Development cooperation and institutions: Global solidarity, aid effectiveness, institutional accountability, neocolonialism, inclusive global development.

Diversity of values, cultures and living conditions: Cultural pluralism, intercultural dialogue, cultural appropriation, gender equality, sexual diversity, inclusion of people with disabilities, combating racism, homophobia and transphobia and ableism.

Education: Educational equity, inclusive education, media literacy, critical thinking, tackling misinformation and hate speech

Demographic structures and dynamics: Population dynamics, ageing societies, reproductive rights, youth population growth, demographic transitions.

Globalisation of the economy and work: Economic justice, labour rights, workplace discrimination, decent working conditions, global inequalities.

Globalisation of religious and ethical frameworks: Ideological fundamentalism, extremism, radicalisation.

Global governance and world order: International law, global institutions, multilateral cooperation, geopolitical dynamics, global citizenship.

History of globalisation: from colonialism to the "global village": Colonialism, imperialism, post-colonial justice, reparations, historical responsibility, systemic impacts of colonialism.

Migration and integration: Forced displacement, refugee rights, integration policies, combating xenophobia and racism, inclusive communities, intersectionality (impacts of class, gender, race, ethnicity and disability).

Mobility, urban development and transport: Urban inequalities, sustainable urbanisation, inclusive transport.

Opportunities and risks of technological progress: Digital divide, artificial intelligence ethics, surveillance, technological discrimination, digital rights.

Peace and conflict: Peace-building, conflict resolution, war, terrorism, ideological extremism, radicalisation, intersectional analysis of conflict.

Poverty and social protection: Global inequality, welfare systems, intersectionality (impacts of class, gender, race, ethnicity and disability).

Political power, democracy and human rights: Democratic participation, authoritarianism, human rights activism, civic education, corruption, social movements.

Protection and use of natural resources and energy production: Sustainability, renewable energy, resource extraction, climate justice.

Health and illness: Global health equity, pandemics, accessibility, disability rights, mental health, vaccines.

Globalised leisure: Global cultural exchange, impacts of tourism, digital leisure.

Transforming curriculum elements and students' learning needs into an educational challenge is what turns planning into a meaningful learning experience. A challenge is a situated learning need that engages the group and enables the mobilisation of knowledge, the development of competences and the generation of observable evidence of learning. To be viable, the challenge must meet criteria of authenticity, social or cultural relevance, connection to the local context, feasibility in terms of time and resources and clarity in terms of assessment.

A Learning Situation is the space where this challenge takes shape. It provides a coherent thread, a cognitive progression and a way to organize work that gives rise to initial, development, structuring and application activities, each informed by formative, self-regulatory or summative assessment decisions.

Selection of Learning Situation subjects and subject-specific competences

At this stage, the subject-specific competences involved in the Learning Situation are identified in relation to the development of the challenge.



Covering all the competences within a subject is not necessary. It is more effective to prioritise a smaller number and work on them in depth.

In interdisciplinary proposals, it is also important to specify what each subject contributes and how the observation of student progress will be coordinated.

Addressing transversal competences

The context and the challenge should also be understood through the lens of transversal competences. Citizenship competence acts as the organizing axis, ensuring the ethical and democratic foundation of the Learning Situation, including rights, diversity, participation and sustainability, in line with SDG 4.7 and the dimensions of global competence. Entrepreneurial competence brings initiative and the creation of public value. Personal, social and learning-to-learn competence supports self-regulation and collaborative work, and digital competence ensures information and media literacy.

Selection of knowledge

The knowledge associated with each subject represents the specific content that students are expected to acquire throughout the stage and forms the thematic core of what is developed in each Learning Situation. Selecting this knowledge is therefore a pedagogical decision that shapes both the learning objectives and the form the assessment process will take.

Curriculum vectors within the Learning Situation

Curriculum vectors are the key transversal axes that guide competency-based learning and ensure that education responds to the social, ethical and global challenges of the twenty-first century. They do not introduce new content, but rather act as perspectives that should be embedded in all Learning Situations. These vectors include personal and collective well-being, sustainability, critical and creative thinking, a gender perspective, digital and media education and democratic citizenship.

When planning a Learning Situation, these vectors are not added at the end. They give meaning to the entire process. They are integrated from the outset, shaping the initial challenge through its connection to global justice or collective well-being, for example. They are made visible in the proposed activities, which promote cooperation, critical reflection and sustainability, and they are also reflected in assessment through the observation of how students apply these values in their actions and decisions.



Working with curriculum vectors means teaching from an ethical, critical and transformative perspective that connects learning to real life and supports the development of global citizens capable of understanding and responding to contemporary challenges.

Drafting learning objectives and assessment criteria

The learning objectives of the sequence are formulated in line with the competences and knowledge that will be developed within the Learning Situation. These objectives should be expressed using action verbs, clearly state the conditions of achievement, define the expected level of autonomy and specify the time frame of the task, providing clear direction for the learning activities.

To operationalise the Toolkit's assessment criteria within a Learning Situation, it is necessary to select those criteria that give meaning to the challenge and that make it possible to demonstrate the achievement of learning objectives and the development of both subject-specific and transversal competences.

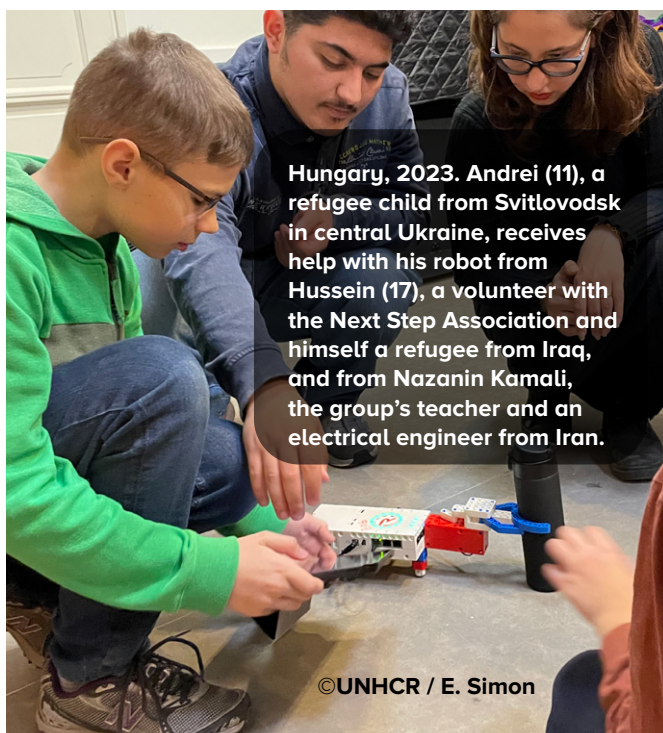


Learning objectives define the milestones that can be achieved through meeting the assessment criteria. In this sense, the Toolkit's criteria can be used as a guide for formulating learning objectives through a global competence lens.

Once the most relevant assessment criteria have been selected, they should be contextualised so that they become observable within real tasks. The key is to retain the action verb from the original criterion while incorporating subject knowledge and the context of the activity. This makes explicit what is being assessed ("what") and where it can be observed ("where"). These adjustments make the criteria more assessable within the Learning Situation while maintaining overall coherence with the Toolkit's assessment model.



They can be adapted to reflect the specific knowledge being developed, making clear what students are expected to do and in relation to which topic.



Hungary, 2023. Andrei (11), a refugee child from Svitlovodsk in central Ukraine, receives help with his robot from Hussein (17), a volunteer with the Next Step Association and himself a refugee from Iraq, and from Nazanin Kamali, the group's teacher and an electrical engineer from Iran.

©UNHCR / E. Simon

Greece, 2023. Refugees and asylum seekers attend a Greek language class delivered by UNHCR and its NGO partner METAdrasi at the Closed Controlled Access Centre on the island of Lesbos.

©UNHCR / S. Baltagiannis

Practical examples of how to adapt assessment criteria are provided below:

EXAMPLE – BLOCK 1

Critical analysis of local and global issues

Criterion B1.1, which requires students to collect, select and synthesise relevant information on global and local issues in a critical, ethical and structured way, can be applied in a range of contexts: from research on the impacts of climate change in Biology, to the analysis of sources on a historical conflict in Social Sciences or the study of statistical data in Mathematics.



"Collect, select and synthesise relevant information on the foundations of the capitalist system and its relationship with colonialism and imperialism in a critical, ethical and structured way in a shared document." **(Social Sciences)**



"Collect, select and synthesise relevant information from statistical tables and graphs relating to qualitative variables, discrete quantitative variables and continuous quantitative variables in a critical, ethical and structured way, focusing on forced displacement in Catalonia." **(Mathematics)**



"Collect, select and synthesise relevant information on the impacts of climate change on apple orchards in Lleida in a critical, ethical and structured way in a learning journal." **(Biology and Geology)**

BLOCK 1 of global competence facilitates the integration of subject knowledge in a largely natural way during adaptation.

EXAMPLE – BLOCK 2

Self-awareness and diverse perspectives

Criterion B2.2, which focuses on understanding and actively listening with empathy and respect, while showing interest in the meaning individuals give to their experiences and their way of perceiving the world, can be developed through listening activities in language subjects, music activities or cooperative tasks in Physical Education.

- ✓ “Understand and actively listen, with empathy and respect, to the testimonies of Ukrainian refugees in Catalonia, showing interest in the meaning they attribute to their experiences of the conflict in their region.” **(Catalan)**

EXAMPLE – BLOCK 3

Communication in diverse contexts

Criterion B3.2, which requires identifying and using inclusive language clearly and respectfully, avoiding discriminatory or stigmatising expressions, is directly applicable in both Foreign Language and Technology and Digitalisation.

- ✓ “Identify and use inclusive language in communication exchanges across different media in a clear and respectful way, avoiding discriminatory or stigmatising expressions.” **(Foreign Language)**
- ✓ “Identify and use inclusive language in the dissemination of technical documentation and multimedia information related to a project in a clear and respectful way, avoiding discriminatory or stigmatising expressions.” **(Technology and Digitalisation)**

EXAMPLE – BLOCK 4

Transformative action

Criterion B4.3, which requires formulating and planning contextualised and creative action proposals that respond to community needs and contribute to global justice, can be developed in projects ranging from Music to Physics and Chemistry.

- ✓ “Formulate and plan contextualised and creative action proposals on different forms of energy and their applications, based on their properties and the principle of conservation, that respond to community needs and contribute to global justice.” **(Physics and Chemistry)**
- ✓ “Formulate and plan contextualised and creative action proposals on the stylistic and social characteristics of the main genres within the most relevant cultural and musical repertoire, responding to community needs and contributing to global justice.” **(Music)**

These examples show that the Toolkit functions as a shared reference framework, providing teachers with a common language and transferable assessment criteria, without imposing a single content focus or restricting its application to specific subjects. This allows each teacher, within their own discipline, to adapt criteria and indicators to the activities and learning sequences they design, while maintaining coherence with the overall framework.

Learning outcomes: the assessment rubric for the Learning Situation

Once the assessment criteria have been selected, teachers consult the rubrics for each assessment block (B1–B4) and identify the corresponding achievement indicators for each chosen criterion.

They then combine criteria from different blocks, together with their achievement indicators, into a single rubric. This results in a Learning Situation Assessment Rubric that captures both learning outcomes and students’ progressive development in global competence within the planned Learning Situation.



To see how a specific rubric is created, refer to the example Learning Situation provided in this guide.



In addition, teachers should select appropriate resources, such as information sources, narratives or testimonies, to ensure a meaningful learning experience for students.

To avoid vagueness in the indicators, teaching practice focuses on specifying, through clear examples, what students are expected to do, taking into account the subject and the nature of the task being assessed.



In this way, general indicators are translated into specific, observable behaviours within a defined context.

Selecting tools and designing activities for the Learning Situation

To design activities for a Learning Situation using the Toolkit, teachers can follow a flexible and adaptable process that allows them to select, combine and refine tools according to learning objectives, context, the challenge and students' needs.

ACCESS THE DESIGN PROPOSAL OF A LEARNING SITUATION LINKED TO THE MIGRATORY ROUTES BASED ON THE TOOLKIT TOOLS.

LEARNING SITUATION



Once relevant tools have been identified, it is recommended to consult the [Catalogue of Activity Sheets](#), which offers an overview of each tool, including its methodology, the subjects it is best suited to, indicative timing (CLICs or RICs), the global competence assessment blocks it addresses, its alignment with civic competence and the types of learning evidence it generates.

When a suitable tool has been identified, teachers can explore its full implementation in the [Catalogue of Pedagogical Tools](#), where each tool is presented step by step, along with guidance on grouping, timing, materials and classroom dynamics. Teachers may then adapt the tool to the specific context of the Learning Situation by adjusting the language, examples and, where necessary, refining the steps themselves.

This process can be repeated to select appropriate tools for each phase of the learning cycle, ultimately building a coherent set of activities that make up the Learning Situation and ensure a consistent approach to the development and assessment of global competence.

Assessment of learning evidence: formative assessment outputs

To assess the learning evidence generated during an activity designed using Toolkit tools, the first step is to identify the assessment outputs defined in the tool's activity sheet. Each Activity Sheet is linked to specific assessment criteria.

Next, drawing on the Learning Situation Assessment Rubric, which establishes the overall assessment framework for the Learning Situation, the relevant criteria and achievement indicators listed in the activity sheet are selected and used to construct an ad hoc assessment rubric for each formative assessment object. This rubric brings together the corresponding criteria and indicators from the different assessment blocks, in line with the Learning Situation Assessment Rubric, making it possible to assess the learning evidence collected with precision and in accordance with the planned Learning Situation.

Once the specific rubric for the formative assessment object has been created, teachers can refine the achievement indicators to avoid overly general formulations and tailor them to the requirements of the tool. This allows them to adapt the indicators to the specific topic and nature of the activity, making explicit what students are expected to do and how this learning is demonstrated within the classroom context.



To see how a specific rubric is created, see page 40 of the [Learning Situation example we propose](#).

As a result, each formative assessment object has its own dedicated rubric, linked to the Toolkit's assessment blocks but tailored to the knowledge, competences, and learning objectives being developed. This ensures a more relevant, contextualised assessment and a precise observation of students' development in global competence.

06

Catalogue of **ACTIVITY SHEETS**

GLOBAL COMPETENCE ASSESSMENT TOOLKIT



Each Activity Sheet explains how a specific pedagogical tool is implemented.

The sheets are organized by their most relevant assessment block.

A button at the top of each sheet provides access to the corresponding tool.

A button at the bottom provides access to the assessment rubrics.

SEE SHEETS SECTION





DESCRIPTION AND METHODOLOGY:

Based on the critical debate model proposed by Cano Ortiz et al. (2016), this tool promotes critical thinking, intercultural communication and systems thinking through a structured debate on a relevant global or local issue. The process begins with an introduction that uses a stimulus to introduce the topic (image, text, poem, song, etc.) and an open-ended question designed to prompt reflection. Students are divided into three roles: the Proposing Group (PG), which defends a position; the Opposing Group (OG), which develops counterarguments; and the Evaluating Group (EG), which provides context for the debate, defines key concepts and later evaluates the quality of the contributions. Each group prepares its arguments through critical research and by creating an individual dossier compiling sources, data and arguments. During the debate, participants take turns presenting arguments, responding to counterarguments and answering questions, following agreed rules of respect and clarity. Finally, the Evaluating Group applies a Peer Assessment Rubric that considers aspects such as the strength of the arguments, active listening, the ability to reconsider perspectives, the use of inclusive language and the democratic management of disagreement. This tool turns debate into an opportunity for shared learning and deeper understanding of global complexity.

MOST RELEVANT SUBJECTS:

- | | |
|--|---|
| ☒ Catalan, Spanish and Aranese
☒ Biology and Geology
☐ Mathematics
☒ Foreign Language
☒ Physics and Chemistry
☒ Physical Education | ☒ Visual and Audiovisual Arts / Artistic Expression
☒ Technology and Digitalisation
☒ Social Sciences: Geography and History
☒ Civic and Ethical Education
☒ Artistic Expression: Music |
|--|---|

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Individual Preparation Dossier (PG, OG, EG)

B1.1, B1.3, B1.4, B1.5, B1.6

Presentation of the context (EG)

B1.4, B1.5, B1.6, B3.1, B3.2, B3.4, B3.5, B3.6

Spontaneous contributions

B1.4, B1.5, B1.6, B2.1, B2.2, B2.3, B3.1, B3.2, B3.4, B3.5, B3.6

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Peer Assessment Rubric

B2.2, B2.6, B3.1, B3.2, B3.4, B3.5, B3.6





DESCRIPTION AND METHODOLOGY:

Drawing inspiration from the “Short Critical Analysis of a Journal Article” from the Antolina Vélez Elementary and Secondary School (Acevedo, 2023), this tool guides students through the critical and reflective analysis of an information source, helping them interpret, compare and evaluate different perspectives on global or local issues. The activity is structured in four stages. First, students select a relevant source related to a given topic and justify their choice. Second, they produce a critical summary of the content, identifying the main topic, the author’s argument, point of view, evidence and conclusions. Third, they formulate a reasoned personal opinion, taking an ethical and critical position in response to the information analysed. Finally, the activity concludes with a group discussion to compare perspectives. Through this process, students learn to assess the reliability of sources and recognise their underlying intentions, identify potential bias and build well-founded opinions. This supports the development of critical thinking, information literacy and intellectual autonomy.

MOST RELEVANT SUBJECTS:

- ☒ Catalan, Spanish and Aranese
- ☒ Biology and Geology
- ☐ Mathematics
- ☒ Foreign Language
- ☒ Physics and Chemistry
- ☒ Physical Education

- ☒ Visual and Audiovisual Arts / Artistic Expression
- ☒ Technology and Digitalisation
- ☐ Social Sciences: Geography and History
- ☒ Civic and Ethical Education
- ☐ Artistic Expression: Music

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

Analysis Worksheet

ASSESSMENT CRITERIA

B1.3, B1.4, B1.6, B2.4, B2.5, B3.5, B3.2





DESCRIPTION AND METHODOLOGY:

This tool, inspired by the resource “Example of an information record sheet” from the Reading Portfolio Guide: Primary Education (Government of Catalonia, Department of Education 2017), is used to document or textual sources consulted during a research process, following a conscious and structured approach to information. This tool encourages a rigorous approach to research through three integrated stages: searching for information, categorising key data in a recording table (authorship, date of update, selected excerpts, etc.) and validating sources using a basic validation grid that includes guiding questions about the clarity and reliability of authorship. Through this methodology, students learn to select relevant information, identify bias, omissions, or ideological interests and assess the reliability of content, avoiding uncritical consumption of information.

MOST RELEVANT SUBJECTS:

- | | |
|--|--|
| ☒ Catalan, Spanish and Aranese | ☐ Visual and Audiovisual Arts / Artistic Expression |
| ☐ Biology and Geology | ☒ Technology and Digitalisation |
| ☒ Mathematics | ☐ Social Sciences: Geography and History |
| ☐ Foreign Language | ☐ Civic and Ethical Education |
| ☒ Physics and Chemistry | ☐ Artistic Expression: Music |
| ☐ Physical Education | |

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

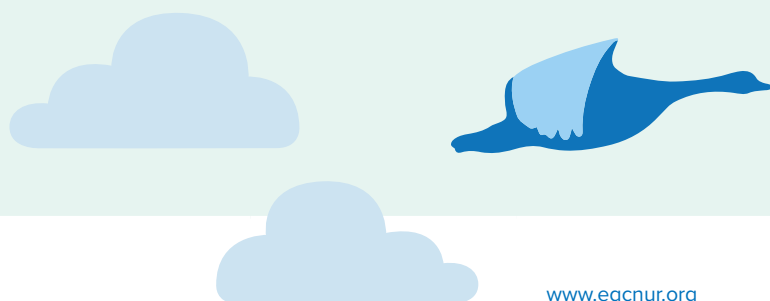
ASSESSMENT CRITERIA

Information log

B1.1, B1.3

Comparison and Validation Grid

B1.3





DESCRIPTION AND METHODOLOGY:

Inspired by the thinking routine “Claim–Support–Question” from the Harvard Graduate School of Education (HGSE, 2022), this tool provides a structure for expressing ideas in a reasoned and critical way through a three-step approach: First, students formulate a claim, support it with reasons or evidence and pose an open-ended question that opens up new lines of reflection.

The aim of this tool is to develop critical thinking and awareness of one's own learning process by connecting prior knowledge with new information, encouraging rigorous argumentation and generating relevant questions about global, cultural, or social issues. It also promotes autonomy, curiosity and the ability to question the world in a structured way.

MOST RELEVANT SUBJECTS:

- ☒ Catalan, Spanish and Aranese
- ☐ Biology and Geology
- ☒ Mathematics
- ☒ Foreign Language
- ☒ Physics and Chemistry
- ☒ Physical Education

- ☒ Visual and Audiovisual Arts / Artistic Expression
- ☒ Technology and Digitalisation
- ☒ Social Sciences: Geography and History
- ☒ Civic and Ethical Education
- ☒ Artistic Expression: Music

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

Claim – Support – Question Grid

ASSESSMENT CRITERIA

B1.1, B1.2, B1.3, B1.4, B1.5, B1.6, B2.4, B3.2





DESCRIPTION AND METHODOLOGY:

The Bias in design tool, based on the tool “Designer bias” from the Design Toolkit of the Universitat Oberta de Catalunya (UOC, n.d.-b), is grounded in a critical review with an intersectional and transformative approach and is designed to identify power imbalances, omissions and naturalised privileges in the design of projects, discourses or teaching materials. Inspired by perspectives from critical education (Freire, 1970), intersectional thinking (Crenshaw, 1989), contributions linking bias to mechanisms of cultural, economic and gender-based domination (Giroux, 1988; Hooks, 2014), and research on implicit bias, understood as unconscious predispositions that influence perceptions and decisions and are linked to the development of critical and emancipatory citizenship (Banaji & Greenwald, 1995), this tool invites students to become aware of how social, cultural and identity frameworks shape the way we conceptualise and present the world. Through the use of cards with key questions to identify ableist, ecological, cultural, economic and gender biases, students carry out critical analysis and develop well-founded arguments that support an ethical review of their own design or an external resource, based on criteria of social justice, inclusion, equity and sustainability, while reinforcing metacognitive learning about what they analyse and evaluate.

MOST RELEVANT SUBJECTS:

- ☒ Catalan, Spanish and Aranese
- ☒ Biology and Geology
- ☐ Mathematics
- ☒ Foreign Language
- ☐ Physics and Chemistry
- ☐ Physical Education

- ☒ Visual and Audiovisual Arts / Artistic Expression
- ☒ Technology and Digitalisation
- ☐ Social Sciences: Geography and History
- ☒ Civic and Ethical Education
- ☒ Artistic Expression: Music

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Bias Evidence Table

B1.3, B1.4, B1.6, B2.1, B2.3, B3.5, B4.3

Redesign of the project or idea

B2.3, B3.2, B4.2, B4.3, B4.5





DESCRIPTION AND METHODOLOGY:

This tool, inspired by the thinking routine “I think, I am interested, I investigate” (Andújar, 2016) and structured in three stages (1) I think, (2) I am interested and (3) I investigate, guides students through a learning process based on critical inquiry that connects prior knowledge and personal interests with well-founded and action-oriented research. It promotes knowledge construction grounded in personal experiences, values and questions. Through two successive rounds, students activate their initial ideas, formulate questions to explore the topic in greater depth, compare information from different sources, review their own positions and transfer their learning to real contexts through meaningful actions or outputs. This process fosters autonomy in inquiry, critical thinking and the ability to understand and transform global issues based on principles of justice and social responsibility.

MOST RELEVANT SUBJECTS:

- | | |
|--|---|
| ☒ Catalan, Spanish and Aranese
☒ Biology and Geology
☐ Mathematics
☒ Foreign Language
☒ Physics and Chemistry
☒ Physical Education | ☐ Visual and Audiovisual Arts / Artistic Expression
☐ Technology and Digitalisation
☒ Social Sciences: Geography and History
☒ Civic and Ethical Education
☒ Artistic Expression: Music |
|--|---|

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)

✗

✓

SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES

✓

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CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4

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GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION

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FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

STEP 1. Written reflections on interests and personal connections

B1.6, B2.1, B2.4, B2.6, B3.2

STEP 3. List or table of selected sources with justification

B1.3, B1.6, B3.2

STEP 3. Diagrams based on the information collected

B1.1, B1.2

STEP 4. Analysis of changes in perspective or revision of errors

B1.5, B1.6, B2.5, B2.6

STEP 5. Justification of the most relevant concepts

B1.6, B3.2

STEP 6. Proposed course of action

B1.6, B3.2, B4.2, B4.3, B4.5





DESCRIPTION AND METHODOLOGY:

This tool, inspired by Annex C of “La cartografía conceptual como caja de herramientas para el aprendizaje (Concept Mapping as a Toolkit for Learning)” (Cuellar, 2019), is a collaborative analysis tool that guides students through the progressive construction of knowledge around a central concept through a structured nine-step process. Students define the concept, organize related ideas into categories, distinguish it from similar concepts, identify examples and essential features, establish connections and apply their understanding critically. The process combines guided enquiry, critical and comparative thinking and group discussion. This sequence promotes self-regulation in learning, the shared construction of meaning and the ability to transfer knowledge to real social contexts. Based on comparison between groups and collective reformulation, the final activity encourages openness to dialogue, the revision of one's own ideas and the development of contextualised proposals with transformative intent.

MOST RELEVANT SUBJECTS:

- | | |
|--|---|
| ☒ Catalan, Spanish and Aranese
☒ Biology and Geology
☐ Mathematics
☒ Foreign Language
☒ Physics and Chemistry
☒ Physical Education | ☐ Visual and Audiovisual Arts / Artistic Expression
☐ Technology and Digitalisation
☒ Social Sciences: Geography and History
☐ Civic and Ethical Education
☐ Artistic Expression: Music |
|--|---|

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)

✗

✓

SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES

✓

✓

✓

✓

CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4

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✓

GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION

✓

✓

✓

✓

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

STEP 2. Bubble Map

B1.1, B1.2, B1.4

STEP 3. Venn Diagram or Double Bubble Map

B1.1, B1.2, B1.4

STEP 4. Concept and Examples Table

B1.1, B1.4, B1.6

STEP 5. Definition of the concept and its essential qualities

B1.1, B1.6, B3.2

STEP 6. Hierarchy Chart

B1.1, B1.2, B1.4

STEP 7. Concept Map

B1.1, B1.2, B1.4, B1.6, B2.1

STEP 8. Paragraph explaining two relevant connections

B1.4, B1.6

STEP 9. Comparison Table

B1.1, B1.4, B2.5, B2.6

STEP 10. Proposed course of action

B3.2, B4.2, B4.3, B4.5





DESCRIPTION AND METHODOLOGY:

This tool, inspired by a pedagogical model developed by Tobón (2015), is structured to guide students through the critical investigation of a global dilemma or issue with social and ethical implications. It begins with a meaningful question and unfolds through a process that combines theoretical knowledge, conceptual analysis, empirical observation and critical interpretation. The aim is to help students develop a well-founded, contextualised understanding of the issue and identify possible actions in their immediate environment. This methodology incorporates concepts from inquiry-based learning, systems thinking and education for global justice. It combines visual resources (maps, flowcharts and infographics), active inquiry strategies (source analysis, interviews and observation) and digital tools (portfolios) to document evidence, promote metacognition and consolidate learning. Students participate actively and cooperatively, with a reflective and ethically responsible approach.

MOST RELEVANT SUBJECTS:

- | | |
|---|--|
| ☐ Catalan, Spanish and Aranese
☒ Biology and Geology
☐ Mathematics
☐ Foreign Language
☒ Physics and Chemistry
☐ Physical Education | ☐ Visual and Audiovisual Arts / Artistic Expression
☒ Technology and Digitalisation
☒ Social Sciences: Geography and History
☐ Civic and Ethical Education
☐ Artistic Expression: Music |
|---|--|

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

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GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

STEP 2. Infographic/presentation of theoretical knowledge

B1.1, B1.2, B1.3, B1.4, B1.6, B3.5, B3.2

STEP 3. Concept Map

B1.1, B1.2, B1.4

STEP 4. Flowchart

B1.1, B1.2

STEP 5. Digital Evidence Portfolio: ENTRY 1

B1.1

STEP 5. Digital Evidence Portfolio: ENTRY 2

B1.1, B1.4, B1.6, B2.1, B2.3, B2.4, B2.5, B2.6, B3.2

STEP 5. Digital Evidence Portfolio: ENTRY 3

B1.1, B1.4, B1.5, B1.6, B3.2





DESCRIPTION AND METHODOLOGY:

This tool, inspired by the methodological considerations of the “Comparative Studies” method developed by Lau and Holbrook (2017), takes shape through a guided sequence that activates different cognitive processes. This process develops a range of cognitive skills, including reading comprehension, the identification of key themes and stakeholders, the analysis of variables, the formulation of causal hypotheses and the critical examination of available information. Through critical and reflective questions, the tool encourages systems thinking while helping students develop empathy and a deeper understanding of different perspectives. The final stage is centred on developing an informed personal interpretation. Students are asked to synthesise the case, revisit their hypotheses, assess potential biases and complexities and position themselves using well-founded arguments, sensitivity and social awareness.

MOST RELEVANT SUBJECTS:

- | | |
|--|--|
| ☒ Catalan, Spanish and Aranese
☒ Biology and Geology
☐ Mathematics
☒ Foreign Language
☒ Physics and Chemistry
☒ Physical Education | ☐ Visual and Audiovisual Arts / Artistic Expression
☒ Technology and Digitalisation
☒ Social Sciences: Geography and History
☒ Civic and Ethical Education
☒ Artistic Expression: Music |
|--|--|

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)

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✓

SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES

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CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

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GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION

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FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

STEP 1. Summary of the issue

B1.1, B3.2

STEP 2. Workbook (Understanding the issue through guided questions)

B1.1, B1.4, B1.6, B3.2

STEP 3. Variable Diagram

B1.1, B1.4

STEP 4. Clearly formulated and well-reasoned hypothesis

B1.4, B1.5

STEP 5. Workbook (Bias analysis through guided questions)

B1.3, B1.6, B3.2

STEP 6. Final reflection

B1.4, B1.5, B1.6, B2.4, B2.5, B2.6, B3.2



DESCRIPTION AND METHODOLOGY:

This tool proposes a structured process for developing critical and systems thinking based on the six essential questions of inquiry-based learning (What, Why, When, Where, Who and How), following the analytical model developed by Ferrell and Hartline (2011) and expanded through a final stage focused on transformative action. Through this framework, students learn to analyse global and local issues through observation, research, contextualisation and the development of a proposed course of action. The process begins by identifying the phenomenon (What?) and continues through the exploration of causes and consequences (Why?), temporal context (When?), geographical and contextual location (Where?), the identification of stakeholders (Who?) and the exploration of possible explanations or solutions (How?). Students then organize the information gathered into a visual or written representation (map, infographic, chart, presentation, etc.) before concluding with the development of a realistic and transformative proposal for action that includes objectives, strategies, participants, resources and impact indicators. By combining rigorous inquiry with critical reflection and socially responsible action, the tool incorporates cognitive, ethical and civic dimensions while supporting the full development of global and citizenship competence.

MOST RELEVANT SUBJECTS:

- ☒ Catalan, Spanish and Aranese
- ☒ Biology and Geology
- ☐ Mathematics
- ☒ Foreign Language
- ☒ Physics and Chemistry
- ☐ Physical Education

- ☐ Visual and Audiovisual Arts / Artistic Expression
- ☒ Technology and Digitalisation
- ☒ Social Sciences: Geography and History
- ☐ Civic and Ethical Education
- ☒ Artistic Expression: Music

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)

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✓

SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES

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CITIZENSHIP COMPETENCE ADDRESSED:

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GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION

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✓

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Structured responses to the 6W questions

B1.1, B1.3, B1.4, B1.6, B3.2

Data representation

B1.1, B1.2, B1.6

Proposed course of action

B1.6, B3.2, B4.1, B4.2, B4.3, B3.5, B4.4



DESCRIPTION AND METHODOLOGY:

This tool, inspired by the Geographic Thinking process developed by the Ontario Ministry of Education (2023), is based on cooperative learning, spatial thinking and the understanding of diverse perspectives. It draws on the Jigsaw methodology, which is used to promote the construction of shared meaning through different roles and viewpoints. Students analyse a specific space through the values, interests and symbolic connections that different groups may associate with it, highlighting power relations, conflicts and possibilities for transformation. The process develops critical thinking, contextual analysis, active listening and ethical reflection. The tool is structured in three phases. The first involves guided research from the perspective of a specific group (expert group), the second focuses on comparison and discussion in mixed groups (jigsaw group) and the final phase consists of a collective reflection on the tensions and dynamics observed within the space.

MOST RELEVANT SUBJECTS:

- | | |
|--|--|
| ☐ Catalan, Spanish and Aranese
☒ Biology and Geology
☐ Mathematics
☐ Foreign Language
☐ Physics and Chemistry
☐ Physical Education | ☐ Visual and Audiovisual Arts / Artistic Expression
☐ Technology and Digitalisation
☒ Social Sciences: Geography and History
☒ Civic and Ethical Education
☐ Artistic Expression: Music |
|--|--|

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)

✗

✓

SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES

✗

✓

✓

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CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4

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GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION

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✓

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Expert group reflection

B1.6, B2.1, B2.2, B2.3, B3.2

Individual reflection

B1.5, B1.6, B2.1, B2.2, B2.3, B2.4, B2.5, B3.2

Jigsaw reflection 1

B1.4, B1.5, B1.6, B2.1, B2.2, B3.5, B3.2

Jigsaw reflection 2

B1.4, B1.5, B1.6, B2.1, B2.2, B3.2, B4.2, B4.3





DESCRIPTION AND METHODOLOGY:

This tool, inspired by the Geographic Thinking process developed by the Ontario Ministry of Education (2023), develops an analytical learning process aimed at understanding the complexity of a social, political or environmental situation or phenomenon through the breakdown of its causes and consequences. First, groups identify and classify causes as primary, secondary or structural through guided questions that encourage critical discussion and systems thinking. Then, they analyse the consequences of the phenomenon, distinguishing between immediate effects, long-term consequences and unequal impacts on different affected groups. Finally, students visually construct a chain of causal relationships to represent the links between the causes, the central phenomenon and its consequences, with the possibility of adding branches and feedback loops.

MOST RELEVANT SUBJECTS:

- ☐ Catalan, Spanish and Aranese
- ☒ Biology and Geology
- ☐ Mathematics
- ☐ Foreign Language
- ☒ Physics and Chemistry
- ☐ Physical Education

- ☐ Visual and Audiovisual Arts / Artistic Expression
- ☒ Technology and Digitalisation
- ☒ Social Sciences: Geography and History
- ☒ Civic and Ethical Education
- ☐ Artistic Expression: Music

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)

✗

✓

SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES

✗

✓

✓

✗

CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4

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GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION

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✗

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Cause Identification and Classification Table

B1.1, B1.4, B1.6

Consequences and Impact Analysis Table

B1.1, B1.4, B1.5, B1.6

Chain of cause–phenomenon–consequence relationships

B1.2, B1.4, B1.6





DESCRIPTION AND METHODOLOGY:

This tool, inspired by the Geographic Thinking process developed by the Ontario Ministry of Education (2023), enables students to analyse how a space or phenomenon evolves over time by identifying recurring spatial patterns and trends that point to ongoing transformation. The learning process is based on active inquiry, data analysis, the use of diverse sources and the shared construction of knowledge. Students work cooperatively to analyse specific case studies, guided by key questions and structuring information through a patterns and trends identification sheet. This process develops skills such as the selection and synthesis of relevant information, critical thinking, the understanding of global-local interdependence and collective reflection on ecosocial interconnectedness.

MOST RELEVANT SUBJECTS:

- ☐ Catalan, Spanish and Aranese
- ☒ Biology and Geology
- ☒ Mathematics
- ☐ Foreign Language
- ☐ Physics and Chemistry
- ☐ Physical Education

- ☐ Visual and Audiovisual Arts / Artistic Expression
- ☒ Technology and Digitalisation
- ☒ Social Sciences: Geography and History
- ☐ Civic and Ethical Education
- ☐ Artistic Expression: Music

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Patterns and Trends Worksheet

B1.1, B1.2, B1.4, B1.5, B1.6, B3.2, B4.2, B4.3, B4.4





DESCRIPTION AND METHODOLOGY:

Inspired by the Geographic Thinking process developed by the Ontario Ministry of Education (2023), this tool proposes a series of steps for exploring the connections between natural and human systems through the analysis of how their different components interact and generate reciprocal impacts and global consequences. Through an inquiry-based process, students select a central system (such as a forest, a city or a transport system), identify its components and internal processes and then analyse how the system interacts with nearby or external systems. Students then reflect on the human decisions that may affect these balances and assess their potential environmental, economic and social impacts in both the short and long term. Finally, they write a critical reflection on the importance of understanding interdependence and systemic complexity in order to make more informed and sustainable decisions in response to contemporary challenges.

MOST RELEVANT SUBJECTS:

- | | |
|---|---|
| ☐ Catalan, Spanish and Aranese
☒ Biology and Geology
☐ Mathematics
☐ Foreign Language
☒ Physics and Chemistry
☐ Physical Education | ☐ Visual and Audiovisual Arts / Artistic Expression
☒ Technology and Digitalisation
☒ Social Sciences: Geography and History
☒ Civic and Ethical Education
☐ Artistic Expression: Music |
|---|---|

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)

✗

✓

SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES

✗

✓

✗

✗

CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4

✓

✗

✗

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GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION

✓

✗

✓

✓

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Workbook

Functions of the interconnected parts within the system being analysed

B1.1, B1.4, B1.5

Analysis of interactions with external systems

B1.1, B1.4, B1.5, B1.6

Assessment of the system's potential impacts

B1.6, B4.2, B4.4

Final reflection

B1.4, B1.6, B3.2, B4.2, B4.4





DESCRIPTION AND METHODOLOGY:

The “Chunking” tool, created specifically for this project, is an educational strategy designed to support the understanding of complex global issues by breaking them down into conceptual blocks, or chunks. The process is structured in five phases: the collective selection of a relevant and complex issue; its breakdown into meaningful parts (causes, consequences, stakeholders, dilemmas and responses); the individual analysis of each chunk; the identification of connections between chunks; and, finally, the visual representation of the whole through an infographic. Students develop skills related to critical analysis, systems thinking and the organization of knowledge through this process.

MOST RELEVANT SUBJECTS:

- | | |
|---|---|
| ☒ Catalan, Spanish and Aranese
☒ Biology and Geology
☐ Mathematics
☒ Foreign Language
☒ Physics and Chemistry
☐ Physical Education | ☐ Visual and Audiovisual Arts / Artistic Expression
☒ Technology and Digitalisation
☒ Social Sciences: Geography and History
☐ Civic and Ethical Education
☒ Artistic Expression: Music |
|---|---|

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)

✗

✓

SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES

✓

✓

✓

✗

CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4

✓

✗

✓

✓

GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION

✓

✗

✓

✗

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Workbook

STEP 2. Breaking down information into chunks

B1.1, B1.4

STEP 3. Chunk Analysis Table

B1.1, B1.3, B1.4, B1.6

STEP 4. Connections between chunks

B1.4, B1.6

Final infographic

B1.1, B1.2, B1.4, B1.6, B3.2





DESCRIPTION AND METHODOLOGY:

Inspired by the resource “Example activity for analysing the reliability of a website” from the “Reading Portfolio Guide: Primary Education”, published by the Department of Education of the Government of Catalonia (2017), this tool enables students to compare two sources of information on the same topic through a critical reading process aimed at identifying similarities, contradictions, omissions and biases. Using a comparison table, students record and synthesise the key ideas from each source, analyse their reliability and identify underlying perspectives. This process supports the development of critical thinking, metacognition, autonomy in research and information analysis and a more conscious and active approach to dominant narratives.

MOST RELEVANT SUBJECTS:

- | | |
|---|--|
| ☒ Catalan, Spanish and Aranese
☒ Biology and Geology
☒ Mathematics
☒ Foreign Language
☒ Physics and Chemistry
☒ Physical Education | ☒ Visual and Audiovisual Arts / Artistic Expression
☒ Technology and Digitalisation
☒ Social Sciences: Geography and History
☐ Civic and Ethical Education
☒ Artistic Expression: Music |
|---|--|

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Source Comparison Table

B1.1, B1.3, B1.6

Final critical reflection

B1.3, B1.6, B2.4, B3.2





DESCRIPTION AND METHODOLOGY:

This tool, inspired by the resource “Example of an information record sheet” from the “Reading Portfolio Guide: Primary Education”, published by the Department of Education of the Government of Catalonia (2017), is designed to support the critical reading and in-depth understanding of informational texts such as news articles, reports or interview excerpts through a guided process. Using a visual coding system based on symbols, students identify main ideas, secondary ideas, key phrases and the author’s perspective. This process develops skills related to synthesis, discourse analysis, bias identification and the critical interpretation of language. Students then organize the information in a reflective table that is later compared with other perspectives. This tool therefore contributes directly to the development of media and information literacy competence by helping students interpret content, identify underlying intentions and build a critical perspective towards social and media discourse.

MOST RELEVANT SUBJECTS:

- | | |
|--|---|
| <ul style="list-style-type: none"> ☒ Catalan, Spanish and Aranese ☒ Biology and Geology ☐ Mathematics ☒ Foreign Language ☒ Physics and Chemistry ☒ Physical Education | <ul style="list-style-type: none"> ☐ Visual and Audiovisual Arts / Artistic Expression ☐ Technology and Digitalisation ☒ Social Sciences: Geography and History ☒ Civic and Ethical Education ☒ Artistic Expression: Music |
|--|---|

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Coded and annotated text

B1.1, B1.2

Critical Text Analysis Table

B1.1, B1.3, B1.6, B2.3, B3.2





DESCRIPTION AND METHODOLOGY:

Inspired by the principles outlined by Batanero et al. (1991) in “Análisis exploratorio de datos: sus posibilidades en la enseñanza secundaria (Exploratory Data Analysis: Its Possibilities in Secondary Education)”, this tool follows a structured methodological sequence designed to support the critical, contextualised and ethical interpretation of graphs related to global issues. Based on data literacy and the critical interpretation of visual sources, this tool guides students to a progressive understanding that moves from basic observation to intersectional interpretation. The step-by-step structure incorporates analytical, visual and inferential thinking strategies, together with skills related to comparison, prediction, contextualisation and critical reflection. Students use structured tables to record data, identify patterns, formulate hypotheses and connect information to its broader context and to principles of ecosocial justice.

MOST RELEVANT SUBJECTS:

- | | |
|---|--|
| ☐ Catalan, Spanish and Aranese
☒ Biology and Geology
☒ Mathematics
☐ Foreign Language
☒ Physics and Chemistry
☒ Physical Education | ☐ Visual and Audiovisual Arts / Artistic Expression
☒ Technology and Digitalisation
☒ Social Sciences: Geography and History
☐ Civic and Ethical Education
☐ Artistic Expression: Music |
|---|--|

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)

✗

✓

SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES

✗

✓

✓

✗

CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4

✗

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✓

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GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION

✓

✓

✓

✗

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Graph Analysis Table

B1.1, B1.3, B1.6

Data Comparison Table

B1.1

Trend Prediction Table

B1.3, B1.5, B1.6, B2.1, B3.2

Contextualised Critical Reflection Table

B1.1, B1.4, B1.5, B1.6, B2.1, B2.3, B3.2





DESCRIPTION AND METHODOLOGY:

Inspired by the approach proposed by Martín Fuentes (2024) in “Las matemáticas al rescate contra las fake news” (Mathematics to the Rescue Against Fake News), this tool structures a four-phase process for critically analysing data that promotes numerical rigour and civic awareness among students. First, students select and transcribe the relevant data from a media source or resource needed to understand the global context. Next, during the classification phase, they apply source validation criteria to identify misleading data and systematically assess each figure. Students then use critical guiding questions to identify biases, omissions and graphical manipulation. Finally, during the transformative reformulation phase, they design an alternative representation that clearly presents stakeholders, causes and consequences while respecting and incorporating diverse perspectives in order to build rigorous and ethical knowledge.

MOST RELEVANT SUBJECTS:

- | | |
|---|--|
| ☐ Catalan, Spanish and Aranese
☒ Biology and Geology
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☒ Physical Education | ☐ Visual and Audiovisual Arts / Artistic Expression
☒ Technology and Digitalisation
☒ Social Sciences: Geography and History
☐ Civic and Ethical Education
☐ Artistic Expression: Music |
|---|--|

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)

✗

✓

SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES

✗

✓

✓

✗

CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4

✓

✗

✓

✗

GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION

✓

✗

✓

✓

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Selection of relevant data

B1.1

Numerical Data Classification Table

B1.1, B1.3, B1.6

Critical analysis using guiding questions

B1.1, B1.3, B1.6

Reformulation of headlines or graphs

B1.2, B3.2, B4.2, B4.5





DESCRIPTION AND METHODOLOGY:

Inspired by the “Focused Listing” technique from *Classroom Assessment Techniques* by Angelo and Cross (1993), this tool creates a learning dynamic designed to activate and consolidate prior knowledge through the rapid and focused generation of ideas associated with a central concept. This process encourages students to externalise their internal thought processes, making thinking more visible while helping identify conceptual gaps. Its systematic use supports students’ metacognitive regulation by encouraging reflection on the effectiveness of their own activation and synthesis strategies. At the same time, it contributes to the development of critical and analytical thinking by requiring students to categorise information, establish meaningful connections and assess the relevance of the vocabulary used.

MOST RELEVANT SUBJECTS:

- | | |
|---|---|
| <ul style="list-style-type: none"> ☒ Catalan, Spanish and Aranese ☒ Biology and Geology ☒ Mathematics ☒ Foreign Language ☒ Physics and Chemistry ☒ Physical Education | <ul style="list-style-type: none"> ☒ Visual and Audiovisual Arts / Artistic Expression ☒ Technology and Digitalisation ☒ Social Sciences: Geography and History ☒ Civic and Ethical Education ☒ Artistic Expression: Music |
|---|---|

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Student responses

B1.1

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Self-Assessment Grid

B1.1





DESCRIPTION AND METHODOLOGY:

Inspired by the “1-2-3 Format” technique from the Classroom Assessment Techniques developed by the Center for Innovative Teaching and Learning at Northern Illinois University (s.d.), this tool functions as a reflective strategy that combines individual written production and collaborative exchange in order to activate, organize and deepen understanding of content. First, each student spends three minutes summarising the three most relevant ideas or questions related to the topic. They then write two concrete examples or practical applications that connect theory to a real-world context and, finally, identify one doubt or unclear aspect that requires clarification. Once the individual phase is complete, students work in pairs or small groups to compare and discuss their contributions, enriching collective understanding while encouraging the emergence of diverse perspectives. The teacher then gathers the information and adjusts the teaching sequence in order to revisit unclear concepts, introduce new resources or redesign activities where necessary.

MOST RELEVANT SUBJECTS:

- | | |
|---|---|
| <ul style="list-style-type: none"> ☒ Catalan, Spanish and Aranese ☒ Biology and Geology ☒ Mathematics ☒ Foreign Language ☒ Physics and Chemistry ☒ Physical Education | <ul style="list-style-type: none"> ☒ Visual and Audiovisual Arts / Artistic Expression ☒ Technology and Digitalisation ☒ Social Sciences: Geography and History ☒ Civic and Ethical Education ☒ Artistic Expression: Music |
|---|---|

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

3 key ideas or questions

B1.1

2 examples or applications

B4.3





DESCRIPTION AND METHODOLOGY:

Inspired by the idea-grouping technique (“Affinity Mapping” or the “KJ Method”) developed by sociologist Jiro Kawakita (1960), this tool creates a learning dynamic in which students collect independent ideas (data, questions, opinions or emotions) on sticky notes related to a specific topic, display them in a shared space and individually group them according to conceptual similarities without assigning predefined categories. Once the emerging groupings have been formed, participants work together in groups to compare their classifications, create shared groupings and collectively name them. The class then creates a conceptual map of connections that highlights causes, consequences and interdependencies between concepts. This bottom-up process stimulates critical thinking, encourages equitable participation and improves understanding of complex issues through simple and agile visual resources.

MOST RELEVANT SUBJECTS:

- ☒ Catalan, Spanish and Aranese
- ☒ Biology and Geology
- ☐ Mathematics
- ☒ Foreign Language
- ☒ Physics and Chemistry
- ☒ Physical Education

- ☒ Visual and Audiovisual Arts / Artistic Expression
- ☒ Technology and Digitalisation
- ☒ Social Sciences: Geography and History
- ☒ Civic and Ethical Education
- ☒ Artistic Expression: Music

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Individual classification

B1.1, B1.4

Group classification

B1.1, B1.4





DESCRIPTION AND METHODOLOGY:

Based on the “One-Sentence Summary” technique from “Classroom Assessment Techniques” by Angelo and Cross (1993), this tool is organized into five stages designed to support metacognition and collaborative learning. First, students explore the content by engaging with relevant materials in order to understand its complexity. They then identify key elements in a structured grid (stakeholders, events, causes, consequences and underlying values) to ensure a systematic understanding of the selected topic. Next, students synthesise the information into a single statement that answers the questions: “Who does what? How? Why? What is the result?” To support collective meaning-making, students share their sentences in small groups, gather feedback and broaden their critical perspective while identifying conceptual gaps. Finally, each student incorporates the feedback received to produce a sentence with maximum clarity, precision and analytical depth.

MOST RELEVANT SUBJECTS:

- | | |
|---|---|
| <ul style="list-style-type: none"> ☒ Catalan, Spanish and Aranese ☒ Biology and Geology ☒ Mathematics ☒ Foreign Language ☒ Physics and Chemistry ☒ Physical Education | <ul style="list-style-type: none"> ☒ Visual and Audiovisual Arts / Artistic Expression ☒ Technology and Digitalisation ☒ Social Sciences: Geography and History ☒ Civic and Ethical Education ☒ Artistic Expression: Music |
|---|---|

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Key Elements Table

B1.1, B1.4, B3.2

Individual Summary

B1.1, B1.4, B1.5, B3.2

Revised Summary

B1.1, B1.4, B1.5, B3.2





DESCRIPTION AND METHODOLOGY:

Inspired by the “Concept Mapping” technique developed by Novak and Gowin (1984), this tool follows a systems-thinking process that can be carried out either with a facilitator or independently. First, each student internalises a relevant concept through its representation on a card. Working in groups, students then transform these ideas into a physical or visual network in which nodes and threads symbolise cause-and-effect relationships, stakeholder impacts or value-based challenges. This process makes the interdependencies between concepts visible. Once the network has been created, participants or the facilitator introduce analytical questions to explore feedback loops, internal tensions and stakeholder responsibilities in order to deepen critical and multidimensional reflection. Through the “breaking experience”, one connection is symbolically removed to highlight both the fragility and resilience of the sociocultural network. Finally, students reflect on the connections established and justify the relationships identified.

MOST RELEVANT SUBJECTS:

- ☒ Catalan, Spanish and Aranese
- ☒ Biology and Geology
- ☐ Mathematics
- ☒ Foreign Language
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- ☒ Physical Education

- ☒ Visual and Audiovisual Arts / Artistic Expression
- ☒ Technology and Digitalisation
- ☒ Social Sciences: Geography and History
- ☒ Civic and Ethical Education
- ☒ Artistic Expression: Music

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Connection Summary Table (Options 1 and 2)

B1.1, B1.4, B1.5, B1.6, B2.1, B2.2, B2.3, B2.5, B3.2

Individual Reflection (Option 2)

B1.1, B1.4, B1.6, B2.3, B2.4, B2.5, B3.2





DESCRIPTION AND METHODOLOGY:

Inspired by the “One-Minute Paper” technique from “Classroom Assessment Techniques” by Angelo and Cross (1993), this tool follows a three-step structured feedback process. First, the teacher clearly defines a learning objective and designs a guiding question. Students then have one minute to concisely write down their ideas or doubts on paper or in a digital format. Once collected, the responses are grouped thematically in order to identify patterns, misunderstandings and strengths. Finally, the teacher provides targeted feedback that helps adjust the teaching sequence in order to revisit unclear concepts and strengthen both student understanding and participation.

MOST RELEVANT SUBJECTS:

- ☒ Catalan, Spanish and Aranese
- ☒ Biology and Geology
- ☒ Mathematics
- ☒ Foreign Language
- ☒ Physics and Chemistry
- ☒ Physical Education

- ☒ Visual and Audiovisual Arts / Artistic Expression
- ☒ Technology and Digitalisation
- ☒ Social Sciences: Geography and History
- ☒ Civic and Ethical Education
- ☒ Artistic Expression: Music

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

Written responses

ASSESSMENT CRITERIA

B1.1, B1.4, B1.6, B3.2





DESCRIPTION AND METHODOLOGY:

Inspired by the “Memory Matrix” technique from “Classroom Assessment Techniques” by Angelo and Cross (1993), this tool unfolds in three phases. First, during the completion phase, students individually or in small groups fill in the blank cells of a table using concepts, definitions or examples related to a specific concept or topic. Next, during the comparison and analysis phase, the teacher reviews the completed matrices to identify omissions and recurring error patterns, recording them in order to provide appropriate feedback and improvement strategies that help consolidate learning.

MOST RELEVANT SUBJECTS:

- ☒ Catalan, Spanish and Aranese
- ☒ Biology and Geology
- ☒ Mathematics
- ☒ Foreign Language
- ☒ Physics and Chemistry
- ☒ Physical Education
- ☒ Visual and Audiovisual Arts / Artistic Expression
- ☒ Technology and Digitalisation
- ☒ Social Sciences: Geography and History
- ☒ Civic and Ethical Education
- ☒ Artistic Expression: Music

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

Memory matrix

ASSESSMENT CRITERIA

B1.1, B1.4



DESCRIPTION AND METHODOLOGY:

Inspired by the “Defining Features Matrix” technique from “Classroom Assessment Techniques” by Angelo and Cross (1993), this tool enables students to analyse, compare and distinguish similar concepts through the identification of defining characteristics, thereby supporting the development of critical thinking and conceptual analysis. Starting from a shared topic, the teacher presents two or three concepts that commonly generate confusion and asks students to identify the defining features that each concept clearly includes or does not include. This process is organized through a comparison matrix that makes it possible to visualise similarities and differences between concepts and identify the essential characteristics of each one. Once the matrix has been completed, students share and compare their responses in order to reflect on recurring errors, conceptual misunderstandings and the classification criteria used.

MOST RELEVANT SUBJECTS:

- | | |
|--|--|
| ☒ Catalan, Spanish and Aranese
☒ Biology and Geology
☐ Mathematics
☒ Foreign Language
☒ Physics and Chemistry
☒ Physical Education | ☐ Visual and Audiovisual Arts / Artistic Expression
☒ Technology and Digitalisation
☒ Social Sciences: Geography and History
☒ Civic and Ethical Education
☒ Artistic Expression: Music |
|--|--|

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Defining Features Matrix

B1.1, B1.4, B1.5, B1.6





DESCRIPTION AND METHODOLOGY:

Inspired by the “The Muddiest Point in the Lecture” technique included in “Classroom Assessment Techniques” by Angelo and Cross (1993), this tool helps students identify what they have understood clearly and which concepts still generate confusion in relation to a specific topic. Using a list of key concepts, students categorise each one as either a “clear concept” or a “muddiest point”, briefly explaining why they consider the idea easy or difficult to understand. This exercise encourages personal reflection on learning, helps identify misconceptions or gaps in understanding and provides the teacher with immediate information to adjust their pedagogical approach. Sharing and analysing the ‘muddiest points’ as a class opens space for dialogue, normalises uncertainty as part of learning, encourages active participation and helps clarify the concepts students need to confidently engage with more complex global issues.

MOST RELEVANT SUBJECTS:

- ☒ Catalan, Spanish and Aranese
- ☒ Biology and Geology
- ☒ Mathematics
- ☒ Foreign Language
- ☒ Physics and Chemistry
- ☒ Physical Education

- ☒ Visual and Audiovisual Arts / Artistic Expression
- ☒ Technology and Digitalisation
- ☒ Social Sciences: Geography and History
- ☒ Civic and Ethical Education
- ☒ Artistic Expression: Music

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

Concept Table

ASSESSMENT CRITERIA

B1.1, B1.4, B1.5, B1.6





DESCRIPTION AND METHODOLOGY:

Inspired by the “Profiles of Admirable Individuals” technique from “Classroom Assessment Techniques” by Angelo and Cross (1993), the “Admirable Individuals” tool invites students to explore, describe and reflect on inspiring figures, whether real, symbolic or fictional, who have made a significant impact on global issues or actively contributed to improving the world.

Through this exercise, students not only investigate facts and events, but also establish meaningful connections between the values represented by the individual, the concrete actions they carried out and the social impact generated by their initiatives. The aim is to encourage students to move beyond their immediate surroundings and understand how these contributions resonated globally. This helps them develop a broader and more nuanced understanding of current global challenges and the solutions that have been, or could be, proposed. It also fosters a holistic perspective and encourages students to reflect on the role individuals can play in transforming the world.

MOST RELEVANT SUBJECTS:

- ☒ Catalan, Spanish and Aranese
- ☒ Biology and Geology
- ☒ Mathematics
- ☒ Foreign Language
- ☒ Physics and Chemistry
- ☒ Physical Education

- ☒ Visual and Audiovisual Arts / Artistic Expression
- ☒ Technology and Digitalisation
- ☒ Social Sciences: Geography and History
- ☒ Civic and Ethical Education
- ☒ Artistic Expression: Music

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)

✗

✓

SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES

✓

✓

✗

✗

CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4

✓

✗

✓

✓

GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION

✓

✓

✗

✗

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Profile creation

B1.1, B1.4, B1.5, B1.6, B2.1, B2.4, B2.5





DESCRIPTION AND METHODOLOGY:

Inspired by the “Thinking Routines” developed by HGSE (2022), this tool follows a seven-step process that guides students in developing a critical, reflective and personal interpretation of a situation or phenomenon. The activity begins by activating prior knowledge and encouraging students to make meaningful connections with their own personal, cultural and social experiences. Students are then invited to explore different perspectives in order to strengthen intercultural understanding and develop empathy towards other realities and lived experiences. Once this foundation has been established, students begin to question their own ideas, identify biases or deeply rooted beliefs and reflect on internal tensions that can lead to deeper and more nuanced thinking. Throughout the process, the tool combines critical reading, variable analysis and question-based inquiry with activities designed to support intellectual autonomy. This encourages an active, reflective and transformative approach to learning.

MOST RELEVANT SUBJECTS:

- ☒ Catalan, Spanish and Aranese
- ☐ Biology and Geology
- ☒ Mathematics
- ☒ Foreign Language
- ☐ Physics and Chemistry
- ☐ Physical Education

- ☒ Visual and Audiovisual Arts / Artistic Expression
- ☐ Technology and Digitalisation
- ☒ Social Sciences: Geography and History
- ☒ Civic and Ethical Education
- ☒ Artistic Expression: Music

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

Opinion Sheet

ASSESSMENT CRITERIA

B1.4, B1.5, B1.6, B2.1, B2.2, B2.3, B2.4, B2.5





DESCRIPTION AND METHODOLOGY:

Based on a proposal by Blasco Guiral et al. (n.d., p. 45), this tool invites students to step into the position of another person or group facing a dilemma or complex situation in order to understand and defend perspectives different from their own. Using a case study built around opposing viewpoints, students first express their own opinion. They are then asked to argue for and justify the opposing position by identifying the values, emotions and contextual factors that underpin it. Throughout the process, students develop cognitive empathy, argumentative flexibility and the ability to critically analyse diverse perspectives. The activity concludes with a teacher-guided debate focused on reflecting on difference and recognising how perceptions and attitudes towards the same issue may be shaped by different experiences, contexts and values.

MOST RELEVANT SUBJECTS:

- ☒ Catalan, Spanish and Aranese
- ☒ Biology and Geology
- ☐ Mathematics
- ☒ Foreign Language
- ☐ Physics and Chemistry
- ☒ Physical Education

- ☒ Visual and Audiovisual Arts / Artistic Expression
- ☒ Technology and Digitalisation
- ☒ Social Sciences: Geography and History
- ☒ Civic and Ethical Education
- ☒ Artistic Expression: Music

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)

✗

✓

SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES

✓

✓

✗

✗

CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4

✓

✗

✓

✗

GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION

✓

✓

✗

✗

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Initial written/oral reflection

B1.4, B1.5, B1.6

Opinion Sheet

B1.1, B1.4, B1.6, B2.1, B2.2, B2.3, B2.4, B2.5, B2.6





DESCRIPTION AND METHODOLOGY:

Developed from the proposal “Juegos para la educación intercultural (Games for Intercultural Education)” by Al·lès (2006), this tool invites students on a reflective journey through their own lived experiences in order to recognise, value and analyse human rights that have been experienced, guaranteed or violated. By creating an individual poster or visual board, each student both visually and symbolically represents moments in their life when they had access to certain rights or experienced situations in which those rights were absent or limited. Students then reflect on which of these rights are not equally guaranteed for other people or groups. They also identify the economic, social, political, cultural or gender-related factors that may restrict access to those rights. The activity concludes with a teacher-guided group reflection that connects personal experiences with the historical and structural context of human rights. In doing so, it helps students develop ecosocial awareness and encourages an active commitment to social justice.

MOST RELEVANT SUBJECTS:

- | | |
|---|---|
| ☒ Catalan, Spanish and Aranese
☐ Biology and Geology
☐ Mathematics
☒ Foreign Language
☐ Physics and Chemistry
☐ Physical Education | ☐ Visual and Audiovisual Arts / Artistic Expression
☐ Technology and Digitalisation
☒ Social Sciences: Geography and History
☒ Civic and Ethical Education
☒ Artistic Expression: Music |
|---|---|

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)

✗

✓

SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES

✓

✓

✗

✗

CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4

✓

✓

✓

✗

GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION

✓

✓

✓

✗

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Poster: reflection on personal rights and identification of exclusion factors affecting other people and groups

B1.4, B1.6, B2.1, B2.4, B3.2

Written personal reflection

B1.6, B2.1, B2.3, B2.4, B2.5, B2.6, B3.2



33

The Stereotype Tree

OPEN THE PEDAGOGICAL TOOL



DESCRIPTION AND METHODOLOGY:

Inspired by the game created by Al·lès (2006) in “Juegos para la educación intercultural (Games for Intercultural Education)”, this tool combines visual thinking, cooperative learning, critical reflection and debate to encourage deeper learning about prejudice and stereotypes. The activity begins with an introductory phase in which students define these concepts together and establish a shared foundation for the discussion. Working in small groups, students then create a symbolic tree in which they identify prejudices (roots), discriminatory attitudes (trunk) and proposals for change (treetop). Afterwards, students observe the work produced by the other groups and add comments using sticky notes in order to encourage new perspectives and further questioning. Finally, the teacher guides a collective reflection focused on identifying deeply rooted prejudices, privileges that often go unnoticed and the forms of resistance that may emerge when attempting to challenge stereotypes. The activity concludes by asking students to consider how they can challenge stereotypes in their own educational and social contexts.

MOST RELEVANT SUBJECTS:

- | | |
|--|---|
| <ul style="list-style-type: none"> ☒ Catalan, Spanish and Aranese ☐ Biology and Geology ☐ Mathematics ☒ Foreign Language ☐ Physics and Chemistry ☒ Physical Education | <ul style="list-style-type: none"> ☒ Visual and Audiovisual Arts / Artistic Expression ☒ Technology and Digitalisation ☒ Social Sciences: Geography and History ☒ Civic and Ethical Education ☒ Artistic Expression: Music |
|--|---|

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Symbolic tree created in groups

B1.2, B2.3, B3.2, B4.3

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Peer critical analysis

B1.5, B2.1, B2.3, B3.2, B4.3

ASSESSMENT RUBRICS



34

The Letter

OPEN THE PEDAGOGICAL TOOL



DESCRIPTION AND METHODOLOGY:

Drawn from “Juegos para la educación intercultural (Games for Intercultural Education)” by Al·lès (2006), this tool uses creative writing to develop critical empathy and intercultural understanding. Using an initial stimulus, which may be an image, testimony or relevant piece of data, students emotionally connect with an issue, situation or phenomenon before writing a letter from another person's perspective, expressing how that person experiences, feels and responds to the situation. Through this exercise, students learn to put themselves in the shoes of others and explore emotions, difficulties and hopes through a respectful and empathetic lens. The letters are then shared and discussed in pairs or small groups, creating a space for active listening, dialogue and reflection on the voices represented, as well as on possible stereotypes or oversimplifications.

MOST RELEVANT SUBJECTS:

- ☒ Catalan, Spanish and Aranese
- ☒ Biology and Geology
- ☐ Mathematics
- ☒ Foreign Language
- ☐ Physics and Chemistry
- ☐ Physical Education

- ☐ Visual and Audiovisual Arts / Artistic Expression
- ☒ Technology and Digitalisation
- ☒ Social Sciences: Geography and History
- ☒ Civic and Ethical Education
- ☒ Artistic Expression: Music

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)

✗

✓

SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES

✓

✓

✗

✗

CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4

✓

✓

✓

✗

GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION

✓

✓

✓

✗

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Personalised letter

B1.4, B2.1, B2.3, B2.5

Reflective review (written): Are we representing others fairly?

B2.1, B2.2, B2.3, B3.1, B3.2

ASSESSMENT RUBRICS





DESCRIPTION AND METHODOLOGY:

Inspired by “A Theory of Cognitive Dissonance” by Festinger (1957), this tool invites students to identify contradictions between their own values and actions through real situations they have experienced or observed in relation to global or social issues. First, students identify a core value such as justice, respect or equality and reflect on its importance in their own lives. They then think about an action or omission that contradicted this value and describe how they felt in response to that inconsistency. This stage helps students recognise cognitive dissonance, understood as the discomfort that arises when thoughts and actions are not aligned, while also helping them identify and name the emotions involved. Students then explore six possible strategies for managing dissonance and select the one that best fits their situation, justifying their choice through a personal reflection that integrates the value, the conflict and the decision made. The process concludes with the formulation of a concrete personal commitment that turns reflection into action and helps restore coherence between beliefs and behaviour.

MOST RELEVANT SUBJECTS:

- ☒ Catalan, Spanish and Aranese
- ☒ Biology and Geology
- ☐ Mathematics
- ☒ Foreign Language
- ☐ Physics and Chemistry
- ☐ Physical Education

- ☐ Visual and Audiovisual Arts / Artistic Expression
- ☒ Technology and Digitalisation
- ☐ Social Sciences: Geography and History
- ☒ Civic and Ethical Education
- ☒ Artistic Expression: Music

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)

✗

✓

SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES

✗

✓

✓

✗

CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4

✓

✓

✓

✗

GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION

✗

✓

✓

✓

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Written reflection

B2.4, B2.5, B2.6, B3.2

Proposal for a personal commitment

B4.3, B4.5



36

Empathy Map and Human Needs

OPEN THE PEDAGOGICAL TOOL



DESCRIPTION AND METHODOLOGY:

The sequence of this tool, inspired by the “Empathy Map” proposed by Dam and Teo (2025), begins with the presentation of a case linked to a global or social issue, such as forced displacement or xenophobic discourse. Students work individually with an empathy map to analyse another person’s perspective, considering what they see, feel, hear and say, as well as their difficulties and aspirations. Once the empathy maps have been completed, they are shared in small groups in order to identify common points and differences, encouraging a broader and more collective understanding of the situation. Students then explore Maslow’s hierarchy of human needs, analysing which needs are being met and which have been violated or neglected in each case. This analysis helps deepen understanding of the living conditions of the person represented while connecting them to fundamental rights and structural factors. The process concludes with a group discussion focused on proposing actions that could respond to the needs identified, followed by an individual reflection using a self-assessment grid that encourages students to evaluate their own process of empathy, understanding and commitment.

MOST RELEVANT SUBJECTS:

- ☒ Catalan, Spanish and Aranese
- ☒ Biology and Geology
- ☐ Mathematics
- ☒ Foreign Language
- ☐ Physics and Chemistry
- ☐ Physical Education

- ☒ Visual and Audiovisual Arts / Artistic Expression
- ☒ Technology and Digitalisation
- ☒ Social Sciences: Geography and History
- ☒ Civic and Ethical Education
- ☒ Artistic Expression: Music

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)

✗

✓

SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES

✓

✓

✗

✗

CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4

✓

✓

✓

✗

GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1
CRITICAL ANALYSIS OF
LOCAL AND GLOBAL
ISSUES

BLOCK 2
SELF-AWARENESS AND
DIVERSE PERSPECTIVES

BLOCK 3
COMMUNICATION IN
DIVERSE CONTEXTS

BLOCK 4
TRANSFORMATIVE
ACTION

✗

✓

✗

✗

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Empathy Map

B2.1, B2.3

Analysis of the proposed Maslow hierarchy

B2.1, B2.3

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Self-Assessment Grid

B2.1, B2.3, B2.4, B2.5

ASSESSMENT RUBRICS





DESCRIPTION AND METHODOLOGY:

The methodology behind this tool is based on the “RULER” model developed by the Yale Center for Emotional Intelligence (n.d.) and is implemented through two formats: CLICs (short activities lasting 15–20 minutes) and RICs (more in-depth processes lasting up to 120 minutes). In both cases, the process begins with an emotionally significant stimulus (a testimony, video, dilemma, image, etc.) that prompts students to reflect on human rights, global justice or inequality. The five phases of the RULER model are then introduced. First, students identify the emotion they feel in response to the topic and place it on an emotion meter (based on the model developed by Dr Marc Brackett of the Yale Center for Emotional Intelligence) in order to become more aware of their internal emotional state. Students then reflect on what triggered that emotion by connecting it to values, experiences or perceived injustices. In the third phase, they label the emotion precisely using a rich emotional vocabulary and identifying both primary and secondary emotions. Students then express the emotion respectfully and meaningfully through different formats, encouraging empathy and communication. Finally, the process focuses on emotional regulation by providing students with strategies to manage emotions and channel them into positive actions, strengthening both self-awareness and emotional autonomy.

MOST RELEVANT SUBJECTS:

- ☒ Catalan, Spanish and Aranese
- ☐ Biology and Geology
- ☐ Mathematics
- ☒ Foreign Language
- ☐ Physics and Chemistry
- ☐ Physical Education

- ☒ Visual and Audiovisual Arts / Artistic Expression
- ☐ Technology and Digitalisation
- ☒ Social Sciences: Geography and History
- ☒ Civic and Ethical Education
- ☒ Artistic Expression: Music

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

STEP 1. RULER Reflection Table (CLICs PROCEDURE)

B2.4, B2.5

STEP 2. Understanding Table (RICs PROCEDURE)

B2.1, B2.3, B2.4, B2.5

STEP 4. Multimodal expression (E) (RICs PROCEDURE)

B1.1, B1.6, B2.4, B2.5, B3.1, B3.5, B3.2

Reflection and emotional management

B2.4, B2.5, B2.6





DESCRIPTION AND METHODOLOGY:

The methodology behind this tool, inspired by “70 ejercicios prácticos de dinámica de grupo (70 Practical Exercises in Group Dynamics)” by Fritzen (1988), is based on the gradual creation of a collective classroom book in which each student contributes a meaningful personal experience linked to a global or social issue.

These contributions may take written, visual or digital form depending on the subject area. Each participant then reads the previous contribution and adds a brief and respectful reflection, creating emotional, personal or critical connections. The book circulates among students, gradually building a shared narrative that reflects the diversity of the group. At the end of the process, the class reads the book collectively in order to identify recurring themes and shared emotions, which may then be represented visually and lead to new questions, projects or TRANSFORMATIVE ACTION.

MOST RELEVANT SUBJECTS:

- ☒ Catalan, Spanish and Aranese
- ☒ Biology and Geology
- ☐ Mathematics
- ☒ Foreign Language
- ☐ Physics and Chemistry
- ☐ Physical Education

- ☒ Visual and Audiovisual Arts / Artistic Expression
- ☒ Technology and Digitalisation
- ☒ Social Sciences: Geography and History
- ☒ Civic and Ethical Education
- ☒ Artistic Expression: Music

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)

✗

✓

SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES

✓

✓

✗

✗

CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4

✓

✓

✓

✗

GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION

✓

✓

✓

✗

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Personal contribution

B1.1, B1.4, B1.6, B2.1, B2.2, B2.3, B2.4, B2.5, B2.6, B3.2, B3.5

Comments on classmates' contributions

B1.4, B1.6, B2.1, B2.2, B2.3, B2.4, B2.5, B2.6, B3.2, B3.4, B3.5





DESCRIPTION AND METHODOLOGY:

Inspired by the “Thinking Routines” developed by HGSE (2022), this tool begins with the introduction of a complex global issue such as forced displacement, inequality or current armed conflicts through a meaningful stimulus such as a news article, video, testimony or literary text. The teacher creates a safe and respectful environment that encourages reflection. Students then individually complete a template organized around four areas: Expectations (what they hope to understand or question), Needs (what they require in order to explore the topic more deeply), Feelings (the emotions the topic generates) and Objections (resistances, contradictions or doubts). Finally, students share their reflections in groups or as a whole class in order to compare perspectives, identify tensions and formulate new questions. These discussions may lead to new lines of inquiry, research or collective action.

MOST RELEVANT SUBJECTS:

- ☒ Catalan, Spanish and Aranese
- ☒ Biology and Geology
- ☐ Mathematics
- ☒ Foreign Language
- ☒ Physics and Chemistry
- ☒ Physical Education

- ☒ Visual and Audiovisual Arts / Artistic Expression
- ☒ Technology and Digitalisation
- ☒ Social Sciences: Geography and History
- ☒ Civic and Ethical Education
- ☐ Artistic Expression: Music

TOOL TYPE BY DURATION:

CLICS (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Cardinal Points Table

B1.4, B2.1, B2.3, B2.4, B2.5, B3.5, B2.6



40

Four Corners

OPEN THE PEDAGOGICAL TOOL



DESCRIPTION AND METHODOLOGY:

This activity, created specifically for this project, begins with the presentation of a meaningful global dilemma such as the climate crisis, migration or inequality. The teacher presents four possible positions, ranging from complete agreement to complete disagreement, and each student physically moves to the area of the classroom that best reflects their opinion. Students then work in groups to develop arguments, explain their reasoning and formulate questions for the other groups. A dialogue between positions is facilitated in order to compare perspectives and, finally, students are invited to reflect on whether they have changed their position and why. This process helps students identify different lines of reasoning, tensions and possible points of agreement between contrasting viewpoints.

MOST RELEVANT SUBJECTS:

- ☒ Catalan, Spanish and Aranese
- ☒ Biology and Geology
- ☐ Mathematics
- ☒ Foreign Language
- ☒ Physics and Chemistry
- ☒ Physical Education

- ☒ Visual and Audiovisual Arts / Artistic Expression
- ☒ Technology and Digitalisation
- ☒ Social Sciences: Geography and History
- ☒ Civic and Ethical Education
- ☒ Artistic Expression: Music

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Reasoning Grid

B1.1, B1.4, B1.5, B1.6, B3.2

Personal Reflection

B1.1, B1.4, B1.6, B2.1, B2.2, B2.3, B2.4, B2.5, B2.6, B3.2

ASSESSMENT RUBRICS



DESCRIPTION AND
METHODOLOGY:

Drawn from the “Classroom Assessment Techniques” developed by Angelo and Cross (1993), this tool begins by identifying common preconceptions or conceptual misunderstandings among students. The teacher selects the most relevant or problematic beliefs and creates a short questionnaire using multiple-choice questions or rating scales in order to assess the strength of those beliefs. Once the questionnaire has been validated, the purpose of the activity is explained to students and responses are collected anonymously. The teacher then analyses the results to identify the most widespread and deeply held misconceptions and adjusts the teaching plan accordingly in order to address them. Finally, these misconceptions are explored actively in the classroom through specific activities focused on debate, information comparison and critical reflection.

MOST RELEVANT
SUBJECTS:

- ☒ Catalan, Spanish and Aranese
- ☒ Biology and Geology
- ☐ Mathematics
- ☒ Foreign Language
- ☒ Physics and Chemistry
- ☒ Physical Education

- ☒ Visual and Audiovisual Arts / Artistic Expression
- ☒ Technology and Digitalisation
- ☒ Social Sciences: Geography and History
- ☒ Civic and Ethical Education
- ☒ Artistic Expression: Music

TOOL TYPE BY
DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT
ACTIVITIESSTRUCTURING
ACTIVITIESAPPLICATION
ACTIVITIESCITIZENSHIP
COMPETENCE
ADDRESSED:

CC1

CC2

CC3

CC4

GLOBAL COMPETENCE
BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF
LOCAL AND GLOBAL
ISSUESSELF-AWARENESS AND
DIVERSE PERSPECTIVESCOMMUNICATION IN
DIVERSE CONTEXTSTRANSFORMATIVE
ACTION

FORMATIVE ASSESSMENT OUTPUTS

Multiple-choice survey

ASSESSMENT CRITERIA

B2.1, B2.3, B2.4, B2.5



DESCRIPTION AND METHODOLOGY:

Based on the “Word Journal” technique from “Classroom Assessment Techniques” by Angelo and Cross (1993), this tool begins with a meaningful resource such as a text, video or testimony designed to prompt a personal and emotional response to a complex global or social reality. After exploring the material, each student chooses a key word that captures the impact the situation had on them and briefly explains its meaning and connection to the topic explored. This exercise helps students put words to emotions and thoughts that are often difficult to express, encouraging introspection and strengthening the connection between feeling and thinking. Students then share their chosen words in small groups, creating a space for empathetic listening in which the diversity of perspectives surrounding the same reality becomes visible. The activity concludes with the creation of a collective mural, either on paper or in digital format, bringing together all the words and meanings shared as a symbolic representation of the group’s diverse emotions and perspectives.

MOST RELEVANT SUBJECTS:

- ☒ Catalan, Spanish and Aranese
- ☒ Biology and Geology
- ☐ Mathematics
- ☒ Foreign Language
- ☒ Physics and Chemistry
- ☐ Physical Education

- ☒ Visual and Audiovisual Arts / Artistic Expression
- ☒ Technology and Digitalisation
- ☒ Social Sciences: Geography and History
- ☒ Civic and Ethical Education
- ☒ Artistic Expression: Music

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Key word and individual written reflection

B1.1, B1.4, B1.6, B2.1, B2.4, B3.5, B2.5



43

Everyday Ethical Dilemma

OPEN THE PEDAGOGICAL TOOL



DESCRIPTION AND METHODOLOGY:

Inspired by the “Everyday Ethical Dilemmas” technique from “Classroom Assessment Techniques” by Angelo and Cross (1993), this tool helps students reflect on their values and the ways these values influence their everyday decisions. Using a realistic and relatable case study built around a relevant moral or social conflict, students respond briefly and anonymously to questions that require ethical reasoning. This process encourages them to identify both their own values and those of others, recognise contradictions and understand the diversity of perspectives that may coexist within the same context. The teacher collects and analyses the responses and uses this information to open a later discussion, clarify ideas and encourage deeper and more critical learning.

MOST RELEVANT SUBJECTS:

- | | |
|--|---|
| <ul style="list-style-type: none"> ☒ Catalan, Spanish and Aranese ☒ Biology and Geology ☐ Mathematics ☒ Foreign Language ☒ Physics and Chemistry ☒ Physical Education | <ul style="list-style-type: none"> ☒ Visual and Audiovisual Arts / Artistic Expression ☒ Technology and Digitalisation ☒ Social Sciences: Geography and History ☒ Civic and Ethical Education ☒ Artistic Expression: Music |
|--|---|

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

STEP 4. Brief and honest responses

B1.6, B2.1, B2.3, B2.4, B2.5, B3.5, B3.2



ASSESSMENT RUBRICS



44

Ad Hoc Opinion Survey

OPEN THE PEDAGOGICAL TOOL



DESCRIPTION AND METHODOLOGY:

Inspired by the “Classroom Opinion Polls” technique from “Classroom Assessment Techniques” by Angelo and Cross (1993), this tool begins by identifying a relevant and potentially controversial global issue such as inequality, climate change or privilege. The teacher prepares a small number of clear and open-ended opinion questions, which are presented to students either on paper or digitally. Students respond individually without needing to justify their answers, encouraging honesty and a diversity of viewpoints. The teacher then collects and analyses the data (percentages, graphs or trends) and shares the results with the group in order to open a reflective and respectful discussion. This discussion space helps students become more aware of the biases, values and contradictions within the class. The survey may be repeated at the end of the project or learning sequence to identify changes in students’ perspectives and evaluate the development of their critical thinking.

MOST RELEVANT SUBJECTS:

- ☒ Catalan, Spanish and Aranese
- ☒ Biology and Geology
- ☐ Mathematics
- ☒ Foreign Language
- ☒ Physics and Chemistry
- ☐ Physical Education

- ☒ Visual and Audiovisual Arts / Artistic Expression
- ☒ Technology and Digitalisation
- ☒ Social Sciences: Geography and History
- ☒ Civic and Ethical Education
- ☒ Artistic Expression: Music

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Initial Ad Hoc Survey

B2.1, B2.3, B2.4, B2.5, B3.2

Final Ad Hoc Survey

B1.1, B1.6, B2.1, B2.3, B2.4, B2.5, B2.6, B3.2

ASSESSMENT RUBRICS



45

Personal Values Scale

OPEN THE PEDAGOGICAL TOOL



DESCRIPTION AND METHODOLOGY:

This tool was created specifically to promote ethical and intercultural reflection. Students receive a list of values and individually rate them according to their personal importance, encouraging introspection and helping identify personal priorities and internal dilemmas. Each student then writes a brief reflection explaining the reasons behind their choices and the possible cultural or social influences that may have shaped their value system. Students later participate in a group discussion, either in small groups or as a whole class, where they share and compare their responses, creating space for ethical debate, intercultural dialogue and active listening. Finally, the group may create collective visual representations (maps, charts or word clouds) that help highlight similarities and differences within the group, contributing to a deeper awareness of the diversity of values.

MOST RELEVANT SUBJECTS:

- ☒ Catalan, Spanish and Aranese
- ☒ Biology and Geology
- ☒ Mathematics
- ☒ Foreign Language
- ☒ Physics and Chemistry
- ☒ Physical Education

- ☒ Visual and Audiovisual Arts / Artistic Expression
- ☒ Technology and Digitalisation
- ☒ Social Sciences: Geography and History
- ☒ Civic and Ethical Education
- ☒ Artistic Expression: Music

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

Written reflection

ASSESSMENT CRITERIA

B2.4, B2.5, B2.6



ASSESSMENT RUBRICS



46

Double Mirror

OPEN THE PEDAGOGICAL TOOL



DESCRIPTION AND METHODOLOGY:

Adapted from the “double-swing model of intercultural communication between the East and the West” developed by Yoshikawa (1987), this tool uses the metaphor of the “double mirror” to transform encounters with other cultures or perspectives into opportunities for self-awareness and personal growth. When we engage with different realities, we not only gain a better understanding of others, but also begin to see ourselves differently through that interaction. The process encourages students to reflect on how contact with different perspectives can shape and transform their values, beliefs and attitudes, while recognising diversity as a source of learning. Through reflection and dialogue, students develop an open, empathetic and critical attitude towards difference.

MOST RELEVANT SUBJECTS:

- ☒ Catalan, Spanish and Aranese
- ☐ Biology and Geology
- ☐ Mathematics
- ☒ Foreign Language
- ☐ Physics and Chemistry
- ☐ Physical Education

- ☒ Visual and Audiovisual Arts / Artistic Expression
- ☐ Technology and Digitalisation
- ☒ Social Sciences: Geography and History
- ☒ Civic and Ethical Education
- ☒ Artistic Expression: Music

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

Individual brainstorming

ASSESSMENT CRITERIA

B2.4, B2.5, B2.6



ASSESSMENT RUBRICS





DESCRIPTION AND METHODOLOGY:

Inspired by Fuqua's (2012) "Deep Democracy", this tool uses physical movement within the space to visually represent participants' opinions and values. First, the group stands in a circle around a symbolic central object. The teacher (or facilitator) invites students to create open-ended questions related to ethical, social or identity-based issues. For each question, participants move intuitively closer to or further away from the central object depending on their level of agreement or disagreement. This physical positioning helps make the diversity of perspectives within the group visible. A guided reflection and discussion then follows, encouraging active listening, respect and the use of first-person discourse. Finally, students complete an individual written reflection in which they analyse how they felt, how they experienced differences within the group and what they learned about both their own position and the perspectives of others.

MOST RELEVANT SUBJECTS:

- ☒ Catalan, Spanish and Aranese
- ☒ Biology and Geology
- ☐ Mathematics
- ☒ Foreign Language
- ☐ Physics and Chemistry
- ☒ Physical Education

- ☒ Visual and Audiovisual Arts / Artistic Expression
- ☒ Technology and Digitalisation
- ☒ Social Sciences: Geography and History
- ☒ Civic and Ethical Education
- ☒ Artistic Expression: Music

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)

✗

✓

SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES

✓

✗

✗

✗

CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4

✓

✓

✓

✗

GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION

✓

✓

✓

✗

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Student Question Bank

B1.4, B1.5, B1.6, B2.1, B2.2, B2.3, B2.4, B2.5, B3.2

Individual reflection

B1.5, B1.6, B2.4, B2.5, B2.6, B3.5, B3.2





DESCRIPTION AND METHODOLOGY:

Inspired by a proposal developed by Global Village Project Ireland (Global Village Schools, n.d.), this tool combines role play, critical thinking and emotional education in order to foster empathy and explore dilemmas from multiple perspectives. Students first arrange themselves in two facing lines to create a central corridor. One student is then chosen to represent a character, either real or fictional, connected to the issue or dilemma being explored and walks through the corridor. At this point, the rest of the group voices ideas, thoughts or advice aloud. Alternatively, students may be encouraged to respond spontaneously or the two lines may be assigned opposing roles (support vs criticism). Specific roles may also be assigned in order to encourage multiperspectivity. This approach helps students put values and emotions into practice while developing decision-making skills and awareness of the consequences of actions. The activity concludes with a collective reflection in which students share impressions about the experience and the perspectives that emerged.

MOST RELEVANT SUBJECTS:

- ☒ Catalan, Spanish and Aranese
- ☒ Biology and Geology
- ☐ Mathematics
- ☒ Foreign Language
- ☒ Physics and Chemistry
- ☒ Physical Education

- ☒ Visual and Audiovisual Arts / Artistic Expression
- ☒ Technology and Digitalisation
- ☒ Social Sciences: Geography and History
- ☒ Civic and Ethical Education
- ☒ Artistic Expression: Music

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Personal reflection

B2.1, B2.2, B2.3, B2.4, B2.5, B2.6, B3.2



49

Think and Share

OPEN THE PEDAGOGICAL TOOL



DESCRIPTION AND METHODOLOGY:

Inspired by the “Think–Pair–Share” method developed by Lyman (1981), this tool encourages critical reflection and peer communication through an open-ended question. Students first reflect individually and then share their ideas with a partner in order to compare perspectives and develop a joint response. Finally, selected pairs present their conclusions to the class. This dynamic creates a safe environment for discussing complex ethical and ecosocial dilemmas while encouraging participation from all students, enriching the collective discussion.

MOST RELEVANT SUBJECTS:

- ☒ Catalan, Spanish and Aranese
- ☒ Biology and Geology
- ☒ Mathematics
- ☒ Foreign Language
- ☒ Physics and Chemistry
- ☒ Physical Education

- ☒ Visual and Audiovisual Arts / Artistic Expression
- ☒ Technology and Digitalisation
- ☒ Social Sciences: Geography and History
- ☒ Civic and Ethical Education
- ☒ Artistic Expression: Music

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Individual response

B1.6, B2.1, B2.3, B2.4, B2.5

Paired presentation of responses

B2.1, B2.2, B2.3, B2.5, B2.6, B3.1, B3.2

ASSESSMENT RUBRICS





DESCRIPTION AND METHODOLOGY:

Inspired by the “Dialogic Mechanisms in Public Debates” proposed by Banegas (2020), this tool is structured around a five-stage process. First, a moral or social dilemma that is relevant to students is collectively defined and formulated. Second, students are assigned the roles of proposing participants, opposing participants and dialogic observers so that each team can prepare arguments and observation tools using structured grids. Third, students are introduced to and practice different dialogic mechanisms in pairs, such as making the implicit explicit, reformulating ideas and translanguaging, in order to ensure understanding and appropriate use. Fourth, the debate begins while the observers record the effective use of dialogic mechanisms and the inclusion of diverse voices. Finally, peer tutorial sessions are held between the observers and the debate teams in order to evaluate the effectiveness of the mechanisms used and agree on improvement strategies.

MOST RELEVANT SUBJECTS:

- ☒ Catalan, Spanish and Aranese
- ☒ Biology and Geology
- ☒ Mathematics
- ☒ Foreign Language
- ☒ Physics and Chemistry
- ☒ Physical Education

- ☒ Visual and Audiovisual Arts / Artistic Expression
- ☒ Technology and Digitalisation
- ☒ Social Sciences: Geography and History
- ☒ Civic and Ethical Education
- ☒ Artistic Expression: Music

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Argument Preparation Grid (Groups A and B)

B1.1, B1.4, B1.5, B1.6

Debate (Groups A and B)

B1.6, B2.1, B2.2, B2.3, B3.1, B3.2, B3.4, B3.5, B3.6

Individual personal reflection

B1.6, B2.4, B2.5, B2.6, B3.2

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Dialogic Observation Template (Group C) – PEER ASSESSMENT

B1.5, B1.6, B2.2, B2.6, B3.1, B3.2, B3.4, B3.5, B3.6





DESCRIPTION AND METHODOLOGY:

Inspired by Kolb's (1984) experiential learning model, this tool uses real or simulated scenarios to help students role-play different communicative situations and reflect on how verbal and non-verbal language can be adapted depending on the context, culture and communicative intention. Students gain a deeper understanding of communication as a social and ethical act in which gestures, tone of voice, words and attitudes can either support understanding or, conversely, lead to misunderstandings. Through this activity, students learn to recognise the elements involved in respectful and effective communication, critically analyse their own ways of expressing themselves and step into another person's perspective in order to better understand the diversity of cultural norms and perspectives while developing empathy, active listening and respect.

MOST RELEVANT SUBJECTS:

- | | |
|--|--|
| ☒ Catalan, Spanish and Aranese
☒ Biology and Geology
☐ Mathematics
☒ Foreign Language
☒ Physics and Chemistry
☒ Physical Education | ☒ Visual and Audiovisual Arts / Artistic Expression
☒ Technology and Digitalisation
☒ Social Sciences: Geography and History
☒ Civic and Ethical Education
☐ Artistic Expression: Music |
|--|--|

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)

✗

✓

SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES

✗

✓

✓

✗

CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4

✓

✓

✓

✓

GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION

✗

✓

✓

✗

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Worksheet – Part 1

B2.4, B2.5, B3.1, B3.2, B3.3, B3.5, B3.6

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Worksheet – Part 2 (Peer assessment)

B2.1, B2.3, B3.1, B3.2, B3.3

Critical individual reflection: self-assessment

B2.1, B2.2, B2.3, B3.1, B3.2, B3.5, B3.3





DESCRIPTION AND METHODOLOGY:

Created specifically for this project, this tool encourages students to document an intercultural interaction that takes place outside the classroom in order to analyse both the context of the encounter and their own communication during the interaction. Students reflect on the verbal and non-verbal elements used during the exchange, including tone, gestures, linguistic adaptations and moments of misunderstanding, as well as the emotions, learning experiences and challenges involved. The process concludes with a self-assessment that helps students identify strengths and areas for improvement in their communicative and empathetic competence.

MOST RELEVANT SUBJECTS:

- | | |
|---|---|
| ☒ Catalan, Spanish and Aranese
☐ Biology and Geology
☐ Mathematics
☒ Foreign Language
☐ Physics and Chemistry
☐ Physical Education | ☐ Visual and Audiovisual Arts / Artistic Expression
☒ Technology and Digitalisation
☒ Social Sciences: Geography and History
☒ Civic and Ethical Education
☐ Artistic Expression: Music |
|---|---|

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)

✗

✓

SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES

✗

✓

✓

✓

CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4

✓

✗

✓

✗

GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION

✗

✓

✓

✗

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Portfolio entry – Intercultural Journal (Parts 1, 2 and 3)

B2.4, B2.5, B2.6, B3.1, B3.2, B3.4, B3.5

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Critical individual reflection: self-assessment

B1.2, B2.2, B3.1, B3.2, B3.3, B3.5, B3.4





DESCRIPTION AND METHODOLOGY:

Inspired by the inclusive multilingual communication practices proposed by Attanasio et al. (2021), this tool uses non-verbal communication to help students develop intercultural awareness, empathy and the critical interpretation of gestures and emotions. Using dramatisations without words, students analyse how body language, physical distance, eye contact and silence can communicate different meanings depending on the social or cultural context. The tool turns silence into a form of active listening that helps students recognise stereotypes, misunderstandings and implicit values within communication. Through peer observation and follow-up discussion, students learn to infer intentions, compare interpretations and adjust their own non-verbal expression in a more conscious and respectful way. The final reflection encourages students to think critically about how we communicate, what we project and how we can adapt in order to foster intercultural relationships based on respect and mutual understanding.

MOST RELEVANT SUBJECTS:

- | | |
|---|---|
| ☒ Catalan, Spanish and Aranese
☐ Biology and Geology
☐ Mathematics
☒ Foreign Language
☐ Physics and Chemistry
☐ Physical Education | ☒ Visual and Audiovisual Arts / Artistic Expression
☐ Technology and Digitalisation
☒ Social Sciences: Geography and History
☒ Civic and Ethical Education
☐ Artistic Expression: Music |
|---|---|

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)

✗

✓

SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES

✗

✓

✓

✗

CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4

✓

✓

✓

✗

GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION

✓

✓

✓

✗

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Preparation Table

B1.1, B1.4, B2.1, B3.1, B3.2, B3.3, B3.5

Observation Worksheet

B1.5, B2.1, B2.5, B3.1, B3.2, B3.5

Final reflection

B1.6, B2.1, B2.3, B2.4, B2.5, B3.1, B3.2, B3.3, B3.5, B3.6





DESCRIPTION AND METHODOLOGY:

Based on the framework for evaluating inclusive language developed by Díaz Millón et al. (2021) and the inclusive multilingual communication approach proposed by Attanasio et al. (2021), the “Inclusive Language Laboratory” combines guided analysis of authentic materials with creative reformulation in order to encourage reflective learning. Students first examine real examples to identify patterns of exclusion or stereotyping by following structured questions and recording evidence in an analysis grid. They then work in teams to create inclusive versions, whether textual or visual, justifying each modification as a response to a specific bias identified during the analysis. This process of observation, evaluation and reformulation helps students become more aware of how language and images shape social representations while strengthening their ability to create messages that are more equitable, inclusive and respectful.

MOST RELEVANT SUBJECTS:

- | | |
|---|---|
| <ul style="list-style-type: none"> ☒ Catalan, Spanish and Aranese ☒ Biology and Geology ☒ Mathematics ☒ Foreign Language ☒ Physics and Chemistry ☒ Physical Education | <ul style="list-style-type: none"> ☒ Visual and Audiovisual Arts / Artistic Expression ☒ Technology and Digitalisation ☒ Social Sciences: Geography and History ☒ Civic and Ethical Education ☒ Artistic Expression: Music |
|---|---|

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)

✗

✓

SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES

✗

✓

✓

✗

CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4

✓

✗

✓

✗

GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION

✓

✗

✓

✓

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Analysis Grid

B1.3, B3.2, B3.5

Inclusive reformulation and justification of changes

B1.6, B3.1, B3.2, B3.5, B4.2, B4.5





DESCRIPTION AND METHODOLOGY:

Inspired by the critical analysis of non-verbal communication and paralinguistic features proposed by Dash and Davis (2022), this tool follows a phased process that encourages communicative adaptation and respect for cultural and expressive diversity. During the documentation phase, each student identifies and contextualises five gestures commonly used in their own environment, encouraging awareness of their own non-verbal communication codes. Students then compare these practices in small groups and record similarities, differences and the cultural factors involved. Next, groups carry out research to explore how the same gestures may change meaning across different cultural contexts. Finally, students complete an individual critical reflection in which they compare expectations and interpretations, helping them develop strategies for adapting non-verbal communication in order to avoid misunderstandings and foster intercultural empathy.

MOST RELEVANT SUBJECTS:

- | | |
|---|---|
| ☒ Catalan, Spanish and Aranese
☐ Biology and Geology
☐ Mathematics
☒ Foreign Language
☐ Physics and Chemistry
☐ Physical Education | ☒ Visual and Audiovisual Arts / Artistic Expression
☐ Technology and Digitalisation
☒ Social Sciences: Geography and History
☒ Civic and Ethical Education
☐ Artistic Expression: Music |
|---|---|

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)

✗

✓

SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES

✗

✓

✓

✗

CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4

✓

✗

✗

✗

GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION

✓

✗

✓

✗

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Similarities and Differences Table

B1.4, B1.5, B1.6, B3.1, B3.2, B3.5

Research log in the workbook

B1.1, B1.6, B3.1, B3.2, B3.5





DESCRIPTION AND METHODOLOGY:

Inspired by the “World Poetry Day” resource from the “Catalogue of Practical Activities for Awareness-Raising Sessions” published by the Consortium for Language Normalisation (2022), this tool unfolds through a process that begins with the creation of a linguistic bank used to map and make visible the diversity of home and learning languages present in the classroom. Students then carry out an analytical exploration of the meaning of a poem with strong symbolic or emotional significance. Students then translate the poem and identify ‘points of connection’; words or expressions whose meaning or cultural nuances are difficult to reproduce in another language. A multilingual recital highlights both linguistic diversity and the role of verbal and non-verbal expression in communicating emotion. Finally, students reflect on what they learned from the different translations and connect this learning to their own experiences.

MOST RELEVANT SUBJECTS:

- | | |
|---|--|
| ☒ Catalan, Spanish and Aranese
☐ Biology and Geology
☐ Mathematics
☒ Foreign Language
☐ Physics and Chemistry
☐ Physical Education | ☐ Visual and Audiovisual Arts / Artistic Expression
☐ Technology and Digitalisation
☒ Social Sciences: Geography and History
☐ Civic and Ethical Education
☒ Artistic Expression: Music |
|---|--|

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)

✗

✓

SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES

✓

✓

✓

✗

CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4

✓

✗

✓

✗

GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION

✗

✓

✓

✗

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Translation Table

B2.4, B3.1, B3.5

Personal Reflection Table

B2.1, B2.4, B2.5, B3.1, B3.2, B3.5





DESCRIPTION AND METHODOLOGY:

Created specifically for this project, the “We're YouTubers” tool uses an active and motivating methodology inspired by digital content creation platforms. Students choose a global or intercultural topic they are passionate about and develop a structured video script that takes into account the reliability of the information, the intended message, the potential impact and the connection between the topic and their immediate reality. Students then record and edit their videos, ensuring that the language used is inclusive and appropriate for the format. Finally, students watch and peer assess each other's work using a reflection grid that encourages critical analysis of information sources and the ability to provide constructive feedback.

MOST RELEVANT SUBJECTS:

- | | |
|---|---|
| ☒ Catalan, Spanish and Aranese
☒ Biology and Geology
☒ Mathematics
☒ Foreign Language
☒ Physics and Chemistry
☒ Physical Education | ☒ Visual and Audiovisual Arts / Artistic Expression
☒ Technology and Digitalisation
☒ Social Sciences: Geography and History
☒ Civic and Ethical Education
☒ Artistic Expression: Music |
|---|---|

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Video script

B1.1, B1.3, B1.4, B1.5, B2.1, B2.3, B3.1, B3.2, B4.3

Video

B1.5, B1.6, B2.1, B2.3, B3.1, B3.2, B3.3, B4.3

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Peer assessment

B1.4, B1.5, B1.6, B2.1, B2.3, B3.1, B3.2, B3.3, B4.3





DESCRIPTION AND METHODOLOGY:

Inspired by the “Invented Dialogues” technique from “Classroom Assessment Techniques” by Angelo and Cross (1993), the “Fictional Dialogues” tool uses a dynamic methodology that encourages deeper understanding of diverse perspectives and promotes responsible digital communication. Students begin by individually creating a detailed fictional profile with a clearly defined identity and viewpoint on a global issue. They then work in pairs to hold a conversation through a digital messaging platform, putting into practice language adaptation, active listening and respectful disagreement in order to build a rigorous dialogue free from stereotypes. The conversation is later analysed through a collective reflection focused on empathy, communicative flexibility and the conscious use of digital tools. This activity develops critical thinking, intercultural communication, empathy, linguistic flexibility, inclusion, respect and the metacognitive skills needed to understand and navigate interaction in digital environments.

MOST RELEVANT SUBJECTS:

- | | |
|--|--|
| ☒ Catalan, Spanish and Aranese
☒ Biology and Geology
☐ Mathematics
☒ Foreign Language
☒ Physics and Chemistry
☒ Physical Education | ☒ Visual and Audiovisual Arts / Artistic Expression
☒ Technology and Digitalisation
☒ Social Sciences: Geography and History
☒ Civic and Ethical Education
☐ Artistic Expression: Music |
|--|--|

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)

✗

✓

SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES

✗

✓

✓

✗

CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4

✓

✗

✓

✗

GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION

✓

✓

✓

✗

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Profile creation

B1.1, B1.4, B1.6, B2.1, B2.3, B3.2, B3.5

Paired dialogue through a messaging platform

B1.5, B1.6, B2.1, B2.2, B2.3, B3.1, B3.2, B3.3, B3.4, B3.5, B3.6





DESCRIPTION AND METHODOLOGY:

Inspired by the “Dar la vuelta a una sábana (Turning the Sheet Over)” activity developed by Pazuela (2020), this tool invites students to take on a physical and mental challenge designed to develop critical thinking through a structured sequence of steps. First, students immediately engage in the practical challenge, testing their communication, organization, decision-making and conflict-management skills in real time. The challenge involves turning over a sheet so that the side touching the floor faces upwards without any participant standing on the sheet touching the ground at any point. The teacher acts solely as an observer, without intervening, in order to capture the group’s spontaneous dynamics. Students then complete a group self-assessment that encourages critical reflection on how they worked together, helping identify both strengths and areas for improvement. Finally, the teacher facilitates a discussion focused on collective human responsibility.

MOST RELEVANT SUBJECTS:

- | | |
|--|--|
| ☒ Catalan, Spanish and Aranese
☐ Biology and Geology
☐ Mathematics
☒ Foreign Language
☐ Physics and Chemistry
☒ Physical Education | ☐ Visual and Audiovisual Arts / Artistic Expression
☐ Technology and Digitalisation
☐ Social Sciences: Geography and History
☐ Civic and Ethical Education
☐ Artistic Expression: Music |
|--|--|

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Self-Assessment Grid

B2.2, B2.3, B3.1, B3.2, B3.4, B3.5, B3.6





DESCRIPTION AND METHODOLOGY:

Created specifically for this project, this tool follows a four-stage sequence that allows students to experience, analyse, debate and internalise different ways of responding to conflict. First, students engage in critical reflection through a real case study or dilemma designed to provoke emotions and personal viewpoints. Once the dilemma has been analysed, groups develop three alternative responses or solutions using three different conflict-resolution styles. This is followed by a debate in which the classroom becomes a space for democratic deliberation where students compare perspectives and analyse the possible consequences that each response style may have for respectful, equitable and inclusive coexistence. Finally, an individual reflection helps consolidate learning and encourages transfer to real-life situations.

MOST RELEVANT SUBJECTS:

- | | |
|---|--|
| ☒ Catalan, Spanish and Aranese
☐ Biology and Geology
☐ Mathematics
☒ Foreign Language
☐ Physics and Chemistry
☐ Physical Education | ☐ Visual and Audiovisual Arts / Artistic Expression
☐ Technology and Digitalisation
☐ Social Sciences: Geography and History
☒ Civic and Ethical Education
☒ Artistic Expression: Music |
|---|--|

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Individual written response

B1.6, B2.4, B2.5, B2.6, B3.1, B3.2, B3.6





DESCRIPTION AND METHODOLOGY:

Designed specifically for this project, this tool unfolds through several stages. The process begins with the selection and justification of a Sustainable Development Goal (SDG). Students then create a multilingual digital collage in which they explore and represent global concepts through visual and symbolic language. Next, working in pairs, students formulate hypotheses about which SDG their classmate has represented based on observation of the collage. Once the SDG has been identified, the activity concludes with a group discussion and the selection of the SDGs most frequently represented in order to launch further research, projects or related activities.

MOST RELEVANT SUBJECTS:

- ☒ Catalan, Spanish and Aranese
- ☒ Biology and Geology
- ☒ Mathematics
- ☒ Foreign Language
- ☒ Physics and Chemistry
- ☒ Physical Education

- ☒ Visual and Audiovisual Arts / Artistic Expression
- ☒ Technology and Digitalisation
- ☒ Social Sciences: Geography and History
- ☒ Civic and Ethical Education
- ☒ Artistic Expression: Music

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)



RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Individual selection and justification

B1.5, B1.6, B3.2

Collage

B1.2, B1.4, B1.5, B3.1, B3.2, B3.3, B3.5

Creating hypotheses and identifying the SDG

B1.4, B1.5, B3.1, B3.2, B3.4

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Peer Assessment Grid

B1.5, B1.6, B2.2, B3.1, B3.2, B3.4, B3.5, B3.6





DESCRIPTION AND METHODOLOGY:

Based on the cooperative game “Cardinal Points” from the Physical Education Programming Units developed by the Osona “Physical Education Teachers’ Seminar”(2012), the “Stop and Move Forward” tool creates a dynamic through which students experience, through play, the consequences of poor coordination and later the benefits of collective planning and empathetic communication. During the first phase, students act impulsively and without coordination, which leads to mistakes, collisions and elimination from the activity. In the second round, the process shifts towards negotiation and group consensus, with each team designing shared strategies and putting into practice skills such as active listening, managing differences and collaborative decision-making. The final reflection helps students connect the symbolic experience to critical thinking by linking it to real-life situations such as school, community life or global issues, encouraging awareness of human interdependence, the importance of dialogue and shared responsibility in achieving common goals.

MOST RELEVANT SUBJECTS:

- ☐ Catalan, Spanish and Aranese
- ☐ Biology and Geology
- ☐ Mathematics
- ☐ Foreign Language
- ☐ Physics and Chemistry
- ☒ Physical Education

- ☐ Visual and Audiovisual Arts / Artistic Expression
- ☐ Technology and Digitalisation
- ☐ Social Sciences: Geography and History
- ☒ Civic and Ethical Education
- ☐ Artistic Expression: Music

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Personal reflection questions

B2.2, B3.1, B3.2, B3.4, B3.5, B3.6, B3.5





DESCRIPTION AND METHODOLOGY:

Inspired by Hall's (1976) conceptual model, the "High or Low?" tool uses a three-step interactive methodology to develop intercultural communicative competence. The activity begins with an introduction to the differences between high-context and low-context communication cultures. Students then work in groups to analyse cards presenting intercultural misunderstandings. They identify the communication codes at play, anticipate possible misunderstandings and propose adaptations that could help avoid them. Finally, during the group discussion and strategy-sharing phase, each group presents its examples and the class collaboratively builds a list of practical strategies for improving intercultural communication. Through this process, students not only gain a deeper understanding of how cultural context shapes communication, but also develop the ability to recognise and interpret misunderstandings, adapt to different communication styles and propose constructive solutions for more respectful and effective interaction in diverse contexts.

MOST RELEVANT SUBJECTS:

- ☐ Catalan, Spanish and Aranese
- ☐ Biology and Geology
- ☐ Mathematics
- ☐ Foreign Language
- ☐ Physics and Chemistry
- ☐ Physical Education

- ☐ Visual and Audiovisual Arts / Artistic Expression
- ☐ Technology and Digitalisation
- ☐ Social Sciences: Geography and History
- ☒ Civic and Ethical Education
- ☐ Artistic Expression: Music

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

Communication Situations Classification Table

ASSESSMENT CRITERIA

B3.1, B3.2, B3.5, B3.6





DESCRIPTION AND METHODOLOGY:

Inspired by the Communication Privacy Management Theory developed by Petronio et al. (2020), this tool follows a four-stage process that encourages individual reflection, collaborative negotiation and the development of concrete actions in intercultural contexts. First, each student identifies their own boundaries and emotional responses to invasive questions. Next, working in small groups, students organize questions or situations into thematic categories and identify real-life examples in which these boundaries may be violated. Each group then proposes two types of action strategies for every category. Finally, the groups share their proposed actions in order to collectively build a framework of good communication practices that highlights values such as respect, inclusion and intercultural sensitivity.

MOST RELEVANT SUBJECTS:

- ☒ Catalan, Spanish and Aranese
- ☐ Biology and Geology
- ☐ Mathematics
- ☒ Foreign Language
- ☐ Physics and Chemistry
- ☐ Physical Education

- ☐ Visual and Audiovisual Arts / Artistic Expression
- ☐ Technology and Digitalisation
- ☐ Social Sciences: Geography and History
- ☒ Civic and Ethical Education
- ☐ Artistic Expression: Music

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Categorised Question Bank

B1.5, B3.1, B3.2

"Situation / Action" Table

B2.4, B2.5, B3.1, B3.4, B3.5, B3.6





DESCRIPTION AND METHODOLOGY:

Designed by the authors of this project, this tool uses the metaphor of an ecosystem to represent intercultural communication as a living, dynamic and interdependent space. Just as every element in a natural ecosystem contributes to maintaining balance, each component of communication plays a role in sustaining dialogue. Working in small groups, students create a diagram representing an ideal ecosystem for intercultural dialogue, using symbolic categories (water, roots, soil, trees, light and risk factors) to organize values, attitudes and communication practices. Based on this representation, each student develops a personal reflection on the conditions needed to sustain equitable and empathetic relationships, while also identifying the risks that may damage coexistence, such as prejudice, misinformation or power imbalances. The activity encourages students to think about how more just and inclusive communication ecosystems can be built both inside and outside the classroom.

MOST RELEVANT SUBJECTS:

- | | |
|---|---|
| ☒ Catalan, Spanish and Aranese
☐ Biology and Geology
☐ Mathematics
☒ Foreign Language
☐ Physics and Chemistry
☐ Physical Education | ☐ Visual and Audiovisual Arts / Artistic Expression
☐ Technology and Digitalisation
☐ Social Sciences: Geography and History
☒ Civic and Ethical Education
☐ Artistic Expression: Music |
|---|---|

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Personal reflection questions

B1.2, B1.4, B1.6, B2.1, B2.4, B2.5, B3.1, B3.2, B3.3, B3.4, B3.5, B3.6





DESCRIPTION AND METHODOLOGY:

Based on the SWOT framework (Strengths, Weaknesses, Opportunities and Threats) and the SMART objective model (Specific, Measurable, Achievable, Relevant and Time-bound) developed by Doran (1981), this tool follows a six-step process that supports structured and reflective analysis of a proposed course of action. The process begins with a clear definition of the object of analysis, followed by the preparation of a SWOT board used to systematically gather internal factors (Strengths and Weaknesses) and external factors (Threats and Opportunities) that may influence the proposal. Students then carry out a combination analysis, connecting different factors in order to generate possible strategies for action. Finally, the process concludes with the development of a concrete action plan based on the definition of a SMART objective that guides implementation and allows progress to be monitored in a clear and realistic way.

MOST RELEVANT SUBJECTS:

- ☒ Catalan, Spanish and Aranese
- ☒ Biology and Geology
- ☒ Mathematics
- ☒ Foreign Language
- ☒ Physics and Chemistry
- ☒ Physical Education

- ☒ Visual and Audiovisual Arts / Artistic Expression
- ☒ Technology and Digitalisation
- ☒ Social Sciences: Geography and History
- ☒ Civic and Ethical Education
- ☒ Artistic Expression: Music

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)

✗

✓

SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES

✗

✗

✓

✓

CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4

✓

✓

✗

✓

GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION

✓

✗

✗

✓

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

SWOT board

B1.1, B1.2, B1.4, B1.5, B1.6

Combination analysis (SO/ST/WO/WT)

B1.1, B1.4, B1.5, B1.6, B4.2, B4.3, B4.4

Action plan (SMART objective)

B4.2, B4.3, B4.4, B4.5





DESCRIPTION AND METHODOLOGY:

Developed as part of the Toolkit, this tool uses a collaborative planning methodology that moves from conceptualisation to action. The process begins with a brainstorming session in which students propose ideas for solving a situation or problem. Students then individually place the proposed ideas along a visual line ranging from highly utopian to highly realistic or achievable, while also analysing the benefits and barriers associated with each proposal. This stage is followed by a guided space for debate and negotiation in which ideas are reassessed and repositioned according to collectively agreed decisions. Once a shared position has been reached, students move on to a democratic selection of the priority proposals. Finally, the sequence concludes with the development of an initial concrete action plan for the selected ideas, defining first steps, responsible participants, timelines and essential resources for implementation. Through this process, students develop key skills such as critical and strategic thinking, negotiation and consensus-based decision-making, risk and benefit analysis, idea prioritisation, the visual organization of complex information and realistic action planning, thereby strengthening both proactivity and the capacity to generate change.

MOST RELEVANT SUBJECTS:

- ☒ Catalan, Spanish and Aranese
- ☒ Biology and Geology
- ☐ Mathematics
- ☒ Foreign Language
- ☐ Physics and Chemistry
- ☒ Physical Education

- ☐ Visual and Audiovisual Arts / Artistic Expression
- ☒ Technology and Digitalisation
- ☒ Social Sciences: Geography and History
- ☒ Civic and Ethical Education
- ☒ Artistic Expression: Music

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1
CRITICAL ANALYSIS OF
LOCAL AND GLOBAL
ISSUES

BLOCK 2
SELF-AWARENESS AND
DIVERSE PERSPECTIVES

BLOCK 3
COMMUNICATION IN
DIVERSE CONTEXTS

BLOCK 4
TRANSFORMATIVE
ACTION



FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Proposal Diagram

B1.4, B1.5, B4.2, B4.3, B4.4

Action Plan Table

B4.2, B4.3, B4.4





DESCRIPTION AND METHODOLOGY:

Developed within the framework of this project, this tool uses a participatory and visual methodology to critically analyse complex contemporary situations, phenomena and issues. Its guided process moves from individual reflection to group discussion and collective consensus, helping students develop essential skills such as critical thinking through the identification of advantages, risks and ethical dilemmas, effective communication through the presentation and discussion of ideas and collaboration through negotiation and the collective construction of the traffic light model. The tool therefore goes beyond simply classifying information. It encourages students to engage in complex analysis and ethical deliberation around issues that affect both their immediate environment and the wider world.

MOST RELEVANT SUBJECTS:

- | | |
|---|--|
| ☒ Catalan, Spanish and Aranese
☒ Biology and Geology
☒ Mathematics
☒ Foreign Language
☒ Physics and Chemistry
☒ Physical Education | ☐ Visual and Audiovisual Arts / Artistic Expression
☒ Technology and Digitalisation
☒ Social Sciences: Geography and History
☒ Civic and Ethical Education
☒ Artistic Expression: Music |
|---|--|

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)

✗

✓

SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES

✗

✓

✓

✓

CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4

✗

✗

✓

✓

GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION

✓

✗

✗

✓

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Creation and justification of the traffic light model

B1.1, B1.2, B1.4, B1.6, B4.3, B4.4, B3.5

Final individual review of the proposal

B1.6, B4.2, B4.4





DESCRIPTION AND METHODOLOGY:

This tool combines a participatory methodology with the principles of Project-Based Learning (PBL) and Service Learning, guiding students to respond to real challenges with a tangible impact on their community or environment. The process follows the key stages of Design Thinking, beginning with empathy (diagnosing lived experiences), moving through problem definition (formulating the challenge question “How might we...?”) and ideation (brainstorming and RICE evaluation), and concluding with an initial prototyping phase. At this final stage, students design a Minimum Viable Product (MVP) using SMART objectives in order to prioritise ideas and optimise resources. The tool therefore encourages critical thinking and engaged global citizenship by empowering students to analyse complex problems, generate creative solutions and plan TRANSFORMATIVE ACTION in an effective and measurable way.

MOST RELEVANT SUBJECTS:

- | | |
|---|---|
| <ul style="list-style-type: none"> ☒ Catalan, Spanish and Aranese ☒ Biology and Geology ☒ Mathematics ☒ Foreign Language ☒ Physics and Chemistry ☒ Physical Education | <ul style="list-style-type: none"> ☒ Visual and Audiovisual Arts / Artistic Expression ☒ Technology and Digitalisation ☒ Social Sciences: Geography and History ☒ Civic and Ethical Education ☒ Artistic Expression: Music |
|---|---|

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)

✗

✓

SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES

✗

✗

✓

✓

CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4

✗

✓

✗

✓

GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION

✓

✗

✗

✓

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Agreed challenge statement: “How might we...?”

B1.4, B1.5

Ideas evaluated using RICE

B4.3, B4.4

MVP (Minimum Viable Product) Flow Map design

B1.1, B1.2, B4.2, B4.3

SMART objective

B4.3, B4.4





DESCRIPTION AND METHODOLOGY:

Inspired by the “Customer Journey Map” innovation technique from the Design Toolkit developed by the Open University of Catalonia Foundation (n.d.), this tool follows a collaborative and cyclical process divided into four stages that combine critical analysis, creativity and solution design. First, students investigate the factors that make a cause visible and appealing by combining source research, format analysis and the identification of excluded audiences. They then examine their first point of contact with the initiative, identify accessibility barriers and propose more inclusive alternatives. In the third stage, students design a “first action” for participation, ensuring that it is simple, meaningful and accessible while incorporating marginalised voices and removing practical barriers. Finally, students develop long-term engagement strategies based on real decision-making and active communication. This approach constantly moves between reflection and action, helping ensure that the final proposal is coherent, inclusive and transformative.

MOST RELEVANT SUBJECTS:

- | | |
|---|---|
| ☒ Catalan, Spanish and Aranese
☐ Biology and Geology
☐ Mathematics
☒ Foreign Language
☐ Physics and Chemistry
☐ Physical Education | ☒ Visual and Audiovisual Arts / Artistic Expression
☒ Technology and Digitalisation
☒ Social Sciences: Geography and History
☒ Civic and Ethical Education
☒ Artistic Expression: Music |
|---|---|

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Analysis of a cause's initial appeal

B1.1, B1.4, B3.1, B3.2, B4.4

Proposals for improving a cause's initial appeal

B3.1, B3.2, B3.3, B4.2, B4.3, B4.4, B3.5

Analysis of a real case

B1.3, B3.1, B3.2, B3.3, B4.4

Improvement proposals for the real case

B1.6, B3.1, B3.2, B4.2, B4.3, B4.5, B3.5

Design of an inclusive and motivating action for a cause

B2.3, B3.1, B3.2, B3.3, B4.1, B4.2, B4.3, B4.4, B4.5

Reflection on long-term engagement factors

B1.1, B4.5

Design of long-term engagement strategies

B2.3, B4.1, B4.2, B4.3, B4.4, B4.5, B3.5



DESCRIPTION AND METHODOLOGY:

Inspired by the “Design Thinking” tool from the Design Toolkit developed by the Open University of Catalonia Foundation (n.d.), this tool is organized around five key stages. The first stage, Empathy, focuses on developing a deep understanding of the needs and emotions of people affected by a situation or phenomenon. The second stage, Definition, involves synthesising information in order to formulate a clear and actionable challenge. During the Ideation stage, students generate possible solutions and prioritise them using the “Impact–Effort Matrix”, taking both feasibility and impact into account. Next, the Prototyping stage involves creating a tangible representation of the proposed idea. Finally, the Testing stage allows students to gather feedback and improve the proposal. This methodology supports the development of innovative, inclusive and sustainable responses to complex social challenges while strengthening essential skills such as critical and systems thinking, evidence-based argumentation, active empathy, inclusive communication and ethical decision-making.

MOST RELEVANT SUBJECTS:

- | | |
|--|--|
| ☒ Catalan, Spanish and Aranese | ☐ Visual and Audiovisual Arts / Artistic Expression |
| ☒ Biology and Geology | ☒ Technology and Digitalisation |
| ☒ Mathematics | ☒ Social Sciences: Geography and History |
| ☒ Foreign Language | ☐ Civic and Ethical Education |
| ☒ Physics and Chemistry | ☒ Artistic Expression: Music |
| ☐ Physical Education | |

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)

✗

✓

SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES

✓

✓

✓

✓

CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4

✓

✓

✓

✓

GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION

✓

✓

✓

✓

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Analysis of the stakeholder card

B1.4, B1.5, B2.1, B2.3

Problems and Opportunities Table

B1.1, B1.4, B1.6

Challenge definition and justification

B1.5, B1.6, B4.2, B4.3

Proposal (feasibility, impact and functionality)

B1.6, B4.2, B4.3, B4.4

Prototype and presentation

B1.6, B3.1, B3.2, B3.3, B4.2, B4.3, B4.4

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Peer assessment

B2.1, B2.3, B3.1, B3.2, B4.2, B4.3, B4.4



DESCRIPTION AND METHODOLOGY:

Developed within the framework of this project, this tool combines cooperative group work with data collection and analysis techniques in order to support critical thinking and decision-making. During an initial brainstorming phase guided by systems-thinking principles, students identify possible causes of a problem, compare sources and estimates through data analysis and assess their relevance using ethical selection criteria. Students then apply the Pareto 80/20 rule to calculate individual and cumulative percentages, visually identifying, through a combined bar-and-line chart, which factors account for the greatest share of the impact. Finally, students reflect on both the process and the conclusions drawn from the chart through a series of questions designed to stimulate critical thinking.

MOST RELEVANT SUBJECTS:

- | | |
|--|--|
| ☒ Catalan, Spanish and Aranese
☒ Biology and Geology
☒ Mathematics
☐ Foreign Language
☒ Physics and Chemistry
☒ Physical Education | ☐ Visual and Audiovisual Arts / Artistic Expression
☒ Technology and Digitalisation
☒ Social Sciences: Geography and History
☐ Civic and Ethical Education
☐ Artistic Expression: Music |
|--|--|

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)

✗

✓

SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES

✓

✓

✓

✗

CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4

✓

✓

✓

✓

GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION

✓

✗

✗

✓

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Research phase – STEPS 1, 2 and 4: investigation, data collection and calculation

B1.1, B1.4, B1.5, B4.4

Pareto Diagram

B1.1, B1.2, B1.4, B4.4

Reflection and analysis questions

B1.4, B1.5, B1.6, B4.2, B4.3, B4.4, B4.5





DESCRIPTION AND METHODOLOGY:

Based on Theory of Change and inspired by the tool “Practical Tool 1.1. How Can I Develop a Theory of Change?” proposed in the Toolkit developed by the Catalan Institute for Public Policy Evaluation (Farré Ribas et al., 2020), this tool guides students through a sequence that begins with the presentation and definition of a meaningful situation. Students then describe the change they would like to see and identify and prioritise the obstacles preventing it from happening. Next, they design targeted actions and assess their potential using a traffic light system. Finally, students formulate hypotheses linking the actions selected through the traffic light system to the expected impact. This process develops critical-thinking skills through the diagnosis of problems and obstacles, creative and planning skills through the design of proposals for action and collaborative skills through the exchange of ideas within the group.

MOST RELEVANT SUBJECTS:

- | | |
|---|--|
| ☐ Catalan, Spanish and Aranese | ☐ Visual and Audiovisual Arts / Artistic Expression |
| ☒ Biology and Geology | ☒ Technology and Digitalisation |
| ☒ Mathematics | ☒ Social Sciences: Geography and History |
| ☐ Foreign Language | ☐ Civic and Ethical Education |
| ☒ Physics and Chemistry | ☐ Artistic Expression: Music |
| ☒ Physical Education | |

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Identification of the problem and definition of desired changes

B1.1, B1.4, B1.5, B4.2, B4.3

Barrier Table

B1.4, B1.6

“Desired change – Obstacles – Action” Table

B1.4, B4.2, B4.3, B4.4

Traffic light system Table

B4.2, B4.4

Formulated hypothesis

B1.5, B4.4, B4.5





DESCRIPTION AND METHODOLOGY:

Based on the problem-solving proposal developed by Creately (2022), this tool unfolds through three clearly defined stages. First, students identify a relevant problem and carry out a systems-based analysis of the stakeholders involved, as well as the causes and consequences linked to the issue. Next, each group proposes several possible solutions and analyses their advantages and disadvantages in order to select and justify one option. Finally, students collectively reflect on the possible consequences of the chosen solution, considering different timeframes and its impact on diverse groups and the environment. The process encourages cooperation, social responsibility and ethical thinking as central pillars of learning.

MOST RELEVANT SUBJECTS:

- | | |
|---|--|
| ☒ Catalan, Spanish and Aranese
☐ Biology and Geology
☐ Mathematics
☒ Foreign Language
☐ Physics and Chemistry
☐ Physical Education | ☐ Visual and Audiovisual Arts / Artistic Expression
☐ Technology and Digitalisation
☐ Social Sciences: Geography and History
☒ Civic and Ethical Education
☒ Artistic Expression: Music |
|---|--|

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)

✗

✓

SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES

✓

✗

✗

✗

CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4

✓

✓

✓

✓

GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION

✓

✓

✓

✓

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Proposed solutions with reasoned justification

B1.4, B1.5, B1.6, B2.1, B2.2, B3.4, B4.3, B4.4

Chosen response and reasoning

B1.6, B4.2, B4.3, B4.4

Consequences, solution and justification

B1.4, B1.6, B4.2, B4.4, B4.5





DESCRIPTION AND METHODOLOGY:

Adapted from the “Goal Ranking and Matching” technique from “Classroom Assessment Techniques” by Angelo and Cross (1993), this tool is organized into five stages. First, students are presented with a collective challenge connected to social responsibility together with a list of relevant objectives. Next, each student creates a personal ranking of the items and reflects on the values motivating their choices. Students then work in small groups to share their individual preferences and reach a consensus in order to create a collective ranking and identify the shared value connecting their decisions. The groups then compare their rankings in a whole-class discussion, exploring different approaches and possible tensions. Finally, students propose a concrete action based on the consensus reached, connecting critical thinking to meaningful local engagement and real-world action.

MOST RELEVANT SUBJECTS:

- | | |
|--|---|
| <ul style="list-style-type: none"> ☒ Catalan, Spanish and Aranese ☒ Biology and Geology ☐ Mathematics ☒ Foreign Language ☒ Physics and Chemistry ☒ Physical Education | <ul style="list-style-type: none"> ☒ Visual and Audiovisual Arts / Artistic Expression ☒ Technology and Digitalisation ☒ Social Sciences: Geography and History ☒ Civic and Ethical Education ☒ Artistic Expression: Music |
|--|---|

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Individual prioritisation and justification sheet

B1.4, B1.5, B1.6, B2.4, B2.5

Collective commitment and personal next step

B4.1, B4.2, B4.3, B4.4





DESCRIPTION AND METHODOLOGY:

Inspired by the “What’s the Principle?” technique from “Classroom Assessment Techniques” by Angelo and Cross (1993), this tool is structured around five stages. First, the teacher presents a real case, dilemma or situation connected to a global issue. Students then reflect individually on what is at stake and identify an ethical principle, value or fundamental right affected by the situation. Next, students write a reasoned justification explaining how this principle or value is either upheld or violated in the case presented. Working in small groups, students then share their justifications and explore possible tensions between rights or values using a table designed to identify the stakeholders involved, the conflicts generated and possible actions that promote responsibility and commitment. Finally, the class participates in a collective reflection on how to act consistently with the values being defended, encouraging a critical, empathetic and transformative mindset.

MOST RELEVANT SUBJECTS:

- | | |
|--|---|
| ☒ Catalan, Spanish and Aranese
☒ Biology and Geology
☐ Mathematics
☒ Foreign Language
☒ Physics and Chemistry
☒ Physical Education | ☒ Visual and Audiovisual Arts / Artistic Expression
☒ Technology and Digitalisation
☒ Social Sciences: Geography and History
☒ Civic and Ethical Education
☒ Artistic Expression: Music |
|--|---|

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Identification of the principle and personal critical justification

B1.4, B1.5, B1.6, B2.4, B4.2

Tensions, values and actions Table

B3.4, B3.5, B4.2, B4.3, B4.4, B4.5, B3.5





DESCRIPTION AND METHODOLOGY:

Inspired by the methodological approaches used in the Capstone Projects proposed by King Mongkut's University of Technology Thonburi (2025), this tool positions students as active agents of change through a process that moves from identifying a social or environmental challenge to designing and carrying out a concrete action. Through cooperative work, groups learn to analyse real situations in their environment, identify underlying causes and imagine possible solutions from an ethical and sustainable perspective. This methodology encourages critical thinking, knowledge transfer and meaningful connections with the real world.

MOST RELEVANT SUBJECTS:

- | | |
|---|---|
| <ul style="list-style-type: none"> ☒ Catalan, Spanish and Aranese ☒ Biology and Geology ☒ Mathematics ☒ Foreign Language ☒ Physics and Chemistry ☒ Physical Education | <ul style="list-style-type: none"> ☒ Visual and Audiovisual Arts / Artistic Expression ☒ Technology and Digitalisation ☒ Social Sciences: Geography and History ☒ Civic and Ethical Education ☒ Artistic Expression: Music |
|---|---|

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Identification of the challenge and design of a proposed course of action

B1.1, B1.4, B1.5, B4.2, B4.3, B4.4, B3.5

Reasoned presentation of the group project

B1.6, B3.2, B3.3, B4.2, B4.3, B4.4, B3.5

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Peer Assessment Rubric

B4.2, B4.3, B4.4, B4.5





DESCRIPTION AND METHODOLOGY:

Developed within the framework of this project, this tool follows a six-step process designed to encourage autonomy and critical thinking by connecting theory and practice. First, the teacher introduces a key concept such as justice, equity or sustainability. Students are then asked to connect this concept to situations in their immediate environment by selecting a resource that reflects the key concept or topic being explored. Students then critically analyse the chosen resource by identifying values, causes and consequences, stakeholders and contributing factors, as well as possible actions for improvement. Finally, students complete a self-assessment that encourages reflection on what they have learned, their level of engagement and how they can transfer these learning experiences to other contexts.

MOST RELEVANT SUBJECTS:

- | | |
|--|---|
| <ul style="list-style-type: none"> ☒ Catalan, Spanish and Aranese ☒ Biology and Geology ☐ Mathematics ☒ Foreign Language ☒ Physics and Chemistry ☒ Physical Education | <ul style="list-style-type: none"> ☒ Visual and Audiovisual Arts / Artistic Expression ☒ Technology and Digitalisation ☒ Social Sciences: Geography and History ☒ Civic and Ethical Education ☒ Artistic Expression: Music |
|--|---|

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Real-world connections: observation and analysis

B1.1, B1.2, B1.4, B1.5, B2.4

Critical presentation

B1.4, B1.5, B1.6, B2.4, B2.5, B4.2, B4.3, B4.4

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Learning Self-Assessment

B1.4, B1.5, B1.6, B2.1, B2.2, B2.4, B2.5, B3.2, B3.4, B4.2, B4.3, B4.4, B4.5





DESCRIPTION AND METHODOLOGY:

Inspired by the “Process Analysis” proposal from “Classroom Assessment Techniques” by Angelo and Cross (1993), this tool provides a methodology for analysing the processes students follow while carrying out an action linked to a local or global challenge. Students select a meaningful task and document the steps, decisions, difficulties and problem-solving strategies involved in completing it. Using a structured recording template, students learn to identify how they work, collaborate and improve their own methods, while becoming more aware of the relationship between process and outcome.

MOST RELEVANT SUBJECTS:

- | | |
|---|--|
| <ul style="list-style-type: none"> ☒ Catalan, Spanish and Aranese ☒ Biology and Geology ☒ Mathematics ☒ Foreign Language ☒ Physics and Chemistry ☒ Physical Education | <ul style="list-style-type: none"> ☒ Visual and Audiovisual Arts / Artistic Expression ☒ Technology and Digitalisation ☒ Social Sciences: Geography and History ☒ Civic and Ethical Education ☐ Artistic Expression: Music |
|---|--|

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)

✗

✓

SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES

✗

✗

✓

✓

CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4

✓

✓

✓

✓

GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION

✓

✓

✓

✓

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Recording template

B1.1, B1.4, B1.5, B1.6, B2.1, B2.3, B3.2, B3.4, B4.3, B4.4, B4.5





DESCRIPTION AND METHODOLOGY:

This tool adapts the hypothetico-deductive method for the critical analysis of complex situations and is inspired by the methodology proposed by Yeste Oliveras et al. (2011) in Chapter 1 of *Introducció al Disseny Experimental: Pràctiques de Laboratori i de Camp per a Biòlegs* (Introduction to Experimental Design: Laboratory and Field Practices for Biologists). The process begins with a resource or material presenting a real situation (video, article, news item, image or familiar experience) that raises a social, environmental or scientific challenge. Students analyse the phenomenon or situation and formulate questions that guide their investigation. They then develop hypotheses based on the type of phenomenon or situation being analysed. Once the situation to be observed has been defined, students design a verification strategy and document, step by step, the process followed and the decisions made. Finally, students evaluate the results obtained and use a self-assessment rubric to reflect on aspects such as cooperation, decision-making and the management of disagreements, thereby strengthening self-regulation and critical thinking.

MOST RELEVANT SUBJECTS:

- | | |
|--|---|
| ☒ Catalan, Spanish and Aranese
☒ Biology and Geology
☒ Mathematics
☒ Foreign Language
☒ Physics and Chemistry
☐ Physical Education | ☒ Visual and Audiovisual Arts / Artistic Expression
☒ Technology and Digitalisation
☒ Social Sciences: Geography and History
☐ Civic and Ethical Education
☐ Artistic Expression: Music |
|--|---|

TOOL TYPE BY DURATION:

CLICs (1 SESSION OR LESS)

RICs (2 SESSIONS OR MORE)



SUITABLE FOR:

INITIAL ACTIVITIES

DEVELOPMENT ACTIVITIES

STRUCTURING ACTIVITIES

APPLICATION ACTIVITIES



CITIZENSHIP COMPETENCE ADDRESSED:

CC1

CC2

CC3

CC4



GLOBAL COMPETENCE BLOCKS ADDRESSED:

BLOCK 1

BLOCK 2

BLOCK 3

BLOCK 4

CRITICAL ANALYSIS OF LOCAL AND GLOBAL ISSUES

SELF-AWARENESS AND DIVERSE PERSPECTIVES

COMMUNICATION IN DIVERSE CONTEXTS

TRANSFORMATIVE ACTION



FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Observation Journal. Entry 1: Observation of the phenomenon

B1.4, B1.5

Observation Journal. Entry 2: Formulation of hypotheses and predictions

B1.4, B1.5, B4.2

Observation Journal. Entry 3: Experimental Design Plan

B1.1, B1.3, B1.5, B1.6, B4.1, B4.2, B4.3

Observation Journal. Entry 4: Verification, observation and recording

B1.1, B1.4, B1.6, B4.2, B4.4, B4.5, B3.5

Observation Journal. Entry 5: Analysis of results

B1.1, B1.2, B1.4, B1.6, B4.2, B4.4, B4.5

FORMATIVE ASSESSMENT OUTPUTS

ASSESSMENT CRITERIA

Self-Assessment Grid

B1.1, B1.3, B1.5, B4.1, B4.2, B4.5, B3.5



Catalogue of **PEDAGOGICAL TOOLS**

GLOBAL COMPETENCE ASSESSMENT TOOLKIT



Each tool includes an activity sheet explaining how it is applied.

The sheets are organized by their most relevant assessment block.

Click the button at the top of each tool to open the corresponding activity sheet.

Some tools include annexes, which can be accessed using the buttons provided.

SEE TOOLS SECTION





TOOL DESCRIPTION:

This tool uses a collaborative structure involving three roles (proposer, opponent and evaluator) to analyse and discuss global or social dilemmas through respectful, evidence-based dialogue. The Evaluation Group gathers evidence to introduce the context and define the key concepts underpinning the dilemma, while the Proposing and Opposing Groups collect evidence and develop arguments to refute or challenge a particular position. Throughout the debate, students take turns speaking and practise active listening, while the Evaluation Group records evidence of the discussion. The activity concludes with reflective peer assessment, allowing students to reformulate their positions while strengthening critical thinking, synthesis and social responsibility.



TOOL TYPE:

RICs

ESTIMATED DURATION:

120 minutes

GROUPING:

Group work.

MATERIALS:

Blank sheets of paper and a folder or squared notebook for the paper-based version, or a computer for the digital version. Computer for research.

TOOL OBJECTIVE:

To develop students' ability to examine complex issues from multiple perspectives, construct well-reasoned arguments, identify biases and ethical implications and develop thoughtful proposals for addressing global or social conflicts.

PROCEDURE:

STEP 1. Introducing the activity

The activity begins by introducing a relevant global or local issue (such as forced displacement, climate change, inequality or human rights) using a resource such as a story, image, poem, graph or song. Students are then presented with an open-ended question that encourages them to engage with the topic and begin reflecting on the issues involved.

STEP 2. Assigning roles and preparation

Students are divided into three groups, each with a different role: the **Proposing Group (PG)**, the **Opposing Group (OG)** and the **Evaluation Group (EG)**. Each group is introduced to its responsibilities.

1. **Evaluation Group (EG)** The Evaluation Group is responsible for:

- Introducing the topic (Why is this issue controversial? What different perspectives exist?)
- Presenting the historical background to the issue (How did it arise? Why is it important?)
- Defining the key concepts needed to understand the topic
- Presenting the final evaluation of the debate, highlighting the arguments presented and each group's position

2. **Proposing Group (PG)** The Proposing Group opens the debate by presenting a position for the Opposing Group to challenge.3. **Opposing Group (OG)** The Opposing Group questions the arguments put forward by the Proposing Group by raising objections, presenting counterarguments and defending an alternative viewpoint with well-reasoned arguments.

The ground rules are then reviewed:

- Respect speaking turns.
- Respect the agreed time limits.
- Maintain respectful behaviour throughout.



STEP 3. Preparing the dossier and critical research

The PG and OG meet separately to develop evidence-based arguments supported by data, examples and references, while anticipating possible counterarguments.

Each student prepares an individual preparation dossier recording their assigned role (PG, OG or EG) together with the information gathered during the research process, including data collected, sources consulted, key points and arguments supported by evidence. The dossier is intended to help students develop well-informed and contextualized positions. The dossier may be completed either digitally or on paper.

STEP 4. Debating

- **Opening stage:** The EG introduces the topic and presents its historical and social context.
- **Debate stage:** The PG and OG take turns presenting arguments, counterarguments and rebuttals while following the agreed speaking order and timing.
- **Question stage:** The EG may ask participants questions to clarify ideas and explore key issues in greater depth.
- **Closing stage:** The discussion concludes with a summary of the main points, a conclusion and, where appropriate, a proposed resolution or compromise.
- **Evaluation stage:** The EG meets to carry out the final evaluation of the debate.

STEP 5. Evaluating by the EG

The EG meets privately to score each assessment criterion using the Peer Assessment Rubric, evaluating both the quality of the debate and the overall learning experience of the PG and OG. The rubric uses a five-point scale and includes space for examples or direct quotations to support each assessment.

PEER ASSESSMENT RUBRIC		
Assessment criteria	Score (1–5)	Observations / evidence
Arguments were supported by systems-based and contextual analysis and reflected independent, critical thinking.		
Participants listened attentively and respectfully, demonstrating empathy and genuine engagement with others' contributions.		
Participants were able to reconsider and refine their initial position after engaging with different perspectives.		
Participants adapted both their verbal and non-verbal communication to the context and audience, demonstrating intercultural awareness.		
Participants used inclusive, clear and respectful language, avoiding stereotypes and discriminatory expressions.		
Participants contributed to a respectful and collaborative dialogue, showing genuine interest in other people's contributions.		
Participants managed disagreements democratically and constructively, promoting respect and fairness throughout the debate.		

TOOL DESCRIPTION:

This tool provides a structured guide to help students critically analyse an information source (such as a text, article, literary or artistic work, video or infographic) by evaluating its relevance, perspective, argumentation and reliability. The analysis is organized into three sections: a justified selection of the source, a critical summary of its content and a reasoned personal opinion.



TOOL TYPE:

CLICs

ESTIMATED DURATION:

40 minutes

GROUPING:

Group or individual work, followed by reflection as a whole group.

MATERIALS:

Analysis worksheet (paper version) or a computer if completing the worksheet digitally. Computer for research.

TOOL OBJECTIVE:

To help students select, understand and critically evaluate information sources, develop well-founded opinions on social, cultural and global issues, identify arguments, evidence and perspectives and strengthen their critical thinking and independent judgment when engaging with complex issues.

PROCEDURE:

STEP 1. Briefly explaining why you chose this source

The activity begins with the presentation of a situation or dilemma related to a significant global or local issue (such as forced displacement, climate change, inequality or human rights) through a resource such as a story, image, poem, graph or similar stimulus.

Students are then asked to research the proposed topic, select one information source and justify their choice in the box below.

Why did you choose this source?

STEP 2. Providing a brief critical summary that includes:

Students then complete the following sections using the information provided by their chosen source.

Main topic: What is the main topic? Are any other topics also addressed?

Author's argument: What is the author's argument? What is the author trying to demonstrate or communicate?

Author's perspective: What is the author's perspective? What position does the author argue for?

Evidence used to support the argument: What evidence (facts, data, events, etc.) does the author present to support their argument?

Author's conclusion(s): What conclusion or conclusions does the author reach?

STEP 3. Student's critical opinion

Finally, students reflect on the content of the information from their own perspective and answer the following questions, taking a critical and ethical position.

- Do you agree or disagree with the author?
- Do you think the author's claims are appropriate?
- What contribution do the author's findings make?



TOOL DESCRIPTION:

This tool is based on a recording table that students complete each time they consult a digital or textual source. It is used to document the research process and evaluate the quality and traceability of the information, helping students avoid accepting information uncritically.



TOOL TYPE:

CLICs

ESTIMATED DURATION:

30 minutes

GROUPING:

Individual or group work.

MATERIALS:

Analysis worksheet (paper version) or a computer if completing the worksheet digitally.

TOOL OBJECTIVE:

To systematically record, organize and validate information gathered during an enquiry process by evaluating its reliability, source, currency and relevance.

PROCEDURE:

STEP 1. Searching for information in a digital source

The activity begins with the presentation of a situation or dilemma related to a significant global or local issue (such as forced displacement, climate change, inequality or human rights) through a resource such as a story, image, poem, graph or similar stimulus. Working individually or in groups, students consult one or more sources (websites, articles, videos, etc.) to provide context for the topic presented in the resource.

STEP 2. Categorizing the information

For each source consulted, students complete the Information log, taking the following points into account:

INFORMATION LOG	
Category	Description
Website name	Name of the website or platform where the information was found.
URL	Full web address of the page consulted.
Author	Name of the person, institution or organization responsible for the content.
Last updated	Publication date or most recent revision of the source (where available).
Selected information	Extracts, key ideas, data or conclusions selected for the study.



STEP 3. Validating sources

Once they have gathered the relevant information, students reflect on the reliability and purpose of the information using the Comparison and Validation Grid, then share their findings with a classmate.

COMPARISON AND VALIDATION GRID				
Question	Source A		Source B	
Is the authorship clear and reliable?	YES	NO	YES	NO
Is the information recent?	YES	NO	YES	NO
Does the source present objective data or only opinions?	YES	NO	YES	NO
Is the language neutral or biased?	YES	NO	YES	NO
Can you identify any ideological bias?	YES	NO	YES	NO
Are any voices or perspectives missing?	YES	NO	YES	NO





TOOL DESCRIPTION:

This tool encourages participants to formulate a position, support it with evidence and generate an open-ended question that encourages further thinking. It helps develop critical thinking and raises awareness of how we construct and question knowledge.



TOOL TYPE:

CLICs

ESTIMATED DURATION:

30 minutes

GROUPING:

Individual or group work, followed by reflection with the whole group or in small groups.

MATERIALS:

Analysis worksheet (paper version) or a computer if completing the worksheet digitally. Computer for research.

TOOL OBJECTIVE:

To develop the ability to build well-founded arguments, evaluate sources and evidence and generate meaningful questions based on what students think, hear or observe.

PROCEDURE:

STEP 1. Introducing the topic

The activity begins with the presentation of a situation or dilemma related to a significant global or local issue (such as forced displacement, climate change, inequality or human rights) through a resource such as a story, image, article, graph, magazine, song or similar stimulus.

STEP 2. Completing the grid using the following structure

Participants reflect on the proposed issue and answer the following questions using the structure below.

- **Claim:** What do I think? What is my opinion or conclusion?
- **Support:** What evidence or reasons do I have for thinking this?
- **Question:** What makes me want to ask questions or find out more?

CLAIM – SUPPORT – QUESTION GRID

Claim	Support	Question

*Students may research information (evidence) to validate their claims.

STEP 3. Sharing ideas to begin an investigation

Participants share their positions and questions in small groups or with the whole group and decide which ones are the most interesting to investigate.

*The routine can be repeated after the investigation to see whether the arguments or questions have changed.

TOOL DESCRIPTION:

Using cards representing different types of bias, participants analyse a resource or proposal (project, idea, design, material, etc.) to identify possible biases, inequalities or omissions. Each card includes a key question that encourages participants to review the design through a critical and inclusive lens based on principles of social justice.



TOOL TYPE:

CLICs

ESTIMATED DURATION:

60 minutes

GROUPING:

Individual or group work, followed by reflection with the whole group or in small groups.

MATERIALS:

Analysis worksheet (paper version) or a computer if completing the worksheet digitally. Computer for research.

GO TO ANNEX 1



TOOL OBJECTIVE:

To identify bias in resources or project designs in order to promote the development of projects and resources that are more equitable, diverse and representative.

PROCEDURE:

STEP 1. Identifying bias

The activity begins with the presentation of a situation or dilemma related to a significant global or local issue (such as forced displacement, climate change, inequality or human rights) through a resource such as a story, image, poem, graph, song, etc.

Bias detection cards (see [ANNEX 1](#)) are then distributed, and students reflect on how the project, idea or information source responds to the question on the card by completing the Bias Evidence Table.

Bias Evidence Table

TYPES OF BIAS	Bias identified	Impact or implication	Possible improvement
ABLEIST	What was observed?	Why might this be problematic?	What could be changed?
ECOLOGICAL			
CULTURAL			
ECONOMIC			
GENDER			
PROFESSIONAL			

This helps make the privileges, assumptions and omissions embedded in project design visible, making it easier to identify normalized forms of discrimination and promote an intersectional and inclusive perspective.

*These cards can be used either to review an existing proposal or as a guide while developing a new one.

STEP 2. Applying improvements

Students share their reflections with the whole group and make adjustments or improvements to the design based on the contributions recorded in the Bias Evidence Table.

TOOL DESCRIPTION:

This tool helps students activate prior knowledge, generate interest, formulate their own arguments and structure their research in a critical and meaningful way. It is based on a three-column graphic organizer that connects personal reflection with the rigorous exploration of a global or complex topic.



TOOL TYPE:

RICs

ESTIMATED DURATION:

120–180 minutes

GROUPING:

Individual or group work, followed by reflection with the whole group or in small groups.

MATERIALS:

Analysis worksheet (paper version) or a computer if completing the worksheet digitally. Computer for research.

TOOL OBJECTIVE:

To foster students' independence as researchers, critical thinking and their ability to apply knowledge in real-world contexts through a sequence that moves from what they think, to what they want to know, to what they want to understand and apply.

PROCEDURE:

ROUND 1: Before the research

ROUND 1 - Pre-research

I THINK	I'M INTERESTED	I INVESTIGATE
Prior knowledge	Personal connection	Enquiry and analysis
What do I already know about this topic before I begin my research?	Which aspects of this topic connect with my own experiences or interests?	Which reliable sources can I consult to obtain accurate, verified information?
What are the main ideas that come to mind before I consult any additional sources?	Is there any aspect of this topic that I find particularly motivating or that sparks my curiosity?	How can I organize the information I gather so that it is easier to identify patterns or connections?

STEP 1. I THINK: Prior knowledge

The activity begins with the presentation of a situation or dilemma related to a significant global or local issue (such as forced displacement, climate change, inequality or human rights) through a resource such as a story, image, poem, graph, song, etc. Students reflect on what they already know about the topic and record their ideas in the table.

STEP 2. I'M INTERESTED: Personal experiences

Students identify the aspects of the proposed topic they would most like to investigate and record them in the table.



STEP 3. I INVESTIGATE: Preparing the research

Students first decide which sources they will consult to obtain reliable information and explain why they have chosen them, recording the list of sources in the table.

They then organize the information they have gathered in a diagram.

ROUND 2: After the research

ROUND 2 - Post-research		
I THINK	I'M INTERESTED	I INVESTIGATE
Review and comparison	Enquiry and exploration	Practical application
Is there anything I believed at the beginning that I now realize was incomplete or incorrect? How was I able to check this against the evidence? What new questions can I ask to explore this topic in greater depth or from different perspectives?	Which piece of information, example or testimony had the greatest impact on me? What has helped me better understand the causes, consequences or possible solutions?	What steps can I take to put what I have learned into practice? Is there a way I can use this knowledge to solve a real problem or make a more informed decision?

STEP 4. I THINK: Reviewing and comparing

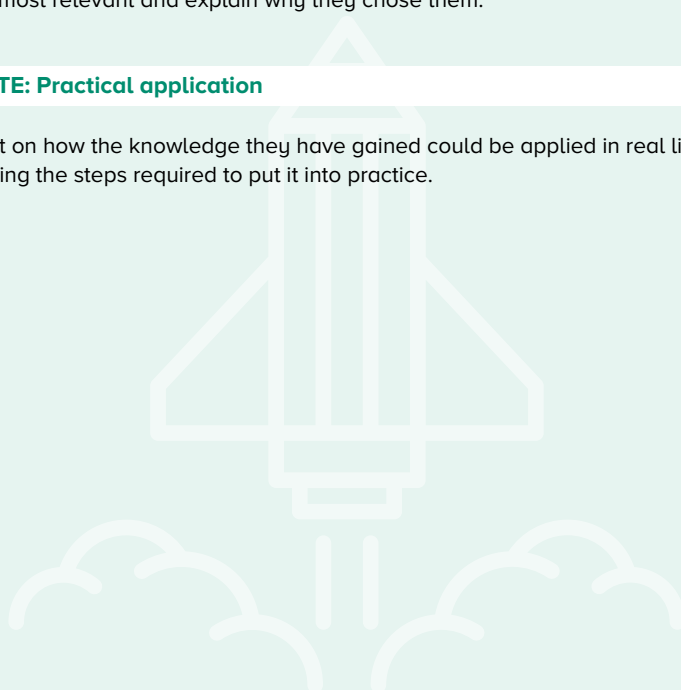
Once the research is complete, students revisit the ideas they recorded in Step 1, reflect on how their understanding of the topic has changed and formulate new questions to deepen their investigation.

STEP 5. I'M INTERESTED IN: Enquiry and exploration

Students review everything they have gathered so far (texts, data, ideas, videos, graphs, etc.), select the two or three aspects they consider most relevant and explain why they chose them.

STEP 6. I INVESTIGATE: Practical application

Finally, students reflect on how the knowledge they have gained could be applied in real life and develop a proposed course of action, outlining the steps required to put it into practice.



TOOL DESCRIPTION:

This tool guides students through a structured nine-step process for building knowledge in a critical and meaningful way. Rather than simply representing concepts, it leads students through a sequence that includes identifying and organizing key concepts, illustrating them with contextualized examples, comparing and analysing differences, establishing connections between ideas and, ultimately, applying knowledge to real-world situations. Its purpose is to promote a deep, interconnected and transformative understanding of a complex topic through a situated and critical perspective.



TOOL TYPE:

RICs

ESTIMATED DURATION:

120+ minutes

GROUPING:

Small-group work.

MATERIALS:

Notebook or computer if creating the map digitally. Computer for research.

TOOL OBJECTIVE:

To organize, analyse and structure knowledge about a complex topic by identifying central concepts, categories, examples and connections, fostering critical thinking and deep understanding.

PROCEDURE:

STEP 1. Identifying the central concept (Conceptual axis)

The activity begins with the presentation of a situation or dilemma related to a significant global or local issue (such as forced displacement, climate change, inequality or human rights) through a resource such as a story, image, poem, graph or similar stimulus. Working individually, each student writes on a card, sheet of paper or shared digital workspace the concept they believe best captures the overall theme of the resource.

- Guiding question: Which of these concepts best captures the essence of the topic?

Students then form small groups, share the concept each person selected and agree on a single central concept.

Additional guiding questions:

- What is the central concept of this topic?
- What defines this concept? What are its most important characteristics?
- Why is this concept the foundation of our work?

STEP 2. Organizing the main categories (Categorical axis)

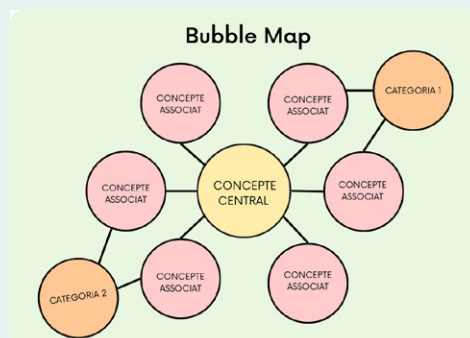
1. Students consider how the topic could be divided into broad sections to make it easier to understand, grouping together the concepts associated with the central concept into major categories.

*Students may research the concept to identify associated concepts.

2. A bubble map is then created, assigning a name to each group of related concepts (Categories 1 and 2).
3. Each category is assigned a different colour to make it easier to identify visually.

Examples of guiding questions:

- If we divided this topic into three main parts, what would the main categories related to the central concept be?



- Which concepts belong together because they are directly related? How can we organize these concepts into logical or thematic groups? Do any of the categories overlap? What are the key differences between them?

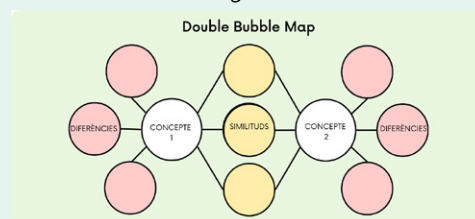
STEP 3. Differentiating concepts (Differentiation axis)

Students examine two ideas or concepts within the same category and identify the clearest differences between them.

- They reflect on and investigate the characteristics that make each concept unique. Students may use either a Venn diagram or a Double Bubble map. Each concept is placed in a separate circle, with similarities recorded in the centre and differences at the outer edges. They then write a sentence summarizing the main distinction between the two concepts.

Examples of guiding questions:

- Which characteristics distinguish this concept from the others?
- What are the most important differences between the concepts we have grouped together?



STEP 4. Including concrete examples (Exemplification axis)

Procedure:

- Students identify practical, real-life or everyday examples that help explain each concept.
- Each concept is linked to a specific example that students already know or have previously studied.
- Students create a Concepts and Examples Table, with each row containing one concept and a corresponding column for real-life examples.
- Working in groups, students write a brief example for each concept and explain it to their classmates.

CONCEPTS AND EXAMPLES TABLE

CONCEPT	REAL-LIFE EXAMPLE
1.	
2.	

Examples of guiding questions:

- Which concrete examples help us better understand this concept?
- Do we know any real-life cases that illustrate this idea or category? Can you identify a real-life example that represents this concept well?
- How can we explain this example clearly and simply to the rest of the class?

STEP 5. Describing essential qualities (Characterization axis)

Students identify the most important qualities that define the central concept and each category, then write a brief definition that includes their essential characteristics.

Examples of guiding questions:

- What are the most important characteristics that define this concept? Which qualities or attributes define this concept?
- How could we describe this concept in just a few words?
- Which characteristics are essential for understanding it fully?
- Does it share characteristics with other concepts that are expressed differently?

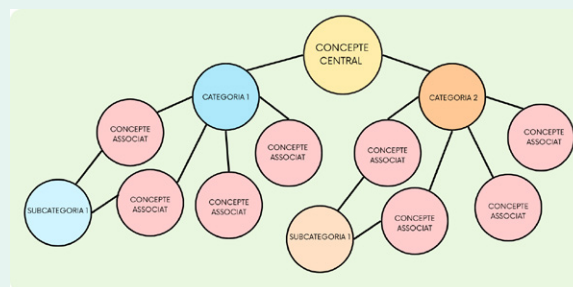
STEP 6. Dividing into subcategories (Subdivision axis)

- Students divide the main categories into smaller, more specific subdivisions and consider which particular aspects belong within each broader category.

- Once the main categories have been divided, they create a hierarchical diagram, placing the main category at the top and the corresponding subdivisions beneath it.
- Working in small groups, each group is assigned one category and asked to propose two or three subdivisions.

Examples of guiding questions:

- How can we divide this category into smaller, more manageable parts?
- Which subdivisions are needed to explore this topic in greater depth?
- Are all the subcategories equally important, or are some more significant than others?



STEP 7. Making connections between concepts (Connection axis)

Working together, students create a visual concept map using arrows labelled to show the relationship between concepts (for example: causes, affects, reinforces, is influenced by, conflicts with, etc.).

Each group then checks that every concept is connected to at least one other concept and that the interdependencies between categories are clearly represented. Connections that are especially important for understanding the topic should be highlighted using a different colour.

Students then choose the two connections they consider most significant and explain in a paragraph why they are important. They also reflect on whether these connections reveal relationships of power, inequality or imbalance.

Guiding questions:

- How are these concepts connected?
- What effect does one concept have on another? How do these concepts relate to one another?
- What connections can we identify between categories or subdivisions?
- How do the interactions between concepts influence the overall topic?

STEP 8. Comparing and reformulating

- Students compare their concept map with that of another group.

COMPARISON TABLE	
What do the two maps have in common?	What differences did we identify?
Which connections did both groups identify?	Were there any connections we had not considered? Did another group's map change the way we think about the topic?

- Students revise their map or add new connections if they discover perspectives that enrich their understanding.

STEP 9. Putting ideas into practice and taking action

- Using the completed concept map, students answer the following questions:
 - How can this map help us better understand the challenges in our own environment?
 - What proposal could we make in response to one of the connections we identified?
 - Which connection is the most important for bringing about a specific change or action?
- Students write a brief proposal for action, reflection or awareness-raising based on the connections they identified.



TOOL DESCRIPTION:

This tool provides a structured six-step process that guides students through the critical investigation of a significant global dilemma or issue. Starting from a central question, students follow a sequence of enquiry that combines theoretical knowledge, conceptual analysis, empirical observation and critical interpretation. Its main objective is to develop a well-founded, multifaceted understanding of complex situations with social, political and ethical implications. The tool helps students connect theory with real-world contexts and concludes with the development of hypotheses or critical interpretations that can lead to action or change.



TOOL TYPE:

RICs

ESTIMATED DURATION:

120–180 minutes

GROUPING:

Individual or small-group work.

MATERIALS:

Notebook or computer if creating the map digitally. Computer for research.

GO TO ANNEX 2



TOOL OBJECTIVE:

To guide students through a structured process of investigating global issues or social dilemmas by formulating questions, establishing a theoretical framework, gathering information and critically analysing the results, enabling them to develop interpretations and identify possible courses of action.

PROCEDURE:

STEP 1. Posing the central question (problem or dilemma)

Students formulate a question or dilemma related to a significant global or social issue (such as forced displacement, climate change, inequality or human rights). The question should encourage reflection, invite multiple perspectives and connect with students' own experiences.

STEP 2. Theory (prior and new knowledge) Establishing the conceptual and contextual framework

Students identify and gather relevant theoretical knowledge (including definitions, data, rules and regulations, rights and historical or scientific perspectives) to help them understand the question, presenting their findings in an infographic or presentation.

Guiding questions:

- Which theoretical frameworks help explain this situation?
- Which authors, data or legislation are relevant?
- Which key ideas do we need in order to understand the issue?

STEP 3. Keywords Clarifying the central concepts and their relationships

Students identify the words and concepts that emerge from the theoretical framework or the reality of the case. These can be represented in a concept map showing connections, hierarchies and interdependencies.

Guiding questions:

- Which keywords are the most important?
- How are they connected?
- Are there any concepts we still find difficult to understand?



STEP 4. Procedure / method (flowchart) Organizing the research

Students define the steps they will follow to gather data, carry out research and compare information through interviews, observations, debates and other activities. The process may be represented visually as a flowchart using the User Flow Symbols Guide (see [ANNEX 2](#)).

Guiding questions:

- Which steps will we follow to analyse this situation?
- Which activities will help us learn more about it (interviews, source analysis, critical reading, etc.)?
- Which resources or tools will we use?

STEP 5. Observations (information gathered). Providing evidence.

Students collect and organize everything they observe or discover in a Digital Evidence Portfolio.

ENTRY 1: Students record, in an organized way, the information gathered through research, including data, testimonies, news reports and other sources.

ENTRY 2: Students write a personal synthesis reflecting on how engaging with different perspectives and experiences has influenced their own thinking. Using the **guiding questions** below, they identify the beliefs, values and experiences that have shaped their perspective:

- What have I learned that I didn't know or hadn't considered before?
- Which of my previous ideas has been refined or challenged? Why?
- Which emotions did I experience, and how did they influence my opinion?
- Which personal beliefs or values have been reinforced? Which have I reconsidered?
- Which example or testimony changed the way I see the issue?
- Which biases or assumptions have I identified in myself?
- Are there voices that I now realize have been under-represented? Which ones, and why?
- Which evidence or experience supports my current position?
- How has my language or tone changed to become more respectful and inclusive?
- What questions do I still have, or what do I need to investigate further?
- How could I apply this learning in my own environment (classroom, family or social media)?

STEP 6. Results (critical analysis) Drawing inferences and developing hypotheses

Students draw conclusions based on their observations. The Digital evidence portfolio may include interpretations, the identification of causes and consequences and the generation of new questions, such as:

ENTRY 3:

1. Patterns or trends identified.
2. Contradictions or conflicts observed.
3. Causes and consequences identified.
4. Connections with other global or local issues.
5. New questions or hypotheses that emerged.

Guiding questions:

- Which patterns or trends have we identified?
- What possible causes explain the situation?
- How does this relate to other global or local issues?
- Has anything surprised us?

TOOL DESCRIPTION:

This tool guides students through a seven-step process, beginning with an understanding of a challenging situation and culminating in the formulation of a hypothesis and their own interpretation. It combines strategies for critical reading, variable analysis, questioning information, identifying bias and developing independent thinking.



TOOL TYPE:

RICs

ESTIMATED DURATION:

90–120 minutes

GROUPING:

Individual or small-group work.

MATERIALS:

Workbook (paper version) or a computer if completing the activity digitally. Computer for research.

TOOL OBJECTIVE:

To analyse complex situations and socioethical dilemmas by identifying variables, influencing factors, social implications and diverse perspectives, helping students develop a well-founded and considered opinion.

PROCEDURE:

STEP 1. Reading or listening carefully to the proposed case.

The activity begins with the presentation of a situation or dilemma related to a significant global or local issue (such as forced displacement, climate change, inequality or human rights) through a resource such as a story, image, poem, graph, song, etc. Students then write a brief summary (3–4 sentences) of the central issue.

Summary of the issue

STEP 2. Connecting with critical thinking

To gain a thorough understanding of the issue, students answer the following questions in their workbook.

Understanding the context

- What is happening in this situation?
- Who are the people or groups involved?
- Where and when is this situation taking place?
- What facts or information have been presented?

Identifying the key issues

- What is this situation really about?
- Which social, economic, environmental and political issues are involved?
- Which conflicts, dilemmas or challenges can we identify?
- Which emotions or values may be at stake?



Identifying the social, political and environmental implications

- Who is most affected by this situation? Why?
- Are there any vulnerable or disadvantaged groups involved?
- What are the possible short- and long-term consequences?
- How might this situation relate to our own reality?

*Students may carry out research to answer these questions.

STEP 3. Identifying the variables

Students identify the variables (what is being analysed and what may influence it) using the following table.

Dependent variable	Independent variables	Categorical and continuous variables
The outcome or aspect we want to study or analyse.	The factors that may influence or affect the outcome (dependent variable).	Characteristics that can only be expressed as categories representing qualities or attributes (sex, place of residence, etc.).

STEP 4. Formulating hypotheses

Students formulate a reasoned hypothesis about a possible relationship between variables to explore cause-and-effect relationships and support their opinions with logical arguments.

"We believe that _____ may influence _____ because _____."

STEP 5. Identifying bias, omissions, interests or implicit power relationships

Students answer the following questions in their workbook to identify bias, omissions, interests or implicit power relationships.

- Is this information presented objectively or in a biased/one-sided way? What evidence suggests this?
- Which perspectives are missing? Who is not represented or does not have a voice?
- Are there any political, economic or ideological interests behind this information?
- According to this narrative, who benefits and who is disadvantaged?
- Which data are presented as facts, and which are opinions or interpretations?
- Could the data be interpreted differently?
- Is the language neutral, alarmist or emotionally charged?

STEP 6. Developing a well-founded opinion

Students write a Final reflection, bringing together everything they have gathered throughout the process to develop a well-founded opinion or interpretation of the situation and build their own perspective based on reasoned argument, empathy and social awareness. Their reflection should:

- Summarize the situation clearly and concisely: What is happening? Who is involved? Why is it important?
- Restate your hypothesis or main idea: What relationship have you identified between the variables? Evaluate the information analysed: Can you identify any possible biases, interests or missing perspectives?
- Consider the complexity of the situation: Are there multiple factors, perspectives or consequences? How do they relate to one another?
- Express your own well-founded opinion: What do you think, why do you think it and how can you justify it?
- Has your understanding of this situation or phenomenon changed? Why?

Sentence bank

"This situation makes me think that _____."

"I have identified that _____ may influence _____ because _____."

"However, it is also important to consider that _____."

"Another possible perspective would be _____."

"My opinion is that _____ because _____."



TOOL DESCRIPTION:

This tool uses a thinking strategy based on six key questions (What, Why, When, Where, Who and How) to guide students in the in-depth analysis of social, scientific or global issues. This sequence helps students break down complex situations by investigating their causes, the people or groups involved, their temporal and geographical contexts and possible pathways for action or deeper understanding.



TOOL TYPE:

RICs

ESTIMATED DURATION:

120 minutes

GROUPING:

Individual or small-group work (depending on the teacher's needs).

MATERIALS:

Paper or a computer if completing the activity digitally. Computer for research.

TOOL OBJECTIVE:

To foster a critical, systemic understanding of interconnected realities by encouraging students to ask meaningful questions and develop well-founded positions through the structured analysis of global or local issues, investigating their causes, contexts, stakeholders and underlying processes using key questions that promote critical observation and deep understanding.

PROCEDURE:

STEP 1. What?

The activity begins with the presentation of a situation or dilemma related to a significant global or local issue (such as forced displacement, climate change, inequality or human rights) through a resource such as a story, image, poem, graph, song, etc. Students identify the topic of the phenomenon or problem to be studied by answering the following questions:

- What problem or situation are we analysing?
- What data or evidence shows that this phenomenon is real?
- Is this an isolated situation or a recurring one?

STEP 2. Why?

Students investigate the causes of the phenomenon or situation and answer the following questions to explain why it is important to study it.

- What are the direct and indirect causes of the problem?
- Which decisions, policies or habits have contributed to this phenomenon?
- Which systems or structures allow or encourage it?
- Who benefits, and who is disadvantaged?

STEP 3. When?

Drawing on their research, students place the phenomenon or situation within a temporal context by answering the following questions:

- When did this situation begin?
- Is this a recent problem, or has it existed for a long time?
- How has it evolved over time?
- Have there been any key moments that brought about significant change?



STEP 4. Where?

Students then place the phenomenon or situation within a specific geographical context by answering the following questions:

- In which regions or locations does it occur?
- Which characteristics of the location influence the phenomenon?
- Does this problem occur only in this context, or in others as well?
- Are there differences between the areas that are more affected and those that are less affected?

STEP 5. Who?

Students identify the actors or entities involved (people, living beings or systems) by answering the following questions:

- Who is most affected?
- Who created the problem or bears responsibility for it?
- Which groups have a voice, and which remain unheard?
- What roles do governments, businesses, the media, NGOs and citizens play?

STEP 6. How?

Finally, students propose concrete actions for improvement or change, linking their research to both personal and collective responsibility for the reality they have studied.

- How could we gather more data about this phenomenon?
- How has it been addressed in other contexts or at other points in time?
- How could we explain or represent it (graph, map, interview, etc.)?
- How could we take action to transform this reality?

STEP 7. Explaining and representing the data

Students organize the data and information they have gathered in a presentation, infographic, graph, concept map, diagram or another form of visual representation, according to the teacher's specific requirements.

STEP 8. Proposed course of action

Finally, students write a proposed course of action following these guidelines:

1. What do we want to achieve through this action? The objective should be clear, realistic and transformative.
2. What will we do? (activities)
3. How will we do it? (strategies)
4. Who will be involved? (Participants and stakeholders)
5. When and where will it take place? (planning)
6. Resources needed (materials, spaces, budget, external support such as NGOs, experts, etc.)
7. How will we know whether it has been successful? What changes do we want to observe? (Both quantitative and qualitative indicators may be used.)



TOOL DESCRIPTION:

Spatial significance is a critical analysis tool that encourages students to explore the symbolic, social, cultural and political significance of a specific place (real or symbolic) from multiple perspectives. Working collaboratively in assigned roles, students develop an interconnected understanding of places and the tensions that shape them. The tool encourages an empathetic, systems-based and critical perspective on place, highlighting how different groups (human and non-human) can attribute very different meanings to the same location. Its intended outcome is the development of a pluralistic and socially engaged understanding of place.



TOOL TYPE:

RICs

ESTIMATED DURATION:

60–120 minutes

GROUPING:

Individual, small-group and whole-class work.

MATERIALS:

Analysis worksheet (paper version) or a computer if completing the worksheet digitally. Computer for research.

TOOL OBJECTIVE:

To develop students' ability to identify why a place is significant to different human and non-human groups, taking cultural diversity, historical relationships and global implications into account.

PROCEDURE:

STEP 1. Expert groups

The class is divided into expert groups, with each group assigned a different role to explore the significance of a specific place from the perspective of a particular group. Students then complete the following reflection grid.

EXPERT GROUP REFLECTION

What does this place mean to us?

What do we want to preserve, change or challenge?

What threats or opportunities do we identify?

Which other groups hold perspectives that conflict with ours?

*Students may research their assigned role in order to develop a more realistic understanding of the place's significance.

STEP 2. Jigsaw groups

Students reorganize into mixed groups, with one representative from each role. Each student explains their perspective using the responses from the reflection grid, while the other group members listen, ask questions and discuss the relationship between each perspective and the place.



The Jigsaw Group then completes one Individual Reflection and two Group Reflections, using the information gathered to formulate well-founded arguments and hypotheses.

1. Individual reflection: Comparing different understandings of the place.

Question	Personal response (according to your assigned role)
What does this place mean to you in your assigned role?	
Why is it important or symbolic for your group?	
Are there any differences between how you perceive this place in your assigned role and how you perceive it personally?	
Which values, interests or emotions did you associate with your assigned role?	

2. Jigsaw Reflection 1: Identifying points of conflict, alliance or silence.

Question	Group observations
Are there any perspectives that conflict with one another? Why?	
Which roles share common interests or could form alliances?	
Are there any voices or groups that have not been taken into account? Who is missing?	
Does anyone have more power than others to make decisions about this place?	

3. Jigsaw Reflection 2: Building an interconnected understanding of the place.

Question	Group response
How do the different perspectives we have explored connect with one another?	
What impact does each perspective have on the others?	
What do the tensions, injustices or opportunities associated with this place reveal?	
If we had to make a collective decision about this place to ensure it was fair and equitable, how would we do it? What would be the fairest approach?	

STEP 3. Final reflection as a group

This final step brings together the different perspectives explored and encourages a critical, global understanding of the place, power relationships and territorial justice.

1. Critical analysis of power and decision-making

- Which perspective surprised you the most? Why?
- Which perspective do you find most difficult to understand or accept?

2. Emotional openness and active listening

- Who really makes decisions about this place? Who is unable to do so?
- Which voices are visible, and which remain systematically unheard?
- Is decision-making power linked to wealth, culture, language, gender or other factors?
- How is this power legitimized (through laws, the media, customs, etc.)? Do you think this is fair?



TOOL DESCRIPTION:

Chain of Causes and Consequences is a collaborative resource for analysing a social, environmental or political issue in depth. It helps students identify the multiple causes (structural, primary and secondary) and consequences (immediate and long-term) of a situation, establishing connections between events, social structures and collective responsibility.



TOOL TYPE:

RICs

ESTIMATED DURATION:

120+ minutes

GROUPING:

Small-group work.

MATERIALS:

Notebook or computer if completing the activity digitally. Computer for research.

TOOL OBJECTIVE:

To identify and analyse the causes (primary, secondary and structural) and consequences (immediate and long-term) of a social or environmental issue by establishing connections between stakeholders, responsibilities and global impacts.

PROCEDURE:

STEP 1. Analysing causes

Working in groups, students identify all the possible causes of the phenomenon and classify them using the following table.

- 1. Primary causes:** Which key factors explain this phenomenon?
- 2. Secondary causes:** Which other factors contribute to it, even if they are not immediately obvious?
- 3. Structural factors:** Which historical, economic or cultural factors are involved?

Cause Identification and Classification Table

Type of cause	Description	Examples
Primary	Direct, underlying causes	Unjust legislation, widespread pollution
Secondary	Indirect factors or factors that worsen the problem	Lack of awareness, cultural attitudes
Structural	Underlying social, economic and historical factors that sustain the problem	Colonialism, global capitalism, patriarchy

STEP 2. Analysing consequences

Students then identify the different types of consequences.

- Immediate and visible consequences
- Medium- and long-term consequences
- Different impacts on different groups (who benefits and who is disadvantaged)



Consequences and Impact Analysis Table

Type of consequence	Guiding questions	Examples
Immediate	What is already happening? Who is affected?	Displacement, conflict, direct pollution
Long-term	What consequences might we see in the future if the problem is not resolved?	Structural inequality, loss of biodiversity
Unequal impacts	Who benefits and who is disadvantaged?	Multinational corporations benefit while communities are displaced

STEP 3. Building the chain

Students begin by placing all the identified causes to the left of the central phenomenon. Rather than being arranged at random, the causes are organized in a vertical hierarchy, from the most structural to the most immediate.

- **At the top (furthest from the phenomenon):** Students place the underlying or structural causes. These are the root causes: the underlying factors that create the conditions for the phenomenon to occur, even though they are not its direct trigger.
- **At the bottom (closest to the phenomenon):** Students place the contextual or immediate causes. These are the most visible events or factors and the ones closest in time, acting as the direct triggers of the central phenomenon.

Each identified cause is connected by an arrow to the one immediately below it, creating a logical sequence that traces the phenomenon from its deepest origins to its immediate cause.

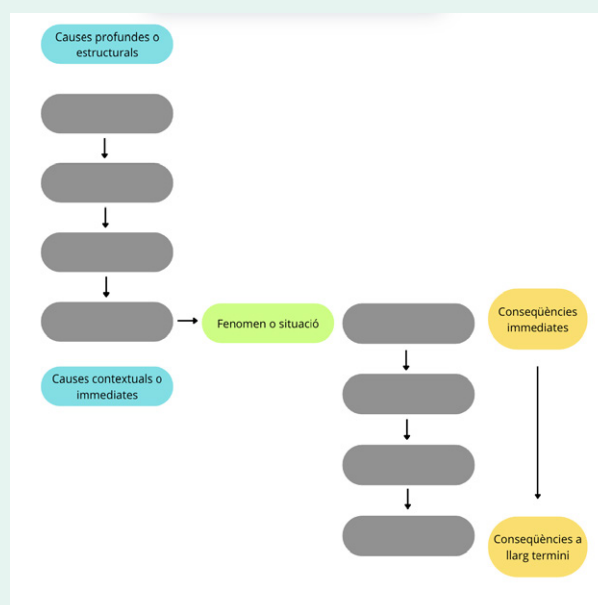
Students then place the effects or consequences to the right of the central phenomenon.

These are organized according to when they occur, distinguishing between immediate impacts and those that emerge over time.

- **At the top:** Students record the immediate consequences. These are the direct and visible results that occur as soon as the phenomenon takes place.
- **At the bottom:** Students describe the long-term consequences. These are the secondary effects or broader implications that develop over time, often as a result of the immediate consequences.

Finally, students review the complete chain to ensure that the visual structure is clear and coherent.

Causes → Phenomenon → Consequences





TOOL DESCRIPTION:

Patterns and trends is a collaborative tool that helps students analyse and identify recurring characteristics in a natural or human environment (patterns) and characteristics that show a consistent direction of change over time within a given context (trends). Students explore connections between spatial, social, economic, physical and environmental characteristics, analysing how they have evolved over time.



TOOL TYPE:

RICs

ESTIMATED DURATION:

120+ minutes

GROUPING:

Small-group work, followed by a whole-group reflection and discussion.

MATERIALS:

Analysis worksheet (paper version) or a computer if completing the worksheet digitally. Computer for research.

TOOL OBJECTIVE:

To identify patterns and trends across different contexts (spatial, social, economic, physical and environmental), promoting critical thinking and analysing how these factors influence and shape communities and environments over time.

PROCEDURE:

STEP 1. Introducing the situation

The teacher presents a challenge or question related to a current phenomenon occurring in a specific place. Students activate their prior knowledge and formulate hypotheses about what may have changed, why those changes have occurred and what impact they are having on the place. The phenomenon should have both an observable and a temporal dimension.

STEP 2. Analysing and investigating current patterns

The teacher introduces a series of questions to guide students' analysis. Examples:

- **Patterns (these may be spatial, social, economic, physical or environmental):** Which patterns can you identify in the human or environmental activities of a particular region?
- **Economic and social trends:** How have the economic, social or environmental trends in a particular place evolved over time?
- **Patterns across different regions:** Which factors contribute to the emergence of similar patterns in different regions?
- **Why recognising trends matters:** Why is it important to recognise trends when planning for the future of communities?

Working in small groups, students investigate the assigned context using information sources, previous observations or data (graphs, statistics, etc.) to identify patterns and trends and highlight connections and changes over time using the following worksheet.



Patterns and Trends Worksheet

Current patterns and trends

Patterns	- Define what you want to observe: - Which variables will you consider? - Collect data on the different variables: - Frequency: How often does it occur? - Percentage: Where and when does it occur most frequently? (More than 60% is generally a good indicator of a pattern.) - Ratios: By area/group. - Write a clear statement describing the pattern: "In [PLACE/GROUP], [PHENOMENON] occurs repeatedly: X out of Y cases, particularly when [CONDITION]."
Trends	Analyse changes over time: - Organize the data by time period (for example, every 5 years, every 10 years, etc.). - Look for increases, decreases or periods of stability to identify trends. (When does it occur most often? And least often?) - Explain the reasons behind the most significant changes across the different time periods.
Patterns and trends across different regions	- Compare your findings with other regions in your country or in other countries to determine whether the trend is local or global. - Analyse whether the changes occur more slowly, more rapidly or follow different patterns.
Looking ahead	
If these trends continue, what might this place look like in 10 or 20 years?	
What changes would be desirable to improve the situation?	
How could we act to transform or reverse these trends?	

STEP 3. Group reflection and discussion

Once students have completed their analysis, the teacher facilitates a discussion in which students share their findings and reflect on how patterns and trends can influence planning and the future of communities.



TOOL DESCRIPTION:

This tool helps students understand the connections between natural and human systems by analysing how their different components interact and influence one another. Starting with the selection of a central system, students identify its components, examine the relationships within the system and explore its interactions with other systems. They then evaluate the impacts of human decisions and reflect on their environmental, social and economic consequences. The activity concludes with a final reflection on the importance of understanding interdependence in order to make more sustainable and responsible decisions.



TOOL TYPE:

RICs

ESTIMATED DURATION:

60 minutes

GROUPING:

Individual or small-group work.

MATERIALS:

Workbook (paper version) and/or computer. Computer for research.

TOOL OBJECTIVE:

To help students understand and analyse the connections and reciprocal impacts within and between natural and human systems.

PROCEDURE:

STEP 1. Defining the central system

Students select a system to analyse. It may be a natural system (for example, a river ecosystem, a mountain range or a forest) or a human system (for example, a city, a business or a transport system).

Students then identify the interconnected components of the system and describe how they function in their workbook by answering the following questions.

- Which elements or components make up this system?
- How are they connected? (For example, in a forest: trees, animals, soil, water, insects and sunlight; in a city: residents, infrastructure, services, government and the economy.)
- How do these interactions create the system as a whole?
- Which processes or flows occur within the system?

*Students may carry out research to answer the questions with evidence-based responses.

STEP 2. Interactions with other systems

Students identify the external systems that interact with the central system in their workbook. They should consider both natural and human systems that influence the central system or are influenced by it. (For example, if the central system is a forest, they might consider a nearby river, a neighbouring farming community, the timber market, government conservation policies or the global climate.)

Students then analyse these interactions and record specific examples.

Guiding questions:

- How does the external system affect the central system?
- How does the central system affect the external system?
- Is there a cause-and-effect relationship? Is the relationship symbiotic or competitive?

*Students may carry out research to answer the questions with evidence-based responses.



STEP 3. Decision-making and impact assessment

Students consider a human decision related either to the central system or to one of the external systems that interacts with it. The decision may be real or hypothetical. (For example, the construction of a dam, the introduction of a new environmental law, the expansion of an urban area or the introduction of a new species.)

Students then evaluate the potential impacts of this decision and record their findings in their workbook.

- **On the central system:** What consequences (positive or negative) could this decision have for the interconnected components and the overall functioning of the system?
- **On external systems:** How would this decision affect the other systems that interact with the central system?
- **In the short and long term:** Would the impacts be immediate, or would they emerge over time?
- **Environmental, economic and/or social consequences:** What type of impacts would they be?

STEP 4. Final reflection:

Students write a Final Reflection based on what they have investigated by answering the following questions.

- How do you think understanding interrelationships can help us make better decisions in the future?
- What are the greatest challenges when analysing the complexity of interactions between systems?





TOOL DESCRIPTION:

This tool helps students explore complex global issues by breaking them down into meaningful chunks that can be analysed individually. The process helps students understand the different parts, the relationships between them and the system as a whole, fostering a critical, systems-based and shared understanding.



TOOL TYPE:

RICs

ESTIMATED DURATION:

120+ minutes

GROUPING:

Small-group and individual work.

MATERIALS:

Workbook (paper version) and/or computer. Computer for research.

TOOL OBJECTIVE:

To analyse complex global issues by breaking down their causes, consequences and responses, developing critical thinking through meaningful knowledge that can be applied to real-world situations.

PROCEDURE:

STEP 1. Choosing a complex global issue

The teacher introduces a situation, phenomenon or issue of local or global significance using a resource such as a story, photograph, article or news report. The issue should be meaningful to students and relevant to the current context.

As a class, students reflect on the following questions to activate their prior knowledge.

- Why is it important to analyse this issue?
- Which people or groups are involved?
- What makes it "complex"?

STEP 2. Breaking the issue into chunks

Working in small groups, students identify and divide the issue into four to six key chunks (meaningful units), which may represent causes, consequences, stakeholders, responses or dilemmas. Each chunk is analysed separately before students consider the issue as a whole, and is recorded in their workbook.

Key chunks / Meaningful units:

- **Causes:** Which contextual factors (economic, political, environmental, repression, etc.) are driving these arrivals?
- **Stakeholders:** Who is involved in the situation? (Migrants, rescue organizations, local authorities, the media, civil society, etc.)
- **Consequences:** What are the immediate impacts? (Pressure on reception systems, social tensions, etc.)
- **Local and political responses:** What measures are being taken to address the situation?
- **Ethical and political dilemmas:** Which conflicts or controversies arise? (For example, solidarity vs. local division, security vs. human rights.)



Guiding questions:

- If you had to explain this issue to someone else, how would you divide it into chunks?
- Which parts or aspects make up the issue?
- Which chunks have the most information available?
- Which raise the most questions?
- Is this chunk a cause, a consequence or a response?

STEP 3. Analysing each chunk

Each group member is assigned one chunk to analyse individually in their workbook using the Chunk Analysis Table. Students may use a range of resources (texts, graphs, news reports, data, videos, etc.) to understand what each chunk represents, what its implications are and how it connects to the broader global issue.

Chunk Analysis Table	
Description of the chunk	What does this chunk represent? Why is it important within the issue?
Relevant data and examples	Which reliable sources, data or evidence help us better understand this chunk?
Stakeholders and power relationships	Which groups, communities or institutions are connected to this chunk? Are there any inequalities, privileges or power dynamics associated with it? Who benefits, and who is disadvantaged?
Type of chunk	Within the issue being analysed, is this chunk a cause, a consequence or a response?
Tensions and dilemmas	Are there any dilemmas, tensions or contradictions associated with this chunk?

STEP 4. Connecting the chunks

Once each chunk has been analysed, group members share their individual findings and work together to establish connections between the chunks in their workbook by answering the following questions.

- How are these chunks connected?
- Which chunk causes another?
- Which chunk is a consequence of another?
- Were there any connections we had not considered? Are there any contradictions or tensions between the chunks?

*Students record the conclusions they reached after connecting the different chunks in their workbook.

STEP 5. Creating an infographic

Finally, each group creates an infographic that brings together the knowledge they have constructed. How can you represent these connections clearly?

Guiding questions:

- How can you represent these connections clearly?
- What would you like someone viewing your infographic to understand?
- How can you represent the balance or tension between the different chunks?
- What title would you give your infographic?



TOOL DESCRIPTION:

The Double Perspective tool guides students in identifying the similarities and differences between two or more sources of information on the same topic. It helps them identify contradictions, omissions, bias and complementary perspectives and evaluate them using evidence, promoting both critical thinking and independent judgment.



TOOL TYPE:

CLICs

ESTIMATED DURATION:

40–50 minutes

GROUPING:

Small-group work, followed by a whole-group reflection and discussion.

MATERIALS:

Workbook (paper version) and/or computer. Computer for research.

TOOL OBJECTIVE:

To search for, compare and evaluate information from different sources (digital, written, oral or visual), fostering a critical, curious and evidence-based approach.

PROCEDURE:

STEP 1. Selecting two different sources

Students choose two sources of information on the same topic. These might include, for example: two articles (newspapers, reports, digital magazines, etc.), a news report and a personal testimony, a video and an institutional website, a book and an oral interview, among other possibilities.

STEP 2. Recording the key information from each source

Using the comparison table, students record the following information.

Source Comparison Table				
Research information	What does Source 1 say?	What does Source 2 say?	Do they agree?	Can I identify any bias or differences?

- Information I am looking for:** A key question (for example, What are the causes of...?)
- Source 1 / Source 2:** A summary of the key points from each source.
- Do they agree?:** Yes / No / Partially, with a brief explanation.
- Bias or differences:** A reflection on the language used, the perspective presented and what is emphasised or omitted.

STEP 3. Interpreting and evaluating

After completing the table, students write a final reflection that encourages critical thinking by answering the following questions:

- Which source do you consider more reliable? Why?
- Is there any information that one source omits or misrepresents?
- Is there a perspective that is not represented?
- Which source do you identify with most, based on the information it provides?



TOOL DESCRIPTION:

This tool guides students in the critical reading of different types of information sources, including informational, journalistic and literary texts. Using a visual coding system of symbols to highlight main ideas, supporting ideas, key statements and points of view, students analyse the text actively and develop a deeper understanding of its content. They then organize the information in a reflection table that supports synthesis and encourages analysis of the language used, as well as any possible bias, omissions or perspectives. Finally, students share and discuss their findings in small groups or as a whole class, developing critical thinking and comparing interpretations. In this way, the tool equips students to read between the lines, interpret underlying intentions and develop their own informed judgment about the messages they encounter in the media and the public sphere.

TOOL TYPE:

CLICs

ESTIMATED DURATION:

50–60 minutes

GROUPING:

Individual and small-group work.

MATERIALS:

Reflection table (paper or digital).
Texts or other resources for analysis.

TOOL OBJECTIVE:

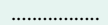
To distinguish relevant information, interpret texts critically and organize the main ideas in a text using a visual coding system that promotes deep understanding through critical analysis.

PROCEDURE:

STEP 1. Introducing the reading code

Present the symbol key (this can be adapted).

Example:

Code / Symbol	Meaning
 Thick underline	Main idea
	Supporting idea or relevant detail
	Key, striking or significant statement
 Vertical line	Relevant paragraph
 Box	Keyword

STEP 2. Reading and coding individually or in pairs

1. Read the text once without annotation.
2. Read it a second time, highlighting and annotating it using the agreed coding system.



STEP 3. Reflecting on and reorganizing the information

Students complete the following reflection table to identify, synthesize and analyse the information gathered from the text.

CRITICAL TEXT ANALYSIS TABLE	
CATEGORY	RESPONSE
Main idea	
Relevant supporting ideas	
Key or striking statement and justification	Key statement:
	Justification:
Words or expressions that reveal the author's point of view	
Are there any biases, opinions or omissions?	

STEP 4. Sharing and critical discussion

After completing the table, students work in small groups to engage in a critical discussion by:

1. Identifying similarities and differences in the key ideas they selected
2. Discussing questions such as:
 - What differences did we identify in our interpretation of the same text?
 - Were there any perspectives that had previously gone unnoticed?
 - How does the author's perspective influence our understanding of the topic?



TOOL DESCRIPTION:

This tool provides a structured, progressive framework for critically interpreting graphs, tables and statistical data related to issues of local and global significance. Organized into five progressive levels of understanding, it develops students' analytical and predictive thinking, while encouraging ethical responsibility.



TOOL TYPE:

RICs

ESTIMATED DURATION:

120+ minutes

GROUPING:

Small-group work, followed by a whole-group reflection and discussion.

MATERIALS:

Paper and/or computer. Computer for research.

TOOL OBJECTIVE:

To interpret, analyse and evaluate visual and statistical data from a critical, global perspective by identifying patterns, formulating hypotheses and placing information within relevant social, cultural and environmental contexts.

PROCEDURE:

STEP 1. Recognising the graph

The teacher presents a graph illustrating data related to a relevant topic. Students identify the type of graph (bar, line, pie chart, etc.), determine its general topic and share their initial impressions.

Guiding questions:

- What type of graph is it?
- What is it about? Is the topic familiar to you?
- What stands out to you at first glance?

STEP 2. Reading the data

Students carry out a precise and objective reading of the graph, identifying its key components in the Graph Analysis Table: the type of graph, the variables represented, the units of measurement, the title, legend, source and, where applicable, the time period or geographical scope. This step develops students' analytical thinking, structural understanding and initial critical reading of data visualisations.

Graph Analysis Table

Aspect to analyse	Student response
1. Type of graph (bar, line, pie chart, scatter plot, etc.)	
2. Is this type of graph the right choice? Why?	
3. Variables represented (What is being compared or measured?)	



4. Units of measurement (% , kg, number of people, etc.)	
5. Source of the graph (Organization, media outlet, author, etc.)	
6. Is the source specific and reliable? Why?	
7. Legend and categories (Is there a legend? Is it clear? Does it explain what each colour or symbol represents?)	
8. Relevant omissions (Is any data missing? Is important context missing?)	

Guiding questions:

- What type of graph is it (bar, line, pie chart, scatter plot, etc.)? Is this type of graph appropriate for presenting the information? Why or why not?
- Which variables are represented?
- Which units of measurement are used? Is there a hidden or unclear scale?
- What are the title and source of the graph? Are they specific and reliable? Which organization or institution produced the graph?
- Is there a legend? Is it clear enough to explain the values and categories?
- Are there any important omissions in the way the data are presented?

STEP 3. Comparing the data

Students compare the data both horizontally (across categories) and vertically (according to the order of the values) using the following table.

Data Comparison Table	
What should we look at?	Category or group
Category with the highest value	
Category with the lowest value	
Categories with similar values	
Category showing the greatest change (if a timeline is included)	
Is any data surprising or unexpected?	
Is there any data you would like to verify?	

STEP 4. Predicting trends

Students make evidence-based predictions using the Trend Prediction Table. They are encouraged to formulate hypotheses using the structure: "If X continues, it is likely that..."



Trend Prediction Table

Observed aspect	Trend identified (increasing, decreasing, stable, etc.)	Prediction (What will happen if the trend continues?)	Justification (Why?)
Main variable		"If X continues, it is likely that..."	
Key groups or categories			
Possible scenario in 5–10 years			

Guiding questions:

- Is this trend stable or changing?
- Is there any evidence that it will continue, accelerate or slow down?
- Which factors (social, political, environmental, etc.) could influence it?
- Who will be affected by this trend? Will the effects be positive or negative?
- If this pattern continues, what might happen in the future?

STEP 5. Placing the data in context

Students relate the graph to social, political, environmental and cultural factors and evaluate the reliability of the data and any potential bias using the following table.

Contextualised Critical Reflection Table

Aspect to analyse	Student reflection
Overall interpretation: What does this graph tell us about the world?	What does this graph tell us about today's society or the world? (For example: Does it reflect inequality? A structural change? A crisis or an improvement?)
Explanatory factors (social, political, environmental, etc.)	Which political, economic or environmental factors could explain these data? (For example: political decisions, wars, tax policies, environmental emergencies, etc.)
Potential bias or underlying agenda	Do you think the data are neutral? Can you identify any ideological, cultural or interest-based bias? (Consider the author, the source, the language used and any omissions.)
Missing or under-represented data	What additional information would help us better understand the issue? (For example: other affected groups, historical data, local context, etc.)
Possible actions or implications	What social, political or community actions could result from this information? (Consider rights, sustainability and global justice.)

Guiding questions:

- What does this graph tell us about the world?
- Do you think any important data are missing? Could the data be biased?
- What actions or solutions could be proposed in response to what the graph shows?



TOOL DESCRIPTION:

This tool guides students through a process of critically analysing data, focusing on how figures, percentages and graphs can be presented selectively, sensationally or misleadingly in the media. Through a structured sequence of activities, students identify the key data in a news report, evaluate its source and purpose, question its reliability and propose a more accurate and accessible way of presenting the information. The tool promotes a responsible approach to communicating global data while developing students' numeracy, critical analysis and information literacy.



TOOL TYPE:

RICs

ESTIMATED DURATION:

90–120 minutes

GROUPING:

Individual or small-group work.

MATERIALS:

Paper worksheets and/or a computer if completing the activity digitally. Computer for research.

TOOL OBJECTIVE:

To develop students' numeracy and global competence through the critical reading of data presented in news reports on global issues such as forced displacement, asylum, climate change and inequality.

PROCEDURE:

STEP 1. Selecting and reading a source

The teacher presents a news report, article, video or document containing relevant figures, percentages or graphs. Students identify and record the main data in the following table:

Key data	1.
	2.
	3.
	4.

STEP 2. Classifying the numerical data

Students then evaluate both the validity and the communicative role of the numerical data using the Numerical Data Classification Table and the criteria below.

A. Level of validity:

1. **Highly valid:** Based on reliable sources, presented with clear context and can be verified.
2. **Ambiguous or imprecise:** Incomplete or lacking context, but not necessarily false.
3. **Misleading or false:** Distorted, manipulated or completely fabricated.

B. Communicative role:

1. **Informative:** Helps explain a complex issue.
2. **Misleading:** Conceals or distorts information.
3. **Decorative:** Adds impact without providing meaningful information.



Numerical Data Classification Table

Numerical data	Source and context	Level of validity	Communicative role
1.			
2.			

STEP 3. Analysing the data through critical questions

To determine whether the data are well supported, clearly presented and unlikely to create misleading impressions, students answer the following questions:

- Where do the figures come from? (Is the source reliable? Can it be verified?)
- Does the source explain how the data were obtained? (Context, methodology, etc.)
- Are the data up to date?
- Are they presented proportionately, or sensationally? (For example: "50% more deaths" without explaining the baseline.)
- Do the graphs use clear and proportionate scales?
- Are there any elements that could mislead the reader? (Incorrect percentages, truncated graphs, correlation presented as causation, etc.)

STEP 4. Reviewing and proposing improvements

After analysing the quality and presentation of the data, students propose a more rigorous way of presenting the information:

- Rewrite headlines or statements that may be misleading.
- Correct graphs, scales or visual representations.
- Produce a revised version (an infographic, news report, etc.).





TOOL DESCRIPTION:

This tool uses a quick brainstorming technique to activate and organize students' thinking by generating a focused list of ideas or concepts associated with a term, problem or issue of local or global significance. Students build the list from their existing knowledge, allowing the teacher to see how they organize the central ideas of a topic and identify meaningful connections.



TOOL TYPE:

CLICs

ESTIMATED DURATION:

10–15 minutes

GROUPING:

Individual, pair or small-group work.

MATERIALS:

Paper or a computer if completing the activity digitally.

TOOL OBJECTIVE:

To assess what students know or remember about a global concept by identifying conceptual connections and providing the teacher with feedback to inform subsequent teaching.

PROCEDURE:

STEP 1. Selecting the topic or initial concept

The teacher selects a central concept linked to the unit, lesson or thematic area. It should be a short, clear and meaningful word or phrase (for example, global justice, forced displacement, cultural identity). This serves as the focus for the brainstorming list.

STEP 2. Write the key word or phrase

Students are asked to generate a list of 5–10 ideas, words or expressions directly associated with the key concept they have worked on within a short period of time (2–3 minutes). The activity may be completed individually, in pairs or in small groups.

STEP 3. Analysing the responses

The teacher collects the responses and groups them according to whether they are considered appropriate or inappropriate, helping to determine the extent to which students associate the concept with the key ideas that have been covered.

STEP 4. Reflecting on the learning process

Students reflect on their own learning by completing the following self-assessment table:

Self-Assessment Question	Yes	Partly	No	Comments or examples
Was I able to include all the key elements related to the concept?				
Did I use topic-specific and relevant vocabulary?				
Did I include any new ideas that could be explored further in relation to the concept?				
Were there any ideas that I found difficult to include in my list?				
Did I realize that some of the ideas I included might not have been relevant?				



TOOL DESCRIPTION:

In 3, 2, 1... is a reflection tool that helps students organize their thoughts after engaging with a source of information. Students briefly summarize the key ideas, identify practical examples and highlight any remaining questions or areas of uncertainty. They then share their responses with their classmates to deepen understanding and provide the teacher with immediate feedback.



TOOL TYPE:

CLICs

ESTIMATED DURATION:

10–15 minutes

GROUPING:

Individual work, followed by discussion in pairs or small groups.

MATERIALS:

Paper or computer.

TOOL OBJECTIVE:

To support metacognition, content synthesis and the identification of remaining questions while promoting discussion in pairs and providing immediate feedback to inform teaching.

PROCEDURE:

STEP 1. Presentation and reflection

After presenting the content, the teacher asks students to spend a few minutes writing:

- 3 ideas or questions related to what was presented.
- 2 examples or applications of how these ideas could be put into practice.
- 1 unresolved question or the aspect they found most confusing.

3 ideas or questions	2 examples or applications	1 unresolved question

STEP 2. Sharing and selecting

Students share their responses in pairs or small groups and, together, select one particularly relevant application to put into practice.



TOOL DESCRIPTION:

This tool helps students organize a wide range of ideas by grouping them according to conceptual similarities around a complex global issue. By examining data, emotions, questions, opinions and other forms of input, the tool reveals patterns, brings together different perspectives and highlights connections between local issues and global processes in an accessible way.



TOOL TYPE:

CLICs

ESTIMATED DURATION:

40–60 minutes

GROUPING:

Individual work, group work and a whole-class discussion and reflection.

MATERIALS:

Workbook (paper version) and/or computer. Computer for research.

TOOL OBJECTIVE:

To promote critical thinking and collaborative reflection on complex environmental, social and cultural issues by encouraging students to group ideas individually and collectively.

PROCEDURE:

STEP 1. Generating ideas

Students respond to a question or reflect on a global issue by writing a single idea on a sticky note or card. Depending on the teacher's objectives, this may be a piece of data, an opinion, an example, a question or an emotion related to the topic.

STEP 2. Displaying the ideas

The sticky notes or cards are displayed on a wall or whiteboard where everyone can see them.

STEP 3. Grouping the ideas

Working individually, participants group the notes according to conceptual or thematic similarities, creating their own categories (causes, consequences, stakeholders, emotions, values, etc.) and record them on a separate sheet.

STEP 4. Defining categories

Working in groups, students compare their groupings, create a new shared classification by combining their ideas and give each group of ideas a title or key concept.

STEP 5. Discussion and critical reflection

As a whole class, students compare the categories and create a concept map by considering the following questions.

- How are these groups connected?
- Which groups represent causes, and which represent consequences?
- Which local stakeholders are involved, and how do they connect to global processes?

TOOL DESCRIPTION:

After completing research, a reading activity or another learning experience related to a global issue, this tool encourages students to synthesize their learning in a single sentence that demonstrates critical thinking and highlights the connections between stakeholders, causes and consequences.



TOOL TYPE:

CLICs

ESTIMATED DURATION:

30 minutes

GROUPING:

Individual or pair work, followed by whole-class feedback.

MATERIALS:

Worksheet (paper version) or computer. Computer for research.

TOOL OBJECTIVE:

To develop students' ability to synthesize information, think critically and identify cause-and-effect relationships in order to better understand complex global issues and express their understanding clearly and meaningfully.

PROCEDURE:

STEP 1. Exploring the content

Students complete a reading, guided research activity or viewing task related to a local or global issue (for example, climate change, forced displacement, gender justice or armed conflict).

STEP 2. Identifying the key elements

Working individually or in pairs, students identify the stakeholders, actions or events, causes, consequences and values at stake using the following table.

Key Elements Table	
Element	Response
Stakeholders	Who is involved? What interests or roles do they have?
Actions	What happens? Who is responsible?
Causes	Why does it happen? What circumstances have led to it?
Consequences	What immediate or future impacts does it have? Who is affected?
Values at stake	Which principles (justice, equity, freedom, sustainability, etc.) are at risk in this situation?



STEP 3. Writing the summary with purpose

Students write a single sentence that clearly and meaningfully answers the following questions:

1. Who does what?
2. How?
3. Why?
4. What is the result?

Students are encouraged to write with precision, clarity and a critical perspective.

STEP 4. Sharing and reviewing

Students share their sentences in small groups. The group selects those that are the clearest, offer the most critical perspective or highlight aspects that often go unnoticed.

STEP 5. Revising

Following the whole-class feedback, students revise and improve their summary, incorporating new ideas and perspectives.





TOOL DESCRIPTION:

This tool uses a collaborative activity to explore how concepts, stakeholders and local-global processes are interconnected. Each participant is assigned a key concept or stakeholder involved in a particular situation or phenomenon. Using a piece of string, students create links with one another, building a visible network that illustrates cause-and-effect relationships, responsibilities and points of tension. Through discussion and the symbolic act of "breaking" one of the connections, students reflect on the interdependencies between the different stakeholders and key concepts involved in the situation or phenomenon.



TOOL TYPE:

CLICs

ESTIMATED DURATION:

40–60 minutes

GROUPING:

Individual, pair or small-group work.

MATERIALS:

Table and cards (paper or digital format).

TOOL OBJECTIVE:

To collaboratively build a network of connections that helps analyse a local or global issue or dilemma by identifying cause-and-effect relationships, interdependencies and the responsibilities of different stakeholders.

PROCEDURE:

OPTION 1: With a facilitator (teacher)

STEP 1. Introducing the topic and presenting the key concepts

The teacher begins the session by introducing the main topic in a clear and engaging way to capture students' interest. They then write the key ideas on the board for everyone to see and reflect on before distributing cards containing relevant concepts.

STEP 2. Using guiding questions to encourage reflection and make connections

The teacher then asks clear questions that encourage students to think critically and make connections between the concepts or ideas presented. Questions such as "How are these ideas connected?" or "Can you identify a common theme?" guide the discussion, deepen understanding and help students organize their thinking.

STEP 3. Connecting the concepts

Each student receives a card containing a concept that they must understand and represent. Using a piece of string or yarn, each participant holds on to one end before connecting their concept to that of another student by passing the string to them, symbolising the relationship. As the activity progresses, a physical network is created, providing a visual representation of the connections between the different concepts. This collaborative activity encourages active participation and teamwork while helping students develop a broader understanding of the topic. It also makes the interdependence between ideas visible and promotes listening and mutual respect.

STEP 4. Guiding the discussion towards analytical thinking

The facilitator plays a key role during this stage by asking questions and using different strategies to help students deepen their reflections and explore the connections between ideas in greater detail. These questions help clarify uncertainties, challenge superficial assumptions and encourage richer, more meaningful discussion.



STEP 5. Building an inclusive network

Working together, students build the network by connecting ideas and explaining the reasons behind each relationship. It is important to ensure that everyone takes part by making sure each student holds the string at least once, so that no one is excluded and the activity remains inclusive and respectful.

STEP 6. What happens when a connection is lost?

One student is asked to let go of the string they are holding, prompting a discussion: What happens to the rest of the network when one connection is broken?

STEP 7. Summary and conclusions

Working in pairs, students complete the following table to analyse how the activity worked.

Connection Summary Table	
Question	Response
1. Which concepts have the greatest number of connections? What does this tell us about their importance?	
2. How would you describe the cause-and-effect relationship between the concepts? Which is the starting point and which is the outcome?	
3. What role does each stakeholder play within this network of connections?	
4. Where can we identify feedback loops (A influences B, and B influences A)? What does this tell us about the complexity of the issue?	
5. Are there any connections that create conflict or raise ethical dilemmas? How could these points of tension be addressed?	

OPTION 2: Without direct guidance from the teacher**STEP 1. Teacher preparation**

The teacher prepares a set of cards containing key words, concepts, images or ideas related to the topic to be explored (for example, human rights, climate change or forced displacement). Each card also includes a brief description providing enough context to ensure meaningful understanding. The cards may be physical or digital, depending on how the activity is delivered.

STEP 2. Organizing the activity

Students work individually, in pairs or in small groups, with each participant receiving a card to hold throughout the activity. The activity can be carried out standing up, encouraging movement and interaction between participants, or around a large table or poster, depending on the available space and the preferred format.

STEP 3. Identifying connections

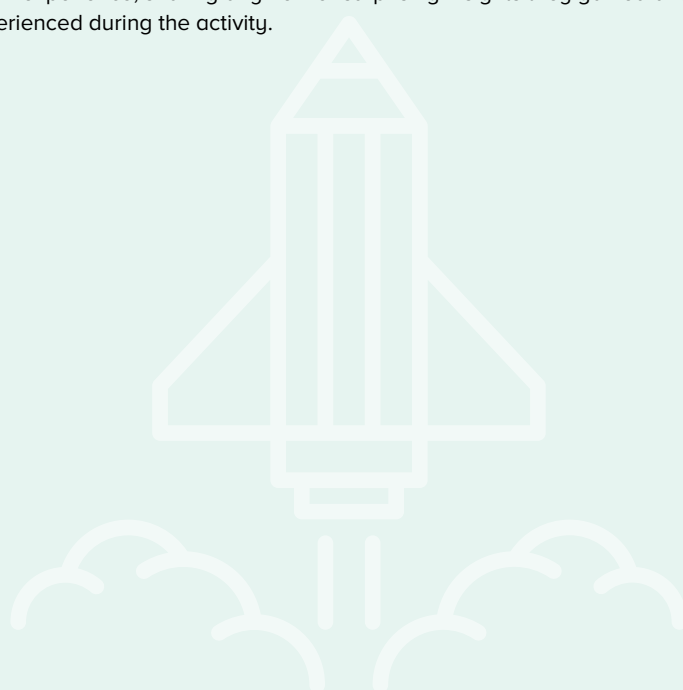
Students examine the cards and decide which ones are connected. They can link them using string, arrows, lines or visual groupings. There is no single correct answer. The aim is for students to explain the reasoning behind each connection they make. It is also important to ensure that everyone takes part and that each participant holds the string at least once during the activity.

STEP 4. Summary and conclusions

Working in pairs, students complete the following table to analyse how the activity worked.

Connection Summary Table	
Question	Response
1. Which concepts have the greatest number of connections? What does this tell us about their importance?	
2. How would you describe the cause-and-effect relationship between the concepts? Which is the starting point and which is the outcome?	
3. What role does each stakeholder play within this network of connections?	
4. Where can we identify feedback loops (A influences B, and B influences A)? What does this tell us about the complexity of the issue?	
5. Are there any connections that create conflict or raise ethical dilemmas? How could these points of tension be addressed?	

Students then write a reflection on the connections established during the activity, highlighting the key ideas and the most important conclusions that helped them better understand how the different ideas relate to one another. They also reflect on their own experience, sharing any new or surprising insights they gained and identifying the emotions and tensions they experienced during the activity.





TOOL DESCRIPTION:

This tool captures students' immediate understanding of a key concept or question related to the lesson in just 60 seconds. It encourages students to summarize their thinking and reflect on their own learning, while giving the teacher immediate feedback that can be used to adapt future teaching.



TOOL TYPE:

CLICs

ESTIMATED DURATION:

10–15 minutes

GROUPING:

Individual work.

MATERIALS:

Paper or a computer if completing the activity digitally.

TOOL OBJECTIVE:

To provide the teacher with immediate feedback on students' understanding and any remaining questions about the concepts covered, while encouraging metacognitive reflection and the concise organization of ideas.

PROCEDURE:

STEP 1. Asking the question

Ask a clear, focused question and give students one minute to respond. Responses can be written by hand on paper or submitted digitally (for example, through a shared document or online forum).

STEP 2. Collecting the responses

Collect the responses and sort them into two groups: responses that are particularly relevant or insightful; responses that show limited understanding or lack sufficient depth.

STEP 3. Sharing the feedback

Use students' responses to reinforce concepts that need further clarification or to explore topics that generated particular interest. This completes the feedback cycle and helps create a classroom environment based on trust and active participation.



TOOL DESCRIPTION:

This tool helps students organize information to demonstrate their understanding of a particular topic, classify concepts and provide real-world examples.



TOOL TYPE:

CLICs

ESTIMATED DURATION:

10–20 minutes

GROUPING:

Individual work or small-group work, followed by a whole-class discussion.

MATERIALS:

Paper matrix or computer.

TOOL OBJECTIVE:

To support the synthesis and organization of content while quickly identifying conceptual gaps or misconceptions and reinforcing learning at both the individual and whole-class level.

PROCEDURE:

STEP 1. Distributing a blank or partially completed matrix

Distribute blank or partially completed matrices and ask students to complete them individually or in small groups by filling in the missing cells. The matrix can be used either to demonstrate students' understanding of a topic that has already been studied or to assess their prior knowledge before introducing a new topic.

Memory Matrix		
Topic	Description	Real-life example
Forced displacement	Forced displacement is the movement of people from one place to another, either within the same country or to another country, with the intention of settling there temporarily or permanently. Forced displacement entails people being driven or compelled to leave because of economic, social, political or environmental factors.	Complete the blank
Climate change	Complete the blank	The increasing frequency and intensity of extreme weather events, such as heatwaves, which can affect people's health, agriculture and water availability.
Cultural diversity and human rights	Complete the blank	Complete the blank

STEP 2. Collecting the matrices

Collect the completed matrices and compare them against a model version prepared by the teacher to quickly identify correct and incorrect responses, as well as recurring errors or omissions.

STEP 3. Reviewing and analysing the results

Record the results in a spreadsheet or similar system, tracking the number of errors and omissions for each category to identify patterns and areas where students may need additional support.

STEP 4. Reinforcing learning through feedback

Share the overall findings with the class, highlighting common errors and concepts that need further reinforcement. Provide feedback to clarify misunderstandings and strengthen students' understanding of the key concepts.



TOOL DESCRIPTION:

This tool asks students to categorize concepts according to the presence (+) or absence (–) of important defining characteristics, providing insight into their analytical reading skills and critical thinking.



TOOL TYPE:

CLICs

ESTIMATED DURATION:

10–15 minutes

GROUPING:

Individual or small-group work.

MATERIALS:

Paper matrix or computer.

TOOL OBJECTIVE:

This strategy is designed to assess students' ability to categorize and distinguish between concepts that appear similar by comparing their defining characteristics.

PROCEDURE:

STEP 1. Presenting similar concepts

Select two or three key concepts related to the same topic that, although distinct, are similar enough to be easily confused. The aim is to help students identify subtle differences, compare defining characteristics and develop a clearer understanding of the distinctions between concepts.

STEP 2. Listing the defining characteristics

Students make a list of the defining characteristics that each concept clearly has or does not have.

STEP 3. Completing the matrix

The teacher distributes the matrix with the defining characteristics listed in the left-hand column and the concepts across the top row (or vice versa). Students then indicate, using a ✓ or ✗, or Yes or No, whether each characteristic belongs to each concept.

Features Matrix			
	Concept 1	Concept 2	Concept 3
Characteristic 1	✓		✓
Characteristic 2	✗	✓	✓
Characteristic 3	✓	✓	
Characteristic 4			✓

STEP 4. Comparing responses and drawing conclusions

Once completed, the teacher collects and reviews the matrices to identify recurring patterns of incorrect responses and determine whether there are defining characteristics that students consistently overlook or overemphasise. The results can then be used to adapt teaching and reinforce concepts that are not yet fully understood.



TOOL DESCRIPTION:

This tool enables students to identify, from a list of key concepts, which ones they understand clearly and which remain the most confusing. Based on students' responses, the teacher can adapt subsequent teaching to clarify concepts that still cause confusion or are not yet fully understood, helping to support the learning process.



TOOL TYPE:

CLICs

ESTIMATED DURATION:

10–15 minutes

GROUPING:

Individual work.

MATERIALS:

Worksheet (paper version) or computer.

TOOL OBJECTIVE:

To identify misconceptions and persistent areas of confusion in order to strengthen students' understanding.

PROCEDURE:

STEP 1. Reflecting on the key concepts

Students complete the concepts table.

1. In the first column, they write the key concepts previously selected by the teacher.
2. In the second column, they indicate whether they understand each concept and briefly explain why, describing the aspects they feel they understand well or find most straightforward.
3. In the third column, they identify the muddiest point of each concept or the main question it still raises, reflecting on the areas they find difficult or need to clarify.

Concept Table

Key concepts	Do I understand this concept? Why?	What is the most confusing aspect of this concept?

This step encourages students to become more aware of their own learning while giving the teacher a clear picture of the concepts that need to be reinforced or revisited with the whole class.

STEP 2. Collect responses and clarify areas of confusion

The teacher collects students' responses and identifies any specific difficulties or areas of confusion that may not have been expressed or resolved during the lesson. This provides an opportunity to address the least understood concepts and any remaining questions openly and clearly, while showing genuine interest in students' concerns.



TOOL DESCRIPTION:

This tool encourages students to explore, describe and reflect on real or symbolic figures who have made a significant contribution to global issues or to improving the world. By creating a profile of a specific person, students connect values with concrete actions that have had a positive social impact beyond their immediate context, developing a broader understanding of global challenges.



TOOL TYPE:

RICs

ESTIMATED DURATION:

120 minutes

GROUPING:

Individual, small-group and/or whole-class work.

MATERIALS:

Paper and/or computer for developing the profile. Computer for research.

TOOL OBJECTIVE:

To explore, describe and reflect on people who have made a significant contribution to global issues or to improving the world by connecting values with concrete actions and social impact.

PROCEDURE:

STEP 1. Introducing the concept

The teacher begins a discussion with questions such as:

- "Can you think of someone, past or present, who has made a significant difference to this global issue?"
- "What qualities do you think make someone a 'world changer' or an 'agent of global change'?"

This step encourages students to think about the interconnected nature of the world and the impact that individuals can have on a global scale.

STEP 2. Selecting a profile

Students choose either a real person (historical, well known or relatively unknown but with a documented impact) or a fictional character (from a television series or film) whom they admire because of their contribution to a global issue or their positive influence on a global scale.

STEP 3. Developing the profile

Each student writes a short text (15–20 lines) exploring:

- **Name and background of the person:** Briefly introduce the individual, their background and the field or global issue in which they made a significant contribution.
- **Specific global contribution or action:** Describe the situation or key action in which this person demonstrated their ability to address or influence a global issue. What global problem did they try to solve, or what improvement did they bring about?
- **Values they represent:** Which core values did they embody (for example, resilience, solidarity, vision, integrity, innovation, justice, courage or perseverance)?
- **Global impact strategies or initiatives:** Describe the strategies or approaches they used to achieve their impact (for example, international collaboration, activism, research, establishing organizations, diplomacy, large-scale awareness-raising or developing innovative solutions).



- **Global impact and legacy:** What was the extent of their influence? How did it affect, or how does it continue to affect, the world or the global issue in question? What is their legacy?
- **Personal learning:** What lesson or inspiration can you take from this person and their contribution, and how could you apply it to think or act on a broader scale?

STEP 4. Sharing and discussion

Students share their profiles in small groups or with the whole class. The teacher facilitates a deeper discussion using comparative questions such as:

- "Which global issues appeared most frequently in the profiles you presented?"
- "Which global impact strategies seem to have been the most effective based on these examples?"
- "Which values are essential for people who want to bring about change on a global scale?"
- "Was there anyone whose global impact surprised you because of its scale?"
- "How can we contribute to these global issues in our everyday lives by drawing inspiration from these profiles?"



TOOL DESCRIPTION:

This tool guides students through a three-step process, beginning with an understanding of a challenging situation and culminating in the formulation of a critical hypothesis and their own interpretation of a complex issue. It is designed to help students analyse complex situations or social dilemmas by identifying variables, influencing factors, social implications and different perspectives in order to develop a well-founded, informed opinion through critical reading, variable analysis, questioning information and identifying bias.



TOOL TYPE:

CLICs

ESTIMATED DURATION:

10–20 minutes

GROUPING:

Individual or small-group work.

MATERIALS:

Table (paper or digital format).

TOOL OBJECTIVE:

To analyse complex situations or social dilemmas through critical, reflective observation by identifying influencing factors, diverse perspectives and potential social consequences, enabling students to understand the plurality of realities around them and develop their own well-reasoned opinions that are open to dialogue and respectful of different perspectives.

PROCEDURE:

STEP 1. I CONNECT: Activate prior knowledge and encourage personal, cultural and social connections.

The teacher introduces a relevant topic using a resource, and students complete the I CONNECT column by linking what they have seen, read or heard to personal, family, cultural or social experiences.

STEP 2. I EXPAND: Open students' minds to diverse perspectives, broaden intercultural understanding and foster empathy.

Students complete the I EXPAND column by identifying different viewpoints that help them better understand other realities, contexts or people.

STEP 3. I QUESTION: Encourage critical reflection, questioning bias and developing complex thinking.

Students complete the I QUESTION column by:

1. Formulating questions about aspects they find difficult to understand, surprising or unsettling.
2. Identifying beliefs, assumptions or opinions that have been challenged by the material they have explored.
3. Exploring uncertainties, tensions or internal contradictions that encourage deeper, more nuanced thinking.

REFLECTION TABLE

I CONNECT	I EXPAND	I QUESTION
What does this remind me of from what I am seeing, reading or hearing?	What new insights has this given me?	What questions does it raise for me?
What can I relate it to (a personal experience, another story or a topic we have studied previously)?	Which idea, emotion or perspective has broadened my understanding?	What had I never considered about this topic before?
	What do I find difficult to understand or accept?	Which values or beliefs does it make me question?



TOOL DESCRIPTION:

This tool encourages students to step into the position of another person or group facing a dilemma or complex situation. After expressing their own opinions, each group is challenged to defend the opposing viewpoint, imagining the arguments, values and feelings that might support it. The tool develops cognitive empathy, flexibility in argumentation and an understanding of the diversity of opinions, values and attitudes. It also promotes critical thinking, respect for differing viewpoints and openness to multiple perspectives.



TOOL TYPE:

RICs

ESTIMATED DURATION:

50–60 minutes

GROUPING:

Small-group work.

MATERIALS:

Opinion sheet (paper or digital)

TOOL OBJECTIVE:

To develop students' cognitive empathy and flexibility in argumentation by asking them to defend a viewpoint different from their own to highlight the diversity of opinions, attitudes and values that can arise from the same situation, while fostering an open, respectful and dialogue-orientated approach to differing perspectives.

PROCEDURE:

STEP 1. Introducing the case or dilemma

Students will be introduced to a situation, issue or event using a resource (such as a story, photograph, article or song) that lends itself to two or three different points of view and, where possible, viewpoints that are opposed to one another.

Students reflect on the topic and express their own opinion, either orally or in writing, as the teacher considers appropriate.

STEP 2. Gathering personal opinions

Students with similar views are grouped together and assigned to defend the opposing viewpoint and are then asked to defend the opposing position by completing the "Our Group's Opinion" section of the Opinion Sheet.

STEP 3. Developing empathy and argumentation

Each group carries out a brief piece of research to explore the arguments supporting the opposing viewpoint. Using this information, they write or structure the opposing position, taking into account:

- The main arguments that support and justify this viewpoint.
- The values, feelings or circumstances that may influence it.
- Openness and respect towards opposing ideas.
- The points of common ground and the differences between this viewpoint and their original position.



STEP 4. Presenting and sharing

A spokesperson from each group presents the assigned viewpoint as though they genuinely held it. The teacher then facilitates the concluding discussion, highlighting the importance of listening, justifying opinions and putting oneself in another person's position.

Opinion Sheet		
Group	Class	Date
Topic:		
Our group's opinion:		
Opposing viewpoint to be defended by the group		
Arguments or criteria supporting the alternative viewpoint:		
Areas of agreement between our viewpoint and the alternative viewpoint:		Differences between our viewpoint and the alternative viewpoint:





TOOL DESCRIPTION:

This tool invites students to reflect on their own life experiences, using the human rights they have experienced, enjoyed or seen denied as a common thread. By creating an individual poster or display board, students represent, through visual and symbolic elements, moments in their lives when they have had access to particular rights or recognised that those rights were absent. They then consider which of these rights are not equally guaranteed for other people or groups and reflect on the reasons behind these inequalities.



TOOL TYPE:

RICs

ESTIMATED DURATION:

60–120 minutes

GROUPING:

Whole-class and individual work.

MATERIALS:

Card, coloured pens and paper for the written rationale, or a computer if completing it digitally.

TOOL OBJECTIVE:

To recognise and value human rights through personal experience, while understanding that access to these rights is neither universal nor guaranteed for everyone, in order to identify the inequalities and the economic, social, cultural, political and gender-related factors that can restrict or violate these rights in different contexts.

PROCEDURE:

STEP 1. Introducing the topic

Begin with a brief whole-class brainstorming activity.

Guiding questions:

- Which human right do you think is most effectively protected where we live?
- Is there a right that you take for granted but that other people do not have guaranteed?

STEP 2. Creating a personal rights journey

Each student receives a piece of card and a coloured pen. Students spread out around the classroom so that they can work comfortably, either sitting on the floor or at separate tables. On the front of the card, each student draws a timeline representing moments in their life connected with:

- Rights they have experienced
- Rights that have been guaranteed
- Rights that have been denied

STEP 3. Reverse: Who does not have access? Why?

On the reverse of the card, students write:

- Which of the rights they have experienced do they believe are not guaranteed for certain people or groups
- Possible reasons for this exclusion (economic, political, ethnic, gender-related, etc.).



STEP 4. Reviewing and discussing

Students review their rights journey and then write a personal reflection by responding to the following questions, which they will later share with the rest of the group.

Guiding questions:

- How would you feel, or how did you feel, when a right is denied?
- Has anyone close to you ever experienced a violation of their rights?
- Have everyone in this classroom enjoyed the same rights throughout their lives? Why or why not?
- What barriers or obstacles currently exist in your community that prevent these rights from being guaranteed?
- What can you do, in your own role, to help uphold these rights?

STEP 5. Concluding with critical reflection and action

The teacher leads a concluding discussion highlighting the historical and social origins of human rights, systemic inequalities in access to those rights and our collective responsibility to defend them.

Guiding questions:

- Which rights have been guaranteed throughout your life? Which have not?
- Do you know someone whose rights have been violated in ways that you have not experienced yourself?
- What can happen when people do not have access to these rights?
- What factors do you think mean that some people enjoy more rights than others?
- What can you do to defend or advocate for everyone's rights?





TOOL DESCRIPTION:

This tool invites students to explore how prejudice develops and how it can lead to discriminatory behaviour that is often normalized or goes unnoticed in society. Using the visual metaphor of a tree, students identify and represent the roots of prejudice (preconceived ideas, stereotypes, fears and beliefs), the trunk as a representation of discriminatory attitudes and behaviours and the tree canopy as proposals and actions for building a fairer and more inclusive society.



TOOL TYPE:

RICs

ESTIMATED DURATION:

60 minutes

GROUPING:

Individual work followed by whole-class reflection.

MATERIALS:

Card or paper, and a computer if creating the tree digitally.
Assessment rubric in paper or digital format.

TOOL OBJECTIVE:

To identify, analyse and challenge stereotypes and prejudices that may exist in society, the media, school or students' own communities, fostering a critical and informed understanding of how these mechanisms can lead to discrimination and inequality, and how deeply embedded they often become without being recognised.

PROCEDURE:

STEP 1. Activating and critically contextualising

Begin by explaining that a prejudice is a value judgment we make about other people based on stereotypes. It oversimplifies reality and does not respect each person's individuality. If necessary, review the definitions of prejudice and stereotype to clarify the concepts (using a dictionary, real-life examples, etc.).

STEP 2. Reflecting in groups and creating the tree

Students form groups of four and choose a topic to explore. Each group creates a symbolic tree on a sheet of card or paper using the following structure:

- **Roots:** root causes, fears and common prejudices associated with the chosen topic.
- **Trunk:** discriminatory behaviours that may arise from these prejudices.
- **Canopy:** aspirations, proposals and actions for building a fairer, more supportive and more respectful society in relation to the chosen topic.

STEP 3. Reflecting individually

Once the trees have been completed, each student looks at the other groups' work and evaluates it using the following rubric.

Peer Assessment Rubric				
Statement	A lot	Quite a lot	A little	Not at all
The Stereotype Tree is well-organized visually, with clear concepts that help me understand the information better.	✗			
The work shows respect for different perspectives and avoids stereotypes or oversimplifications.				✗
The group has used inclusive, clear and respectful language, avoiding discriminatory expressions.		✗		
The proposed actions are creative, realistic and respond to genuine community or societal needs.			✗	



STEP 4. Reflecting together

The whole class reflects on the following questions:

- Which prejudices did we identify as being most deeply rooted in our culture or in ourselves?
- Are there forms of discrimination that have become normalized? How can we challenge them?
- What privileges do we have that prevent us from recognising certain forms of inequality?
- What resistance might we encounter when trying to challenge stereotypes?





TOOL DESCRIPTION:

Using an initial stimulus, students connect emotionally with a local or global issue (such as forced displacement, climate change or discrimination) and are invited to write a letter from another person's perspective, expressing how they experience, feel about and respond to a particular situation. The letter may be addressed to someone close to them, the community or even the future, allowing students to explore emotions, challenges and hopes within complex social contexts. After writing, students share and discuss their letters in pairs or small groups, creating a space for dialogue and empathetic listening in which they analyse the emotions conveyed and the voices represented. Finally, the texts are reviewed collaboratively to identify possible stereotypes, oversimplifications or biases and improve how different experiences are represented. This tool helps students develop the ability to understand different perspectives, reconsider their own judgments and communicate with respect, sensitivity and empathy.

TOOL TYPE:

RICs

ESTIMATED DURATION:

50 minutes

GROUPING:

Individual work, small groups and/or pairs.

MATERIALS:

Paper or a computer if writing the letter digitally.

TOOL OBJECTIVE:

Develop critical empathy by connecting with realities different from students' own, avoiding oversimplifications and stereotypes and promoting nuanced and human representations of different experiences.

PROCEDURE:

STEP 1. Presenting the initial stimulus

Choose a local or global issue (forced displacement, climate change, gender discrimination, etc.). The teacher presents a stimulus, such as a striking image, a short testimony or a significant statistic.

The teacher then encourages reflection with questions such as:

- What do we know about this situation?
- How does it make us feel?
- How do you think this situation makes the people affected feel?

STEP 2. Writing the letter

Students write a letter from the perspective of another person, expressing how they feel in the proposed situation.

1. The letter may be addressed to a loved one, the international community, the future, or any other recipient considered appropriate.
2. The letter should address:
 - How the person experiences the situation (providing the context of what has happened)
 - How they feel
 - The challenges they face
 - Their hopes or concerns

STEP 3. Sharing and discussion

Working in pairs, students read the letters written by two of their classmates. This is followed by a discussion based on open questions and shared reflections, where active listening and respect take centre stage.

After each reading, students pause for reflective listening using the following key questions:



- Which emotion or sentence in this letter stood out to me the most? Why?
- Has this perspective or experience made me rethink things in a new or unexpected way?
- Whose voice does this letter represent? And whose voice does it not represent? Which voices were missing from the letters we read?

STEP 4. Reviewing the texts

Working in pairs or small groups, students carry out a reflective review of the letters to identify possible stereotypes or oversimplifications and consider whether the person's complexity, emotions and social or cultural context have been represented accurately by reflecting on the following questions:

- Have we represented this person's voice respectfully and in depth?
- What could we improve to better represent their reality?



TOOL DESCRIPTION:

This tool helps students identify contradictions between their values and their actions, and develop constructive strategies for dealing with them. Through a five-stage reflective process, students identify a core value, examine a situation in which they failed to act in line with it, explore the emotions associated with that experience, choose a strategy for managing the conflict (such as changing their behaviour or learning from the experience), and make a personal commitment to acting more consistently. Promoting self-awareness, responsibility and ethical growth, the tools turn cognitive dissonance into an opportunity for personal and social learning.



TOOL TYPE:

RICs

ESTIMATED DURATION:

60 minutes

GROUPING:

Individual work.

MATERIALS:

Paper or a computer if completing the activity digitally.

TOOL OBJECTIVE:

To develop students' critical awareness of their own ethical consistency by helping them identify the values that shape their understanding of the world, recognise possible contradictions between those values and their everyday actions and reflect on ways to bring them into closer alignment.

PROCEDURE:

STEP 1. Identifying values

Ask students to write down one value they consider fundamental (for example, justice, equality, respect or sustainability). This stage helps them identify the values that guide both their worldview and their actions.

Questions for students:

- Which values matter most to you when you think about the world we live in?
- Which values do you identify with most strongly?

STEP 2. Identifying a conflicting action or omission

Once students have identified a core value, invite them to think of something they did (or failed to do) that conflicted with that value.

Questions for students:

- Have you ever done something that did not reflect this value? What happened in that situation?
- Was there a moment when you chose not to stand up for that value?
- What did you let pass? Why do you think you chose not to act?

STEP 3. Recognising the dissonance

Students identify the emotions they experienced when their actions conflicted with their values. This stage helps them recognise the feelings of disconnection that can arise from cognitive dissonance.

Questions for students:

- How did you feel after acting against one of your values? (confused, uncomfortable, guilty, defensive, etc.)
- What influenced you to act that way? What role did other people or the circumstances play?
- How do you feel now that you have reflected on the situation?



Finally, students share their reflections and discuss the examples of dissonance they identified, encouraging empathetic listening, the exchange of experiences and the recognition of shared emotions.

STEP 4. Choosing a management strategy and reflecting

After recognising the dissonance, students explore different ways of managing this internal conflict. Present the six possible strategies below and ask students to reflect on which one they believe would be most helpful for them.

Questions for students:

- How could you have managed this situation differently? Which strategy would help you most?
- What change could you make to reduce the gap between your values and your actions?

Strategies for managing cognitive dissonance

Strategy	Description	Questions for students
1) Minimize its importance	Reduce the perceived seriousness of the conflict.	Is this conflict really as serious as I think? Are there contextual factors that change how I see it?
2) Justify it through compensatory actions	Take positive actions that help "offset" the contradiction.	Is there something positive I am already doing that helps balance this out?
3) Change the behaviour	Adjust future actions so they align more closely with personal values.	What can I do from now on to act more consistently with my values?
4) Reconsider the belief or perspective	Reassess beliefs in light of new evidence or experiences.	What has changed the way I see this? What have I learned that challenges what I previously believed?
5) Strengthen commitment through learning	Accept the dissonance as an opportunity for personal growth.	What can I learn from this experience? How could it help me grow?
6) Take responsibility and make amends	Acknowledge the mistake and take action to address it.	How can I take responsibility for what I did or failed to do? What practical step could I take to make amends?

Students then write a short reflection summarising the value they selected, the conflict they identified, the emotions they experienced and why they chose their preferred strategy.

STEP 5. Making a personal commitment

Finally, students make a concrete commitment to putting their reflection into practice. The aim is to turn the experience of cognitive dissonance into meaningful future action that brings their values and behaviour into closer alignment.

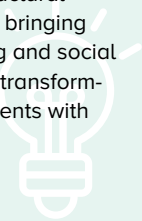
Questions for students:

- What could you do to live more consistently with the values you stand for?
- What specific action could you take?
What will you need to make it happen?



TOOL DESCRIPTION:

This tool encourages students to step into another person's shoes in order to understand their reality through an empathetic, critical and systems-based perspective. Working through a series of stages, students develop a deeper understanding of how rights violations are experienced from another person's point of view and how these experiences relate to both basic and higher-level human needs. The activity uses two core frameworks: the Empathy Map and Maslow's Hierarchy of Needs, helping students explore the complexity of situations such as forced displacement, structural inequality and discrimination. By bringing together emotion, critical thinking and social responsibility, the tool promotes transformative learning that connects students with human rights and global justice.



TOOL TYPE:

RICs

ESTIMATED DURATION:

60–120 minutes

GROUPING:

Individual or small-group work.

MATERIALS:

Worksheet (paper or digital) and a notebook or computer for answering the questions.

TOOL OBJECTIVE:

To develop students' empathetic, ethical and systems thinking by creating characters or case studies and analysing their needs, strengthening critical awareness and encouraging active commitment to social justice.

PROCEDURE:

STEP 1. Introducing and contextualising the case

Present students with a real or fictional scenario related to a global issue (such as forced displacement, forced displacement, discrimination or inequality). This may be introduced through a testimony, short video, reading or character profile. Provide the necessary context before posing a question that encourages students to see the situation from another person's perspective.

- “How might our understanding of the world change when we see it through someone else's eyes?”

STEP 2. Completing the Empathy Map

Working individually, students complete an Empathy Map Worksheet, either on paper or digitally.

Empathy Map		
Area	What to observe or ask	Response
What do they see?	What does their environment look like? What places, people and experiences shape their daily life? What do they see in the media? What opportunities or threats do they perceive?	
What do they think and feel?	What are their main worries, hopes, fears or dilemmas? What motivates or discourages them? What truly matters to them?	
What do they hear?	What messages do they receive from family, society, the media, authorities or friends? Are there narratives that affect them emotionally?	
What do they say and do?	How do they behave around others? How do they present themselves publicly? What do they say about their situation?	
Challenges they face	What obstacles do they encounter? What causes frustration or anxiety? Do they experience discrimination?	
Needs and aspirations	What are their most urgent needs? What are they hoping to achieve? How do they define success or improvement?	



STEP 3. Sharing the Empathy Maps

Working in groups, students briefly present their character or case, highlighting what the person sees, feels, experiences and needs. After presenting their maps, students compare perspectives in small groups to identify patterns, similarities and important differences. Together, they create a shared record of:

Common themes	Differences
Recurring experiences, emotions or needs	Variations linked to the character, context or interpretation

STEP 4. Hierarchy of needs

Briefly introduce Maslow's Hierarchy of Needs, explaining that people need different levels of needs to be met in order to live with dignity and reach their full potential. Students review the Empathy Map and, for each level of need, identify the following before recording their responses in their notebook or in a shared document:

- Which needs are being met?
- Which needs are unmet or denied?

The levels are:

1. Physiological: food, water, shelter, rest and basic healthcare.
2. Safety: stability, physical protection, access to rights and essential services.
3. Belonging: relationships, community and a recognised identity.
4. Esteem: self-esteem, having a voice and opportunities.
5. Self-actualisation: aspirations, personal development and active participation.

STEP 5. Discussing and comparing findings

Finally, students share their conclusions in small groups or as a whole class.

Guiding questions:

- Which levels of need are most affected?
- What prevents these needs from being met?
- What collective actions could help address these needs?

STEP 6. Reflecting individually

Finally, students complete the following self-assessment

Statement	Strongly agree	Agree	Disagree	Strongly disagree
I put myself in the character's place with respect and empathy.				
I have a better understanding of how human needs can go unmet in situations of inequality.				
Something I learned or felt challenged the way I had thought about this issue before.				
I was able to connect this situation with people or experiences closer to my own life.				
I feel better prepared to understand perspectives that differ from my own.				
This activity has encouraged me to think about how I can respond more responsibly to other people's emotions.				



TOOL DESCRIPTION:

This tool follows the RULER framework, guiding students through a structured process of reflection to help them understand and manage their emotional responses to a stimulus that provokes an emotional reaction. During the Recognise stage, students identify the emotion they are experiencing using an Emotion Meter. During the Understand stage, they explore what has caused that emotional response. During the Label stage, they identify the emotion more precisely by distinguishing between primary and secondary emotions using an emotional vocabulary resource. During the Express stage, they communicate the emotion respectfully using a range of formats. Finally, during the Regulate stage, they consider whether the emotion helps or hinders them when responding to a complex situation, and decide how to channel or manage it constructively in order to promote personal autonomy and positive individual or collective action.

TOOL TYPE:

CLICs / RICs

ESTIMATED DURATION:

CLICs: 15–20 minutes /
RICs: 120 minutes

GROUPING:

Individual work.

MATERIALS:

Paper or a computer if completing the activity digitally.

GO TO ANNEX 3



TOOL OBJECTIVE:

To develop students' emotional competence when engaging with globally complex issues by fostering critical rather than passive empathy, enabling them to identify, express and regulate their emotions in a conscious, ethical and purposeful way.

PROCEDURE:

CLICs Procedure

STEP 1. Reflecting using the RULER framework

Present a situation, video, text or testimony that is likely to evoke an emotional response. Distribute an Emotion Meter (see [ANNEX 3](#)) and ask students to complete the following table based on where they place themselves on the meter:

RULER REFLECTION TABLE

Step	Stage	Guiding questions for students	Response
1. R	Recognise	How am I feeling right now? Where would I place myself on the Emotion Meter? Is this emotion pleasant or unpleasant?	
2. U	Understand	What has triggered this emotion? Is it linked to an injustice, one of my personal values, or a shared experience? How might the people involved in this situation be feeling?	
3. L	Label	What name would you give this emotion?	
4. E	Express	How can I express this emotion clearly and respectfully? Does the way I express it help others understand it? Is it appropriate for the social and cultural context?	
5. R	Regulate	Is this emotion helping me or holding me back? How can I manage or channel it so that I can take action or look after myself? What strategy could I use to channel it positively, either individually or collectively?	

RICs PROCEDURE

STEP 1. R: Recognise

Present a case study, scenario, article, video or literary extract and ask students to identify their emotional response using the Emotion Meter ([ANNEX 3](#)).



STEP 2. U: Understand

The students reflect individually on the reasons why they positioned themselves where they did on the Emotion Meter and complete the following table.

UNDERSTANDING TABLE					
Situation or stimulus that prompted my response:	What do you think led you to respond in this way?	Are any personal values, memories or experiences connected to this response?	What familiar or real-life situations can you relate it to?	STEP 3) LABEL	
				Primary emotion	Secondary emotion
1.					
2.					

To distinguish between primary and secondary emotions, students complete Step 3.

STEP 3. L: Label

Using the universal emotional vocabulary below, students identify and label the emotions they experienced in response to each situation or stimulus as precisely as possible.

Primary emotion	Secondary emotions
Happiness	Calmness, peacefulness, delight, fulfilment, serenity, inner peace, joy
Love	Tenderness, affection, gratitude, security, trust, hope, compassion, calm
Joy	Euphoria, satisfaction, pleasure, ecstasy, relief, pride, excitement, enthusiasm, encouragement, motivation
Surprise	(No additional nuances)
Shame	Embarrassment, remorse, guilt
Disgust	Rejection, revulsion, aversion
Anger	Resentment, indignation, rage, fury, annoyance, upset, jealousy, helplessness, hatred, wrath, envy
Sadness	Pain, loneliness, boredom, longing, melancholy, nostalgia, disappointment, sorrow, frustration, depression, despair, discouragement
Fear	Fright, terror, panic, horror, distrust, dread, apprehension, shock, insecurity
Nervousness	Stress, overwhelm, anxiety, unease, worry, restlessness, apprehension, anguish, despair

STEP 4. E: Express

The teacher may choose or suggest different ways for students to express their emotions, depending on the subject area (for example, a reflective journal, an empathetic letter, a personal narrative, a narrative podcast, an emotional collage, a symbolic comic strip, a symbolic dramatic performance, a humanitarian empathy report, a visual representation of environmental impacts, or an emotion graph).

STEP 5. R: Regulate

Students write a short reflective piece about their emotional response to the situation explored. Based on this reflection, they decide how they want to manage the emotion they have identified: whether they wish to maintain it, transform it or channel it in a constructive way. This activity promotes emotional autonomy and strengthens both personal and collective agency, while encouraging a conscious and responsible attitude.

Writing prompts:

- How did I feel in response to this situation or conflict?
- Does this emotion help me, hold me back or motivate me to act?
- What is this emotion responding to? Is there a need or underlying reason behind it?
- How can I manage this emotion in a positive way?
- What can I do to take care of myself and others in response to this experience?



TOOL DESCRIPTION:

This tool supports the collaborative creation of a class book that brings together meaningful stories from students to explore who we are, how we live and how we connect in a diverse and ever-changing world. Through personal narratives, students identify lived experiences or real-life situations related to human rights, global justice or cultural diversity, highlighting the different perspectives, identities and life experiences represented within the classroom. The tool supports the development of both personal identity and an empathetic, inclusive learning community where every voice is recognised and heard through creative expression, critical thinking and respectful interaction with others.

TOOL TYPE:

RICs

ESTIMATED DURATION:

Annual / Monthly / Weekly

GROUPING:

Individual work followed by whole-class reflection.

MATERIALS:

Notebook or computer if creating the book in a digital notebook.

TOOL OBJECTIVE:

Its objective is to develop students' emotional awareness and critical thinking in relation to global issues and significant personal experiences.

PROCEDURE:

STEP 1. Making a personal contribution

Each student writes a personal, reflective contribution to the Travelling Book about either:

1. A lived experience related to a global issue (human rights, forced displacement, gender-based violence, etc.)
2. A complex situation related to a global issue (human rights, forced displacement, gender-based violence, etc.).

The contribution should be presented in writing (either digitally or by hand) and accompanied by a supporting source (such as a news report, television programme, social media post, documentary, book or work of art) together with a brief explanation of why it is relevant.

STEP 2. Responding to classmates' contributions

Each student writes a short, respectful response to the previous student's story. The response should demonstrate thoughtful reflection on what the story prompted them to think or feel.

Guiding questions:

- What thoughts or questions did this story raise for me?
- Does it remind me of one of my own experiences, or that of someone close to me? How?
- What emotions did it evoke, and how did I experience them?
- What else would I like to know about the context or the people in this story?
- What values, conflicts or dilemmas can I identify, and how do they resonate with me?

STEP 3. Passing the book on

The book is passed to the next student according to the agreed order. The class may pause periodically to reflect together on the book's development.

STEP 4. Reflecting together

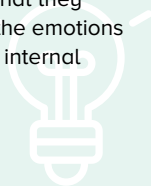
Students carry out a cross-cutting reading of the collected stories to identify recurring keywords, themes and connections between them. These findings can be represented using a bar chart, a pie chart or a word cloud to show how frequently different themes and concepts appear.

The class then reflects on why the most frequently occurring themes or concepts were particularly significant and why they had the greatest impact on the group.

Once the most prominent themes have been analysed, the class may select the most frequently occurring one as the focus for further investigation in subsequent lessons.

TOOL DESCRIPTION:

This tool helps students find their bearings when exploring complex global issues that may give rise to confusion, tension, uncertainty or inner conflict, encouraging both critical and emotional reflection. Its name symbolizes the guidance provided through four key dimensions of human thought and experience: Expectations, Needs, Feelings and Objections. These four perspectives encourage students to reflect on what they expect to gain from the topic, what they need in order to understand it, the emotions it evokes and any resistance or internal tensions they may experience.



TOOL TYPE:

CLICs

ESTIMATED DURATION:

30 minutes

GROUPING:

Individual work followed by reflection in small groups or as a whole class.

MATERIALS:

Paper or a computer if completing the activity digitally.

TOOL OBJECTIVE:

Support students in developing critical, emotional and ethical reflection through an introspective approach that helps them become more aware of how they think about complex global issues.

PROCEDURE:

STEP 1. Introducing the topic

The teacher introduces a meaningful or complex situation that will engage the class. This might be a real-life testimony, a current news story, a media controversy, a documentary, a work of art or a literary extract. A safe and respectful environment is established for discussion.

STEP 2. Completing the Cardinal Points Table individually

Students complete the four sections (Expectations, Needs, Feelings and Objections) independently and in silence, reflecting on both the rational and emotional dimensions of the topic.

CARDINAL POINTS TABLE

Expectations (E)	Needs (N)
What do I hope to understand, discover or question about this topic?	What information or perspectives do I still need in order to form a more informed opinion?
Which aspects particularly interest me or would I like to explore further?	What support (resources, opportunities to listen, time or a safe environment) would help me feel better prepared or more comfortable?
What attitude am I bringing to this topic? Am I open to changing my mind?	
Feelings (S)	Objections (O)
What emotions does this topic evoke in me? Why?	Are there any ideas, narratives or realities that I find difficult, uncomfortable or challenging?
How do these emotions influence the way I think or act?	What dilemmas, contradictions or critical questions does this topic raise for me? Which ideas or perspectives do I find hardest to understand or accept?

STEP 3. Sharing in small groups or as a whole-class

Students share their reflections in small groups or as a whole class, identifying common ground as well as differing viewpoints. The discussion encourages active listening, respect for different perspectives and the exploration of new questions or ways of thinking. The class may identify shared ideas, unanswered questions or common emotional responses that can be explored further in future enquiries or action projects.

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Four Corners

OPEN ACTIVITY SHEET



TOOL DESCRIPTION:

This tool uses an interactive activity in which students express and justify their position on a global or ethical dilemma by choosing one of four possible viewpoints, each represented by a different corner of the room. The activity makes the diversity of opinions within the class visible while encouraging respectful discussion, the exchange of arguments and active listening. Physically moving to a particular corner helps connect thinking with action, turning ethical reflection into an active and meaningful experience. The tool can be used before a debate to gauge initial opinions or afterwards to explore whether perspectives have changed.



TOOL TYPE:

CLICs

ESTIMATED DURATION:

20 minutes

GROUPING:

Individual or small-group work.

MATERIALS:

Argument planning table (paper or digital), plus a workbook or computer for personal reflection.

TOOL OBJECTIVE:

The main objective is to develop students' critical thinking and ethical reflection when exploring complex global issues. The tool encourages students to justify their views, promotes empathy and openness to different perspectives and develops their ability to analyse social dilemmas from multiple viewpoints. It also strengthens cognitive flexibility by encouraging students to reconsider their own opinions through dialogue and active listening.

PROCEDURE:

STEP 1. Presenting the dilemma

The teacher introduces a global, social or ethical dilemma (for example, refugee reception, responsible consumption, climate change or global inequality) together with a statement about the issue.

STEP 2. Choosing a position

Each corner of the classroom is assigned one of the four possible positions. Students move freely to the corner that best represents their own view.

The four corners represent:

- Strongly agree with the statement
- Tend to agree with the statement
- Unsure / I haven't made up my mind
- Strongly disagree with the statement

STEP 3. Justifying your position

Each student or group explains why they chose that position. Students are encouraged to communicate their ideas clearly and respectfully.

To support their thinking, they may use the following table to organize their arguments.

Position chosen	Main reasons for my position	Evidence or examples to support it	Question or point for discussion
	(Write your arguments)	(Mention sources, personal experiences, etc.)	(Write a question for students in the other groups)



STEP 4. Discussing different viewpoints

The teacher facilitates a discussion between the groups, encouraging them to share counterarguments, identify common ground and ask one another questions.

STEP 5. Reflecting on your final position

After listening to the different viewpoints and reflections shared by the class, each student considers whether they wish to keep or change their original position. Students record their decision in their workbook or in a shared online document, providing a brief explanation for their reasoning.

This reflection develops cognitive flexibility by encouraging students to appreciate the complexity of different viewpoints while also strengthening critical awareness, as they are required to examine and, where appropriate, reconsider their own beliefs in a respectful and well-reasoned way.

The teacher may conclude by providing brief, constructive feedback, recognising the quality of students' reasoning and reinforcing the importance of respectful dialogue and critical reflection, regardless of whether their position changed.



TOOL DESCRIPTION:

This tool helps identify ideas and concepts that, due to a lack of knowledge, may hinder students as they acquire new knowledge during the teaching and learning process. Using this diagnostic technique, the teacher can provide students with appropriate feedback and support to help them learn the terms, facts, concepts and theories related to the subject, develop their ability to distinguish between facts and opinions and adopt an open and receptive attitude towards new ideas and perspectives.



TOOL TYPE:

CLICs

ESTIMATED DURATION:

10–15 minutes

GROUPING:

Individual work.

MATERIALS:

Paper or a computer if completing the activity digitally.

TOOL OBJECTIVE:

To identify students' prior ideas and conceptions about a topic so that appropriate feedback can be provided.

PROCEDURE:

STEP 1. Identifying problematic preconceptions

The teacher identifies some of the most common misconceptions or preconceptions among students through a brainstorming activity.

STEP 2. Focusing on critical starting points

The teacher selects a small number of these mistaken ideas or beliefs that are particularly problematic, either because they are widespread among students or because they may seriously hinder their understanding of the content to be covered. These conceptions can act as barriers to learning if they are not identified and addressed in time.

STEP 3. Exploring initial beliefs using multiple-choice questions or rating scales

The teacher then creates a simple questionnaire to gather information about students' ideas and beliefs in these areas. The questionnaire may use either multiple-choice or short-answer questions. Short-answer questions can provide more specific and useful information, but they may also influence participants' responses by limiting their freedom of expression or directing their thinking. Multiple-choice questionnaires are therefore safer to use and easier to analyse. A useful way to assess how strongly students hold these beliefs or ideas is to offer responses on a Likert scale, as in the following example:

Indicate how strongly you agree or disagree with the following statement: "....."	
"Strongly agree" or "I am completely certain that this is true"	
"Agree" or "I think this is probably true"	
"Unsure" or "I have no idea whether this is true or false"	
"Disagree" or "I mostly agree that this is false"	
"Strongly disagree" or "I am completely certain that this is false"	



STEP 4. Explaining the purpose and distributing the questionnaire

The teacher explains why this assessment technique is being used and how it can help improve students' learning. The teacher also emphasises the importance of responding completely honestly and explains how the responses will be reviewed and how feedback will be provided. This step is essential for building trust and encouraging honest participation.

STEP 5. Analysing and taking action

Once the responses have been collected, they are analysed carefully by considering the following questions:

- What misconceptions do my students have about the course content that could hinder their learning?
- How many students share these ideas?
- How strongly do they hold them?

Based on this analysis, the teacher plans and implements a strategy to address the difficulties identified in an effective and meaningful way, helping students challenge existing assumptions and develop new conceptual connections. It is also advisable to create opportunities for students to reflect on how their understanding has changed.





TOOL DESCRIPTION:

This tool invites students to choose a word that captures the emotional impact of engaging with a resource containing symbolic and emotional content about a complex issue. The words are then shared in small groups to encourage dialogue and empathetic listening, before being brought together in a collective display representing the group's different perspectives and emotions.



TOOL TYPE:

CLICs

ESTIMATED DURATION:

30 minutes

GROUPING:

Individual work, followed by discussion in small groups.

MATERIALS:

Paper or a computer if completing the activity digitally.

TOOL OBJECTIVE:

To connect emotionally and cognitively with a global reality or complex issue by identifying and expressing feelings and ideas that are often abstract or difficult to communicate, developing critical awareness, empathy and emotional expression and communication skills.

PROCEDURE:

STEP 1. Presenting the material

The teacher presents a meaningful resource about a global issue, such as a documentary about climate refugees, a report from a conflict zone or a news item about a humanitarian emergency.

STEP 2. Exploring the material

Students watch or read the material in silence and take a few minutes to reflect on it individually.

STEP 3. Selecting a word

Each student chooses a key word that expresses what affected them most, stirred an emotional response or made them think, for example: "displacement", "injustice", "resistance", "fear" or "hope". They then write a short text of three to five lines answering the following questions:

- What does this word mean to me?
- Why did I choose it?
- How does it relate to the situation explored?

STEP 4. Sharing and discussion

Students share some of their words and meanings in small groups or in a circle. Respect, listening and the diversity of emotions and perspectives on the same issue are valued throughout the discussion.

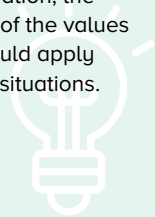
STEP 5. Creating a collective display

Using the words, ideas and emotions explored in the small groups during the sharing stage, students work together to create a collective display, either on paper, digitally or using visual resources such as images. The display should bring together and symbolically represent the range of perspectives and feelings expressed in relation to the global issue explored. It should include contributions from every group so that the full range of voices, perspectives and emotions that emerged during the activity is represented. The display is accompanied by a brief oral or written explanation of the different perspectives and what they mean, helping students develop a fuller understanding of a complex issue.



TOOL DESCRIPTION:

This tool is an assessment technique in which students are presented with a short case involving an ethical issue related to a topic they are currently studying or are about to study. Students respond briefly and anonymously to questions about values that require ethical reasoning, such as those related to media literacy. They reflect on their own values, those of their classmates, and how these values influence their everyday decisions. Using this information, the teacher assesses the evidence of the values students hold and how they would apply them hypothetically to real-life situations.



TOOL TYPE:

CLICs

ESTIMATED DURATION:

40 minutes

GROUPING:

Individual work.

MATERIALS:

Paper or a computer if completing the activity digitally.

TOOL OBJECTIVE:

To identify, clarify and connect the values that come into play in students' everyday lives when engaging with issues and problems of global significance.

PROCEDURE:

STEP 1. Selecting and presenting a relevant, accessible ethical dilemma

The teacher chooses a specific ethical dilemma or issue, considering its relevance and direct connection with both the subject content and students' everyday lives. The topic should be capable of generating discussion and reflection, while also being accessible and easy for students to understand.

The teacher should consider situations that test values and principles commonly encountered in students' personal lives or future professional practice and that may give rise to different perspectives or moral dilemmas. The selected case should allow students to explore their beliefs, recognise ethical conflicts and learn to justify their decisions in a reasoned and respectful way.

STEP 2. Developing a short, engaging ethical case

The dilemma is presented through a short case that sets out the central ethical issue clearly and realistically, using only a few lines to describe a specific situation that can capture students' interest and encourage reflection. The case should be simple enough for students to understand the issue quickly, but meaningful enough to generate discussion and critical analysis.

STEP 3. Using questions to encourage reflection and ethical discussion

To invite reflection, the teacher writes two or three questions that invite students to take a clear position on the dilemma. The questions should encourage them to think carefully about the different options available and their possible consequences. They should also prompt students to express their personal views using sound arguments and to consider the different perspectives that may exist on the issue.

STEP 4. Writing honest responses

The teacher asks students to write brief, honest responses.

STEP 5. Reflecting together and drawing final conclusions

The following session is used to share a summary of the opinions and perceptions expressed by students. Particular attention should be paid to the most contentious points and any misconceptions identified, while encouraging open and respectful discussion. This feedback helps clarify questions, broaden perspectives and consolidate learning, while showing students that their contributions have been heard and valued.



TOOL DESCRIPTION:

This tool involves asking students short questions about socially relevant issues before and/or after exploring them in class. The anonymous responses provide an overview of students' prior ideas, biases or poorly supported positions that may influence their learning, attitudes, values and emotions in relation to a particular dilemma or global issue. This diagnostic activity not only helps identify different starting points or areas of resistance that may need to be addressed through teaching, but also validates students' voices, creates a safe space for a range of opinions and provides an initial opportunity to engage in critical and ethical thinking.



TOOL TYPE:

CLICs

ESTIMATED DURATION:

20 minutes

GROUPING:

Individual work.

MATERIALS:

Paper or a computer if completing the activity digitally.

TOOL OBJECTIVE:

The main objective of the tool is to identify, make visible and value the diversity of students' existing perspectives and beliefs on global issues with emotional, cultural or ethical dimensions. This supports meaningful learning by connecting students' initial opinions with the content to be explored. It also promotes critical and intercultural reflection, empathy and listening skills.

PROCEDURE:

STEP 1. Identifying the key topics

The teacher reviews the content to be covered in the unit or project and selects one or two topics that may generate controversy or a range of opinions, such as forced displacement, privilege, climate change, gender inequality or freedom of expression.

STEP 2. Formulating the questions

The teacher writes one or two opinion questions related to the selected topics. The questions may use the following formats:

- Binary (Yes / No)
- Scale (for example, from Strongly Disagree to Strongly Agree)
- Multiple choice (including a range of perspectives)

The questions should be clear, neutral and open to different legitimate responses. They should also help capture students' perceptions of the values, rights, responsibilities or emotions involved.

Examples:

- Do you think that...?
- Is ... more important?
- Do you agree with...?
- What do you think about...?

This approach makes it possible to identify trends, tensions or differences of opinion before exploring the content in depth.

STEP 3. Explaining the activity and collecting the data

The teacher explains the activity to students and emphasises the following:

- There are no 'right' answers, only personal positions.
- Students should respond respectfully and honestly.



The form is distributed on paper or digitally, or the questions are projected. Students are given between two and five minutes to respond.

STEP 4. Analysing and sharing the results

The teacher analyses the aggregated responses, including percentages, graphs and overall trends, and shares them with the class. This may be followed by a discussion or reflection on questions such as:

- Which perspectives are most common?
- Is there polarisation or consensus?
- Are any of the responses surprising?
- What does this reveal about how we understand the topic?

This step encourages greater awareness and collective critical thinking.

STEP 5. Repeating the survey at the end of the project, learning sequence or learning situation

After the topic or dilemma has been explored, the same survey may be repeated. This makes it possible to see whether students' perspectives have changed, become more nuanced or opened up to other viewpoints. The comparison provides evidence of the development of global competence.





TOOL DESCRIPTION:

This tool invites students to explore, prioritise and name their values through self-awareness, reflection on the influences that have shaped them (family, cultural and social) and openness to different perspectives. The process begins with a list of 20–30 values. Students assign each one a score from 1 to 5 according to how important it is to them. They then reflect on why they rated the values as they did and consider where their values come from and how they may have changed over time. Finally, students share and compare their values scales and explore the diversity of priorities within the group.



TOOL TYPE:

CLICs

ESTIMATED DURATION:

40–50 minutes

GROUPING:

Individual work followed by reflection in small groups or as a whole class.

MATERIALS:

Workbook or a computer if completing the activity digitally.

TOOL OBJECTIVE:

The main objective of this tool is to develop critical and ethical thinking by identifying and prioritising values.

PROCEDURE:

STEP 1. Introducing the challenge

The teacher introduces the concept of values and invites students to think about the principles that guide their everyday decisions.

Students are then given a list of 20–30 values. The teacher explains that there are no right or wrong answers, only personal priorities that may vary depending on experience or context.

STEP 2. Ranking individually

Each student reads the list and gives every value a score from 1 to 5 according to its importance to them: (1 = not very important, 5 = very important) Students may give a score of 5 to no more than five values, encouraging genuine prioritisation and reflection.

STEP 3. Reflecting in writing

In their workbook, students briefly answer three questions to explore where their values come from and how consistently they apply them:

- Why are these values important to me?
- Where do I think they come from (family, friends, experiences, culture, etc.)?
- Have they changed over time or at different stages of my life? Why?

This step develops self-awareness and an understanding of how context influences the development of values.

STEP 4. Sharing and discussion

Students share their values scales in small groups or as a whole class and discuss the diversity of priorities.

- Which values appear most frequently?
- Which are less common but still equally relevant?
- What does this diversity tell us about how we live together and the world we want to build?

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Double Mirror

OPEN ACTIVITY SHEET



TOOL DESCRIPTION:

This tool uses the metaphor of a double mirror to turn intercultural interaction into an opportunity for self-awareness. It helps students recognise their own values and question whether these change or take on a different significance after engaging with other perspectives. The activity develops intercultural awareness and critical reflection, fostering critical empathy and respectful interactions.



TOOL TYPE:

CLICs

ESTIMATED DURATION:

25–30 minutes

GROUPING:

Individual work, followed by discussion in small groups.

MATERIALS:

Paper or a computer for the individual reflection if completing it digitally, and cards, sticky notes or digital tools for the group discussion.

TOOL OBJECTIVE:

To promote self-awareness, an understanding of personal identity, the reconsideration of beliefs and the integration of values through contact with other perspectives, developing critical empathy and reformulating prior conceptions.

PROCEDURE:

STEP 1. Introducing the concept

The teacher introduces the metaphor of the double mirror as a way of understanding intercultural communication and the personal growth that can arise from encountering difference. Students are told that when we engage with other people, realities or cultures, we not only learn about others, but also see ourselves reflected and may discover aspects of ourselves that often go unnoticed: “Every encounter is like looking into a double mirror: one that shows us both the other person’s image and our own. Through this reflection, we can recognise what remains unchanged, what surprises us and what may be transformed within us.”

The teacher presents a series of images or key statements showing encounters between different people or realities. These may include photographs of everyday situations (markets, travel, rituals, shared living, etc.), extracts from a book, a written dialogue or a short video presenting different perspectives and personal circumstances.

STEP 2. Brainstorming

Students brainstorm words or concepts that express what the encounter made them think, feel or reflect on, and organize them into three categories:

1. What I recognise in myself (values, beliefs, emotions)
2. What I discover in the other person (differences, surprises, qualities I admire)
3. What changes or is transformed (new ideas, reconsidered beliefs, changes in attitude)

Students may use the following questions to help them identify key words and concepts.

Guiding questions:

- What is happening in this image, dialogue, story, testimony, etc.?
- What stands out to me most? What details do I notice?
- What emotion or thought does this scene evoke?
- Is there anything in this situation that reminds me of my own experiences or way of life?
- Which of my own values or customs is reflected or challenged here?
- What makes me feel that I can relate to this person or situation?



- What surprised or challenged me in this image or testimony?
- Which cultural or personal differences do I notice, and how do I interpret them?
- Is there an attitude, value or way of doing things that I admire or that helps me see the world differently?
- Has anything made me reconsider what I think or take for granted?
- What encourages me to look at the situation with greater respect or understanding?
- What personal learning can I take from this symbolic encounter?

Students then select three key words and/or concepts to share with the group.

STEP 3. Sharing and discussion

Working in groups, each student shares the three key words they selected and briefly explains what they mean to them.

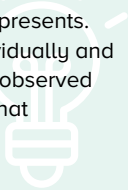
As they share, the group may note similarities and differences between the words or ideas.





TOOL DESCRIPTION:

This tool uses a participatory activity in which students express and explore individual opinions, values and perspectives within a group through their physical position in relation to an object. First, a relevant topic is selected and the main stakeholders involved in the proposed dilemma are identified. Students then stand in a circle around an object representing either an organization or a particular viewpoint. Next, they create open-ended questions about the topic and instinctively move closer to or further away from the central object to express their level of agreement or disagreement, or to represent how closely their assigned stakeholder is connected to what the object represents. Finally, students reflect, both individually and as a group, on the dynamics they observed and the diversity of perspectives that emerged.



TOOL TYPE:

RICs

ESTIMATED DURATION:

45–60 minutes

GROUPING:

Individual work followed by a whole-class activity.

MATERIALS:

Paper, a workbook and/or a computer if creating the question bank and completing the reflection digitally.

TOOL OBJECTIVE:

The main objective of this tool is to deepen students' understanding of complex dilemmas through critical reflection and conflict resolution, using physical and symbolic representations of individual viewpoints on issues of global and environmental significance.

PROCEDURE:

STEP 1. Preparing the space

Choose the topic to be explored and identify the main stakeholders involved. Each student is assigned one stakeholder role. Students then stand in a circle around an object placed in the centre of the room (for example, a ball or a board), which serves as a reference point for movement. The object may represent an institutional or humanitarian organization, allowing students to explore how different stakeholders relate to it, or it may represent a particular opinion, allowing them to express different degrees of agreement or disagreement.

Alternatively, the activity can be carried out without assigning roles, allowing participants to respond from their own perspectives.

STEP 2. Creating the questions

The teacher invites students to write their own questions or statements related to the topic being explored. The questions should be open-ended and encourage reflection. These can be collected in a handwritten or digital question bank.

STEP 3. Moving into position

As each question is read aloud, participants move closer to or further away from the central object according to either their level of agreement or disagreement with the statement, or the relationship between their assigned stakeholder and what the object represents. Students should move instinctively, responding to their immediate feelings rather than overthinking their answers.

STEP 4. Reflecting as a group

Once all the questions have been explored, participants observe the group's positions and the patterns that have emerged.

Before opening the discussion, the facilitator establishes a few ground rules, such as:



- "All opinions are valid."
- "We do not judge other people's opinions."
- "Use phrases such as 'I think...!' or 'In my view...!' to keep the discussion respectful and open."

The group then discusses what the different positions reveal and how they reflect the range of perspectives within the group. The discussion should also explore what can be learned from these differences and how they contribute to a richer collective understanding.

STEP 5. Critical reflection

After the activity, students write a personal reflection on what they learned. They may consider:

- How their own views, or those of their assigned stakeholder, aligned or differed from those of others and from the central object.
- How the physical movement helped them recognise different perspectives.
- How seeing other participants or stakeholder roles express their views influenced their understanding of the relationships between the different stakeholders involved in the dilemma.





TOOL DESCRIPTION:

This tool uses a collaborative role-play activity in which students stand in two lines facing one another, creating a "conscience alley" down the middle. One student, playing the central character in a dilemma related to a global or environmental issue, slowly walks through the alley while the other students speak aloud, offering opinions, thoughts, advice or arguments directed at the character. The activity encourages students to explore multiple perspectives, develop empathy and reflect critically through role play.



TOOL TYPE:

CLICs

ESTIMATED DURATION:

15–20 minutes

GROUPING:

Group work followed by a whole-class reflection.

MATERIALS:

Paper or a computer if completing the activity digitally.

TOOL OBJECTIVE:

To develop empathy, critical thinking and oral communication skills by exploring different perspectives on a global or environmental dilemma while strengthening communication, emotional awareness, critical reasoning and respectful dialogue.

PROCEDURE:

STEP 1. Preparing the space

Arrange the classroom so that students form two lines facing each other, leaving enough space between them for one person to walk comfortably down the middle.

STEP 2. Assigning roles

Decide who will play the central character and who will stand in the two lines. The character may be real (historical, literary, etc.) or fictional, but should have a clearly defined role within a specific situation or dilemma.

STEP 3. Introducing the scenario

The teacher explains the situation or dilemma facing the character. Make sure all students understand the context before the activity begins.

STEP 4. Giving the instructions

The teacher explains the task, choosing the option that best suits the topic being explored.

- **Option 1:** Without much preparation or reflection, each student says aloud what they think about the character, what they would say to them, or what they imagine the character might be thinking while walking down the alley. This approach encourages spontaneous and authentic responses, stimulates creativity and activates students' intuitive thinking. It also helps break the ice and generates a wide range of comments and perspectives that can later be refined, discussed or organized during the activity. It can also reveal recurring ideas, contradictions or less obvious viewpoints that enrich the subsequent discussion.
- **Option 2:** One line offers supportive or encouraging messages, while the other offers criticism or warnings. This variation allows students to explore the dilemma from contrasting perspectives. One line adopts a supportive or sympathetic position towards the character or situation, while the other raises concerns, questions or possible negative consequences. This structure encourages students to consider contrasting arguments and helps the character hear and weigh different perspectives before making a decision or taking a position.



- **Option 3:** Each student adopts a particular role (parent, government minister, friend, citizen, etc.) and speaks from that perspective, taking into account the emotions, interests, values and concerns associated with the role. This approach encourages empathy and critical thinking by requiring students to step outside their own perspective and consider how someone else might experience or interpret the same situation. It also enriches the discussion by bringing together a wider range of voices, resulting in a more nuanced and comprehensive reflection. It is particularly effective in values education, history, literature and citizenship education.

STEP 5. Completing the activity

The student playing the character walks through the alley while listening to the voices of their classmates. The activity may be repeated with different characters or scenarios.

STEP 6. Final reflection

At the end of the activity, the class shares their impressions and reflects on the experience. Begin by asking the student who played the character how they felt while listening to the voices in the conscience alley. Invite students to discuss the different perspectives that emerged, highlighting both their diversity and any contradictions.

Finally, students are invited to write a short personal reflection on what surprised them or made them think most when listening to and comparing different viewpoints, in order to consolidate their learning.





TOOL DESCRIPTION:

This tool begins with an open question that encourages individual reflection, draws on students' prior knowledge and helps them organize their thinking. Students then share and compare their ideas in pairs. This allows them to refine their arguments, listen to other perspectives and broaden their understanding of the topic. The activity ends with a brief whole-class discussion in which each pair shares its conclusions or key learning with the group.



TOOL TYPE:

CLICs

ESTIMATED DURATION:

30–40 minutes

GROUPING:

Individual and pair work.

MATERIALS:

Paper or a computer if completing the activity digitally.

TOOL OBJECTIVE:

The main objective is to encourage critical reflection and discussion in a safe, collaborative environment, helping students consolidate and deepen their understanding of concepts by expressing their ideas and listening to different perspectives.

PROCEDURE:

STEP 1. Formulating an open and meaningful question

The teacher presents an open, meaningful question with more than one possible answer, related to a real-world topic or issue. The question should allow for more than one possible answer, encourage reflection and generate discussion.

Example: Can justice exist without empathy?

STEP 2. Reflecting individually

Each student has 5–10 minutes to reflect and note down key ideas, examples or arguments in response to the question. This time for individual reflection helps students organize their thinking, draw on prior knowledge and prepare for the discussion.

STEP 3. Sharing and comparing ideas with a partner

Students share and compare their reflections with a partner, identifying common ground, nuances and differences. Together, they may develop a more complete or new response that brings together both perspectives.

STEP 4. Brief presentation

Each pair briefly shares its conclusions or points of disagreement with the whole class. The teacher may record key ideas on the board or using a collaborative digital tool. This final discussion encourages synthesis, comparison of ideas and the collective construction of knowledge.



TOOL DESCRIPTION:

This tool supports the preparation and delivery of debates on global and social dilemmas, such as refugee, inequality, identity and language, incorporating explicit strategies to ensure respectful and inclusive dialogue. Working as proposers, opponents and dialogue observers, students develop arguments, listen to a range of voices and reflect on the ethical and social tensions underlying different positions.



TOOL TYPE:

RICs

ESTIMATED DURATION:

120 minutes

GROUPING:

Group work, followed by individual work for the final reflection.

MATERIALS:

Paper or a computer if completing the activity digitally.

TOOL OBJECTIVE:

To encourage dialogic interactions that support critical deliberation and mutual respect when exploring global and social dilemmas, incorporating mechanisms of discursive justice that allow multiple voices, perspectives and languages to contribute to the collective construction of knowledge.

PROCEDURE:

STEP 1. Choosing the dilemma and exploring different perspectives

The class chooses a complex issue with a moral dimension, such as refugee, exclusion, inequality, identity or language and collectively formulates a dialogic question that is open, challenging and open to multiple approaches.

STEP 2. Preparing the debate: roles and voices

Students are divided into three groups: Proposers (Group A), Opponents (Group B), Dialogue observers (Group C).

- **Group A (Proposers):** Defend a position and prepare evidence-based arguments using information sources.
- **Group B (Opponents):** Defend an opposing position and prepare evidence-based arguments using information sources.
- **Group C (Dialogue observers):** Record how the dialogue mechanisms are used and how different voices are included.

Groups A and B are given the Argument Preparation Grid to record their arguments, sources, possible questions and weaknesses.

Grid for Groups A and B:

Argument Preparation Grid		
Arguments	What are we saying?	Why? Example, data or experience
1		
2		
3.		
4.		



Question or concern the opposing group may raise:	What is our response?
Weakness in our argument and how we could explain it:	
Question we want to ask the opposing group:	

Group C is given the Group C Dialogue Mechanisms Table, which includes specific examples. Students work in pairs to practise two mechanisms through role play, ensuring that they understand their purpose and how to apply them. These mechanisms are dialogue strategies that encourage mutual understanding, deliberation and respect.

Mechanisms table for Group C:

Name of mechanism	Educational purpose	Example of its use in the debate
Making the implicit explicit	Identify hidden values, prejudices or interests.	"This argument assumes that only local people have the right to decide, is that correct?"
Respectfully reformulating what another person has said	Listen actively and show that their contribution has been understood.	"If I have understood you correctly, you are saying that... Would you like to add anything?"
Sharing a real or personal experience	Connect emotions with the social context.	"I saw a similar situation in my neighbourhood when..."
Applying a value or rule to a specific case	Put universal values into practice.	"We say that we support equality. How would we apply this to someone who has been discriminated against because of their language?"
Comparing two perspectives to identify blind spots	Highlight contradictions or missing perspectives.	"While you are defending security, the other person is talking about dignity. How can we combine the two?"
Changing places: walking in each other's shoes	Encourage students to move beyond their own perspective and develop critical empathy .	"What would you hope to find if you were arriving in this country after fleeing a war?"
Asking an open and honest question	Open up the debate and encourage reflection.	"What does it really mean to have rights? Are they for everyone, or only for people with official documents?"
Identifying exclusions or silences	Make absent or unrepresented voices visible.	"We are discussing this without considering the experiences of migrant women. What do we know about them?"
Reformulating ambiguous concepts	Clarify terms to support understanding.	"We are talking about 'freedom', but what kind of freedom do we mean? Individual or collective?"
Offering a conciliatory or creative proposal	Move beyond polarisation and develop alternatives.	"Could we find a way to guarantee both security and a welcoming response?"

STEP 3. Conducting the debate

- Presenting arguments:** Students take part in a round of counterarguments and questions.
 - Group A:** Proposers: Present their initial position on the dilemma, supporting it with arguments and specific examples.
 - Group B:** Opponents: Present an alternative or complementary perspective, also supported by arguments and examples.
- Open dialogue:** The groups exchange questions, answers and reflections. Meanwhile, the dialogue observers in Group C complete the following observation template:

Dialogic Debate Observation Template: – Group C**Observer's name:****Debate topic or dilemma:****1. Diversity of voices and inclusion**

Item to Observe	Yes / No / Partly	Brief Comment or Example
Did everyone have an opportunity to contribute?		
Were all contributions respected without interruption?		
Was any voice excluded or silenced?		
Were the arguments clear and well reasoned?		
Was there evidence of active listening, such as eye contact, attention, references to others' contributions or constructive silence?		
Did the debate generate new questions or perspectives?		

2. Dialogue mechanisms Place a ✓ beside each mechanism used and record who used it or when it was used.

Mechanism Used	✓	Example, Person or Key Phrase
Making the implicit explicit		
Sharing a real or personal experience		
Applying a value or rule to a specific case		
Comparing two perspectives to identify blind spots		
Putting oneself in another person's shoes		
Asking an open and honest question		
Identifying exclusions or silences		
Reformulating ambiguous concepts		
Offering a conciliatory or creative proposal		

STEP 4. Feedback sessions

Group C is divided into two subgroups, which meet separately with Groups A and B. Each Group C subgroup tells the proposers or opponents which dialogue mechanisms they observed, which were not used and how these mechanisms supported or hindered the debate.

Each team reflects on how effective the mechanisms were in terms of the clarity of the arguments, the inclusion of different voices and the management of tensions. They then suggest adjustments for future debates.

STEP 5. Reflecting individually and reformulating the position

After the feedback sessions, students are given time to respond individually in writing to the following three questions. These help them reflect on how the debate unfolded and how it influenced their understanding of the topic:

1. Which values, beliefs or previous experiences shaped your contribution, and how did they influence the way you understood the dilemma?
2. What contradictions or uncertainties arose when you compared your position with the contributions of your classmates? How did they make you reconsider your initial perspective?
3. Based on what you heard and observed, how would you now reformulate your argument? Which contributions from the opposing group or the observers inspired this change?



TOOL DESCRIPTION:

This tool combines dramatisation, critical observation and group reflection to develop verbal and non-verbal communication skills across a range of contexts. Through real or simulated scenarios, students identify the key features of respectful, effective and context-appropriate communication, taking into account cultural diversity, cultural and social codes and communicative intent.



TOOL TYPE:

RICs

ESTIMATED DURATION:

120+ minutes

GROUPING:

Group, pair and individual work for the self-assessment.

MATERIALS:

Paper or a computer if completing the activity digitally.

TOOL OBJECTIVE:

To develop students' communicative and intercultural awareness by promoting empathy, sensitivity to context, clarity and respect in verbal and non-verbal interaction.

PROCEDURE:

STEP 1. Presenting and preparing

Students work in pairs or small groups of three or four. Each pair or group is assigned a specific topic, and each member receives a card containing a different communication scenario related to that same topic. The scenarios should vary in context or present the same event from different perspectives (formal / informal, familiar / unfamiliar, same language / different language, cultural differences, etc.).

The cards should include a broad range of communication situations:

- **Register:** formal / informal
- **Social proximity:** close/familiar (school/families) / distant or unfamiliar (institutions, neighbourhood)
- **Language:** same language / bilingual / plain language / pictograms
- **Mode:** oral / written / visual / multimodal
- **Culture and time:** different norms and expectations; before / during / after the same event

Example: Students explore the same event from different perspectives, such as the fall of the Berlin Wall from the perspective of an East German citizen, a West German citizen and a foreign journalist, or the same forced displacement map as interpreted by governments, NGOs and migrants. This helps students understand how narratives are constructed and develop historical and intercultural empathy.

Each student then reads their card and briefly completes Worksheet Part 1 to decide how they will represent the situation, including the emotions involved, their response or strategy, verbal and non-verbal adaptations, how they will ensure understanding and respect, possible difficulties and how they would address them.

Worksheet Part 1: Responding to and observing a communication scenario

STUDENT NAME:

DATE:

Assigned scenario (summary):

1. How would you feel in this situation?
Emotions, doubts, initial reaction, etc.



2. What would your response or communication strategy be?
What would you say? How would you say it? How would you express it through body language?

3. How would you adapt your verbal and non-verbal communication?
For example: tone of voice, gestures, choice of words, physical distance, etc.

4. What would you do to make sure the other person had understood?
For example: using visual resources such as pictograms, an infographic, a graph, etc.

5. What difficulties might arise, and how would you deal with them?

STEP 2. Performing and observing

Each group performs its scenarios in front of the rest of the class. The other groups examine the communication as “communication analysts” using Part 2 of the worksheet.

Worksheet Part 2: Critical observation (when watching another scenario)

Name of the group performing the scenario:

1 = Not at all, 2 = A little, 3 = Partly, 4 = Quite a lot, 5 = Very much

Aspect to assess	Personal rating				
Verbal register appropriate to the context	1	2	3	4	5
Clear and consistent non-verbal communication	1	2	3	4	5
Respect and active listening	1	2	3	4	5
Cultural sensitivity and empathy	1	2	3	4	5
Consistency between emotions and attitudes	1	2	3	4	5
Positive suggestions for improvement	I think that...				

STEP 3. Critical individual reflection: self-assessment

Working individually, students complete the final part of the worksheet and rate themselves from 1 to 5 in each of the following areas: 1 = Very little / 5 = Very much

Statement	1	2	3	4	5
Did I speak or express myself in a way the other person could understand?					
Was what I wanted to say communicated accurately?					
Did I speak more clearly or slowly, or use more gestures, when I noticed that we were not understanding each other?					
Did I allow the other person to speak without interrupting and show that I was listening?					
Did I consider whether the other person felt comfortable?					
Did I consider the way I spoke, my gestures and the other person's personal space?					
Did I use a tone, choice of words and attitude appropriate to the situation?					
Did I allow the other person to speak without interrupting?					
Did I avoid words or gestures that could cause offence?					
Did I consider whether what I said might exclude anyone because of language, gender, background, etc.?					
Did I make an effort to ensure that everyone felt heard and included?					
Final Score: ____ / 55 points					



TOOL DESCRIPTION:

The Intercultural Journal is a reflective resource in which each participant records a real or simulated interaction with people from different backgrounds, describing the setting, the verbal and non-verbal strategies used, moments of misunderstanding or empathy and what they learned from the experience. Through a guided questionnaire and self-assessment, the tool develops awareness of students' own communication, helps them identify bias and supports the ongoing development of intercultural competence.



TOOL TYPE:

RICs

ESTIMATED DURATION:

60–120 minutes

GROUPING:

Individual work.

MATERIALS:

Computer.

TOOL OBJECTIVE:

To encourage dialogic interactions that support critical deliberation and mutual respect when exploring global and social dilemmas, incorporating mechanisms of discursive justice that allow multiple voices, perspectives and languages to contribute to the collective construction of knowledge.

PROCEDURE:

STEP 1. Describing the context of the interaction

The teacher introduces the tool and its different sections, then asks students to take part in an intercultural interaction outside the classroom, record it in their Intercultural Journal and upload it as an entry in their Digital Portfolio. This provides an ongoing record of students' experiences, supports personalized feedback and encourages the use of digital tools for intercultural learning.

Students begin by completing the first section of the Interaction Log, describing the context of the interaction:

Place and date	
Participants (ages, backgrounds, roles, etc.)	
Purpose of the meeting or interaction	
Language(s) used	

STEP 2. Communication observations

Students complete the second section of the Interaction Log, recording their observations about the communication:

What was the overall tone of the interaction (friendly, tense, distant, warm, etc.)?	
What gestures, silences or non-verbal codes did you notice?	
Were there any moments of confusion or misunderstanding? Why?	
Did you adapt your verbal and non-verbal communication to the situation and the people involved? How?	



STEP 3. Reflecting individually

Students complete the third section of the Interaction Log, recording their personal reflections:

When did you feel most comfortable communicating? And least comfortable? Why?	
Is there an attitude or habit you would like to review or change?	
What did you learn about yourself and the other people involved in the interaction?	
Did you identify any unconscious bias or assumptions? How could you challenge or change them?	
What would you like to do differently or improve in a future interaction?	

Self-Assessment

Rate yourself from 1 to 5 in the following areas:

1 = Very little / 5 = Very much

Statement	1	2	3	4	5
Did I speak or express myself in a way the other person could understand?					
Was what I wanted to say communicated accurately?					
Did I speak more clearly or slowly, or use more gestures, when I noticed that we were not understanding each other?					
Did I allow the other person to speak without interrupting and show that I was listening?					
Did I consider whether the other person felt comfortable?					
Did I consider the way I spoke, my gestures and the other person's personal space?					
Did I use a tone, choice of words and attitude that were appropriate to the situation?					
Did I avoid words or gestures that could cause offence?					
Did I consider whether what I said might exclude anyone because of language, gender, background, etc.?					
Did I make an effort to ensure that everyone felt heard and included?					
Final Score: ____ / 50 points					



TOOL DESCRIPTION:

This tool develops students' intercultural competence and their understanding of non-verbal communication through a structured sequence of silent role play, peer observation and critical discussion. Working in small groups, students interpret collective performances, infer intentions and cultural codes, identify potential misunderstandings and reflect on how non-verbal communication can be adapted effectively to different contexts.



TOOL TYPE:

RICs

ESTIMATED DURATION:

120 minutes

GROUPING:

Individual and group work.

MATERIALS:

Paper or a computer if completing the activity digitally.

TOOL OBJECTIVE:

To develop students' communicative and intercultural awareness by promoting empathy, sensitivity to context, clarity and respect in verbal and non-verbal interaction.

PROCEDURE:

STEP 1. Preparing

Using a resource such as a play, video, literary extract or article related to a social or environmental justice issue (for example, one of the SDGs), the teacher prepares Role and Context Cards describing a communication scenario, the people involved and the context.

Example:

- Case title (linked to an SDG)
- Source material (play, video or text)
- Scenario (1–2 sentences)
- Roles and existing relationship (Who is talking to whom? Peers, authority figure, strangers?)
- Communication goal of the main character (To inform, request, negotiate, resolve, invite, etc.)
- Context and mode (Where? When? Oral, written, visual or multimodal?)
- Expected register
- Language(s) and communication codes (Primary language, additional or foreign languages)
- Diversity and accessibility (Linguistic, cultural or accessibility needs)
- Key information to include (Three essential points)
- Words or strategies to avoid (For example, technical jargon, ambiguity or stigmatising language)

The class is then divided into groups of three or four, with each group receiving one Role and Context Card. Each group researches the scenario to understand it more fully and decides how to represent it as a scene without dialogue. They may choose either a static tableau or a moving scene.

To organize their work, groups complete the following tables.

Preparation Table

Questions about the context

Who are the main stakeholders and what cultures or roles do they represent?

Where and when does the scene take place (public/private, formal/informal, historical context)?

Which cultural conventions (greetings, gestures of respect, personal distance, etc.) are relevant?

Which symbols, gestures or objects carry particular meaning in this culture?

Which values, beliefs or traditions shape the characters' behaviour?

What cultural misunderstandings might arise, and where would intentions need to be clarified?



Performance Planning Table

No.	Character role (Who does this character represent?)	Non-verbal objective (What does the character want to communicate and how?)	Use of space (How close is the character to the others? What might this represent?)
1			
2			
3			
4			
5			

STEP 2. Performing and observing

Each group performs its scene in turn while the remaining groups complete the Observation Worksheet, trying to guess the situation being represented. This approach makes observation a collaborative task and enriches the discussion that follows.

Observation Worksheet

Guiding question	Observations
How many characters are there in the scene? What is each character doing?	
Can you identify the situation being portrayed? Have you ever experienced a similar situation?	
How would you describe the characters' posture and physical proximity?	
What emotions do you perceive in each character and in the group's interactions?	
Is there any gesture or posture that could cause misunderstanding?	
Possible interpretations of the scene (What do you believe happened?)	
Hypothesis 1	
Hypothesis 2	
Hypothesis 3	

STEP 3. Revealing and discussing

A spokesperson from each group reveals the scenario described on their Role and Context Card. The class then compares the different interpretations put forward by the observing groups, identifying stereotypes, discussing the non-verbal communication codes involved and suggesting ways the performance could be improved.

STEP 4. Final reflection

Each student completes the following tables, reflecting on the scene that made the strongest impression on them and on their own experience of taking part in the performance.

Questions about the selected scene	Response
Which gesture or posture had the greatest impact on you?	
Which non-verbal cues did you notice, and how did they help you understand the scene?	
Did you realize that any social or media stereotypes had influenced your interpretation?	
Did the scene remind you of a personal experience that shaped the way you interpreted it?	
Was there a gesture or posture that you judged at first? What did you initially think, and what did you later discover?	
What internal conflict or uncertainty did you experience when comparing your first impression with the performers' actual intention?	
Questions about the performance	Response
Did I manage to put myself in my character's position? Which part was the most difficult to express?	
How well did I collaborate with the other characters? Were we well coordinated, or did tensions arise?	
Did I succeed in conveying the intended emotion? Was there any point at which I felt confused or unsure how to represent the situation?	
After performing, how did I react to the observers' interpretations? Did any of their interpretations surprise me?	



TOOL DESCRIPTION:

This tool places students in front of authentic materials (literary extracts, newspaper headlines, advertisements, social media posts, images and videos) that contain potentially discriminatory or stereotypical language, visuals or graphic elements. Through guided collaborative analysis, students identify words, images and representations that may marginalize certain groups or reinforce social hierarchies. They then develop the critical skills needed to reshape these materials into forms of communication that promote gender equality, cultural diversity and the inclusion of underrepresented voices.



TOOL TYPE:

RICs

ESTIMATED DURATION:

120 minutes

GROUPING:

Group work.

MATERIALS:

Paper or a computer if completing the activity digitally.

TOOL OBJECTIVE:

To develop critical language awareness by identifying, analysing and transforming language that may be discriminatory, stigmatising or ethnocentric, promoting inclusive and respectful communication in educational and wider communication contexts.

PROCEDURE:

STEP 1. Collecting examples

The teacher gathers authentic examples of texts—such as literary extracts, headlines, advertisements, social media posts, songs or speeches—that contain potentially exclusionary or biased language. Both verbal and visual examples may be included.

STEP 2. Analysing the examples

Students analyse the examples using the guiding questions below and record their findings in the following analysis table:

Analysis Grid			
Category	Indicator	✓ Yes / ✗ No	Observations and suggestions
A. Spoken and written language	Are there words or expressions that make certain groups invisible or exclude them (gender, sexual orientation, ethnicity)?		
	Are supposedly "generic" forms used that actually refer to a dominant group?		
	Are neutral or collective terms used (for example, students, the community)?		
	Does the text use structures that avoid assigning particular roles to only one group?		
	Are minority identities explicitly represented (LGBTIQ+ people, people with disabilities, etc.)?		



B. Visual and multimodal language	Is there balanced representation in terms of gender, age, cultural background and physical ability or disability?		
	Are there visual stereotypes or examples of sexualization affecting any group?		
	Are people with different abilities, appearances and skin tones represented naturally rather than tokenistically?		
	Do the settings and roles promote equity, or do they reinforce privileged representations of particular groups?		
	Are there multimodal elements (graphics, pictograms, videos, etc.) that reinforce—or contradict—the inclusion of different identities?		

STEP 3. Creating an inclusive alternative

Each group reviews one example and, depending on its format, produces either an inclusive spoken or written version; or an alternative visual or graphic representation that avoids stereotypes. Groups also provide a justification explaining the decisions they made during the revision process, identifying the elements they changed, considering the potential impact on different communities and contexts and explaining how their revised version promotes fairer and more representative communication.



TOOL DESCRIPTION:

This tool encourages students to explore the cultural meanings of everyday gestures by identifying similarities and differences in non-verbal communication both inside and outside the classroom. Through personal observation, group discussion and intercultural research, students develop empathy, awareness of non-verbal communication and the ability to adapt their communication in different cultural contexts.



TOOL TYPE:

RICs

ESTIMATED DURATION:

60–120 minutes

GROUPING:

Group work.

MATERIALS:

Paper or a computer if completing the activity digitally.

TOOL OBJECTIVE:

To promote intercultural awareness and respect for different forms of expression through the critical analysis of gestures from students' own and other cultures, highlighting the relationship between non-verbal communication, cultural identity and democratic coexistence.

PROCEDURE:

STEP 1. Exploring personal and cultural gestures

Working in pairs, students select and describe five gestures they regularly use in everyday life to express emotions, greet others, ask for silence, show respect and so on.

For each gesture, they record their responses to the following questions:

- What does this gesture mean in my community?
- When and with whom do I use it?
- How did I learn this gesture?
- Does it always have the same meaning, or does it depend on the context?

STEP 2. Discussing and sharing observations

Working in small groups, students share their gestures and use the following comparison table to identify similarities and differences within the group.

Similarities and Differences Table

Gesture	Similarities within the group	Differences observed	Cultural or contextual factors
Gesture 1	What meaning or use does everyone share?	How does the meaning or use vary depending on the person or context?	Which cultural factors (traditions, social norms, age, etc.) or contextual factors (formality, relationships between people, etc.) might explain these differences?
Gesture 2			
Gesture 3			
Gesture 4			
Gesture 5			



STEP 3. Comparing across cultures

Each group selects two or three gestures and investigates the following questions:

- How are these gestures interpreted or used in other cultures?
- Could they have the opposite meaning or even be considered offensive?
- Are there equivalent gestures that are expressed differently?

Research may include:

1. Interviews with family members or people from different cultural backgrounds;
2. Digital resources, videos, magazines, journal articles and other reliable sources.

Once they have completed their research, students present their findings as a reflective entry in their learning journal.

STEP 4. Reflecting together

The teacher facilitates a discussion using questions such as:

- What have we discovered about the diversity of gestures?
- How can gestures lead to misunderstandings in intercultural contexts?
- What does this tell us about the importance of understanding other people's cultural conventions?
- How can we promote more inclusive and respectful communication?





TOOL DESCRIPTION:

This tool invites students to immerse themselves in the richness of a poem or song by translating it into the home languages or languages they are learning, while also exploring and analysing its meaning. The activity promotes intercultural awareness, celebrates linguistic diversity and develops communication skills that are essential for global competence, with a particular focus on mutual understanding and overcoming communication barriers.



TOOL TYPE:

RICs

ESTIMATED DURATION:

120 minutes

GROUPING:

Individual work.

MATERIALS:

Paper or a computer if completing the activity digitally.

TOOL OBJECTIVE:

To promote awareness and appreciation of linguistic and cultural diversity in the classroom through poetry, while developing empathy, recognising multiple identities and strengthening intercultural communication.

PROCEDURE:

STEP 1. Building a language bank

A language bank is created by asking questions that make the languages spoken in the classroom visible:

- Which languages do you usually speak at home or with your family and friends?
- Which languages are you learning or able to understand?
- Is there a language that you particularly identify with, even if you do not speak it fluently?

Students then complete a table similar to the one below, adding an extra column to reflect on the question: How do I feel when my language is or is not represented at school? This question encourages deeper personal reflection on inclusion.

Students then complete the following language bank table.

Language Bank Table				
	Languages I usually speak	Languages I speak at home	Languages I am learning	Other languages I understand or identify with
	Language 1	Language 2	Language 3	Language 4
Is it a minoritized language?				
Is it represented at school?				

STEP 2. Reading and exploring the poem

The teacher introduces a poem or song with strong symbolic and/or emotional significance that connects with the complex global issue being explored. The class then reads the poem aloud together in its original language, followed by a brief discussion about its central message, tone, the emotions it conveys and students' first impressions. What does this poem or song make you think about? What emotions does it evoke?



STEP 3. From one voice into many: Translation workshop

The teacher asks each student to translate the poem into one of the languages represented in the classroom. Students also explain why they chose that language (whether because they feel most comfortable using it, it is easier for them, it has personal significance, or for another reason) and identify two or three words, phrases or ideas that they found particularly difficult to translate, or which they feel carry a different nuance in that language. The emphasis is not simply on producing a literal translation, but on capturing the spirit, rhythm and emotions of the poem.

Table for the translation:

TRANSLATION TABLE	
Chosen language	
Why did I choose this language? (How does it make me feel?)	
Translation of the poem or song	
Nuances and concepts that were difficult to translate	Why was this word, phrase or expression difficult to translate? Does it have more than one meaning? Is it culturally specific? Is there no exact equivalent?

STEP 4. Reading the translations aloud

Students read their translations aloud in the different languages represented in the classroom, paying particular attention to their interpretation of the poem. They adapt both their verbal and non-verbal communication (including tone of voice, facial expressions, gestures and pace) to convey the poem's emotions and message, even when the audience does not understand the language being spoken. The aim is for the emotion of the poem to resonate beyond the words themselves.

This stage may take the form of a poetry recital, an audio or video recording, or a performance for the wider school community.

STEP 5. Reflecting and building bridges

Students use the following Reflection Table to consider what they learned and experienced while translating the poem and listening to their classmates' translations.

Reflection Area	Guiding Questions	Reflections and Learning
Linguistic visibility and emotions	Which languages did we make visible in today's lesson? How did I feel about sharing my language or the languages I identify with? How do I think my classmates felt?	What did I feel? What did I learn? What did I discover?
Reflecting on the language I chose	Which language did you choose to translate the poem or song into? Why did you choose it? (For example: it is your first language, you are learning it, or it has personal significance.) What challenges or advantages did you experience while translating? Do you think your translation conveys the same message or nuances as the original?	
One poem, many interpretations	After experiencing the poem in so many different voices and languages, what emotions or thoughts did it evoke? Were all the translations the same? Was there a version that surprised you or particularly resonated with you?	
Linguistic and cultural discoveries	What was the most important thing you discovered today about your classmates' languages? Was there a word or expression that stood out because it seemed "untranslatable" or carried a different cultural nuance? What did this teach you about different ways of seeing the world?	
Communication beyond words	While listening to the performances, did you notice how a classmate's tone of voice, gestures or facial expressions helped you understand the poem or song, even if you did not understand the language?	



TOOL DESCRIPTION:

This tool invites students to create YouTube-style videos exploring issues they care about or feel passionate about in relation to local and global topics, such as human rights, sustainability, equality, cultural diversity, technology, forced displacement, peace and responsible consumption. The activity combines informal spoken communication with the development of critical thinking, intercultural awareness and social engagement, showing how digital communication can be used to inform and engage others.



TOOL TYPE:

RICs

ESTIMATED DURATION:

120+ minutes

GROUPING:

Individual and/or group work.

MATERIALS:

Paper and/or computer for recording the video.

TOOL OBJECTIVE:

To assess students' ability to critically analyse a global issue and communicate it clearly, respectfully and purposefully through a digital format, using Catalan in a natural, conversational register.

PROCEDURE:

STEP 1. Presenting and preparing

Students choose a global or intercultural topic and create a personal video in Catalan, lasting between 2 and 5 minutes, presenting the issue from both a critical and personal perspective. They plan their video using the following planning table.

Aspect to develop	What you need to do	What will you say or do in your video?
1. Global or intercultural topic	Choose a current issue that affects you or interests you.	
2. Local connection	Explain how this issue affects your life, your community or your country.	
3. Accuracy and purpose	Support your ideas with facts, concrete examples, real experiences or lived situations.	
4. Respect and intercultural empathy	Avoid stereotypes and show respect for all cultures, people and perspectives.	
5. Clear structure	Organize your video with a clear introduction, main body and conclusion.	
6. Natural, conversational language	Speak naturally and fluently, as you would on a youth-focused YouTube channel.	
7. Commitment and call to action	Explain what you think could improve the situation and what you and other young people can do to make a difference.	
8. Memorable closing message	End your video with a thought-provoking or motivating final message.	



STEP 2. Recording the videos

Working individually or in small groups, students record their videos using accessible devices such as a mobile phone, tablet, computer or digital camera. Once recorded, the videos may be edited using free, user-friendly applications such as CapCut, iMovie, Canva Video Editor or OpenShot to remove mistakes, add simple effects and improve the visual and audio quality. Finally, the completed videos are exported and shared through secure, private platforms, such as a restricted-access YouTube channel, the class Padlet, the school's virtual learning environment, or a shared cloud folder.

STEP 3. Watching and reflecting

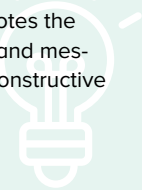
Each student selects and watches one of their classmates' videos. They then evaluate it, answering each question honestly and respectfully.

Peer Assessment Grid			
Assessment criterion	Reflection questions	Score (1–5)	Justification
Relevance of the chosen topic or issue	Is the global issue explored in the video relevant and current? Why?		
Video accuracy and purpose	Does the video present a thoughtful, critical perspective?		
Understanding interdependence	How does the video connect the global issue with personal or local experiences? Is that connection meaningful?		
Critical personal perspective	Does the student present well-supported, critical arguments and challenge dominant or oversimplified narratives?		
Recognising different perspectives	Does the video acknowledge and value different viewpoints, taking cultural, social and historical contexts into account?		
Clarity and organization	Is the video clearly structured with an introduction, main body and conclusion?		
Verbal and non-verbal communication	Are the spoken and non-verbal communication appropriate for the context?		
Inclusive language	Does the student use inclusive, respectful language and avoid discriminatory or stigmatising expressions?		
Plurilingual or visual strategies	Does the video use plurilingual or visual strategies effectively to support understanding of the issue?		
Proposed action	Is the proposed action appropriate to the context? Does it respond to the needs of the community and contribute to global justice?		
Final Score			___ / 50



TOOL DESCRIPTION:

This tool invites each student to create a detailed profile of a fictional or real person with a particular cultural, ideological or social perspective. They then use that profile to take part in a simulated conversation with a classmate via a digital messaging platform, discussing a globally or socially relevant issue that may give rise to disagreement. In doing so, students are encouraged to represent each perspective accurately and respectfully, avoiding caricatures, oversimplifications and stereotypes, while developing critical empathy and adapting their written communication to different viewpoints. The activity also highlights the conventions of digital communication and promotes the responsible use of social media and messaging platforms as spaces for constructive dialogue.



TOOL TYPE:

RICs

ESTIMATED DURATION:

90–120 minutes

GROUPING:

Individual and pair work.

MATERIALS:

Paper or a notebook, and a computer for researching evidence to support arguments.

TOOL OBJECTIVE:

To develop and assess students' intercultural communication skills, active listening, critical empathy and ability to adapt language to different perspectives, identities and cultural contexts, with particular emphasis on managing disagreement constructively and valuing diverse viewpoints.

PROCEDURE:

STEP 1. Introducing the topic

The teacher introduces a local or global issue that can be approached from multiple perspectives (for example, social media and privacy, the challenges of urban mobility, protecting linguistic rights, or the ethics of artificial intelligence). A brainstorming activity follows to identify the different positions, ideologies and frames of reference surrounding the issue, highlighting its complexity and the diversity of opinions.

STEP 2. Creating character profiles

Working individually, each student creates a detailed profile of a fictional or real person based on the perspective assigned by the teacher. The profile should reflect a specific cultural, social, generational or ideological identity.

To bring their character to life, students record the following in their learning journal or portfolio:

- The character's perspective and the values that shape their views on the chosen topic.
- A brief evidence-based argument, including key facts, examples, reasoning or experiences that the character would use to support their position, while avoiding stereotypes and oversimplifications.
- Possible points of tension or misunderstanding that could arise when interacting with someone holding a different perspective, considering how these might emerge in conversation.

This stage encourages independent research and thoughtful exploration of another person's perspective.

STEP 3. Creating a messaging conversation

Pairs are formed by matching contrasting character profiles (the teacher may assign pairs to ensure a meaningful contrast of perspectives). Each pair creates a short dialogue (8–12 messages per student) using a designated messaging platform, simulating either a chat conversation or an exchange of comments on social media. The conversation should emerge naturally from the interaction between the two characters that each student has developed.



Students should pay particular attention to:

- Expressing each character's viewpoint authentically and accurately, without resorting to caricatures or stereotypes.
- Demonstrating active listening through digital communication, for example by acknowledging the other person's message or asking clarifying questions.
- Using respectful, inclusive language and adapting both verbal and digital communication conventions (such as emojis, capitalisation and punctuation) to suit the character while remaining aware of the cultural norms involved in written communication.
- Asking thoughtful questions to better understand the other person's perspective while clearly presenting their own character's views.
- Finding common ground or constructive ways of managing disagreement despite the brevity and immediacy of digital messaging.

*Students must give the teacher access to the conversation so that they can review the exchanges.

STEP 4. Final reflection

The activity concludes with an in-depth class discussion guided by questions that encourage metacognition and reflection.

The questions focus on:

- **Creating the character profile and arguments:** "Was it easy to create a character with a perspective different from your own?" "How did you research or imagine the way your character thinks?"
- **Communicating through messaging:** "What challenges did you face in staying true to your character while communicating through a messaging platform?" "How did you manage disagreements or points of tension in the conversation?"
- **Developing digital and intercultural communication skills:** "Which communication skills (written language, use of emojis, brevity, etc.) did you have to adapt to make the conversation both believable and respectful?" "How do you think digital communication can contribute to misunderstandings or to intercultural understanding?"
- **Using social media responsibly:** "What have you learned about using messaging platforms as spaces for constructive and respectful dialogue?"
- **Personal learning:** "What did you learn about the complexity of the global issue by viewing it from someone else's perspective?"





TOOL DESCRIPTION:

This cooperative activity challenges students to solve a physical task that requires careful thinking, collaboration and coordination to succeed. The challenge is simple: students must turn over a blanket (or large tarpaulin) so that the side facing the floor ends up facing upwards, without anyone standing on it touching the ground at any point. Groups of 8–12 students must work together, using creativity, communication and teamwork to find a solution. Once the challenge has been completed, students perform a self-assessment using a group self-assessment grid, followed by a class discussion that connects what they have learned with the challenges of working collaboratively in an interconnected world to achieve shared goals for a fairer, more critical and environmentally sustainable future.



TOOL TYPE:

CLICs

ESTIMATED DURATION:

30–40 minutes

GROUPING:

Individual and group work.

MATERIALS:

One or two blankets or tarpaulins (depending on whether the activity is carried out with one or two groups), paper, a pen, or a computer.

TOOL OBJECTIVE:

To promote effective communication, active listening and cooperation among students from diverse backgrounds through group dynamics involving roles, democratic leadership, respect and possible exclusion, encouraging reflection on constructive conflict management as a foundation for collaboration and coexistence in culturally diverse and global contexts.

PROCEDURE:

STEP 1. Introducing the challenge

The teacher lays a blanket or large sheet on the floor and asks a group of 8–10 students to stand on it, occupying only half of its surface.

The challenge is then introduced: "Your challenge is to turn the blanket over completely so that the underside ends up facing upwards, without anyone stepping onto the floor."

STEP 2. Completing the challenge

The group experiments freely with different strategies. Students may only communicate and coordinate with one another; they cannot receive outside help. They may need several attempts before finding a successful solution. Meanwhile, the teacher observes how the group works together, noting who speaks, who takes the lead, whether everyone is listened to and other aspects of the group's interaction.

STEP 3. Discussing and reflecting

Once the activity is complete, each group works together to complete the following group self-assessment grid. The aim is to evaluate how effectively the team worked together, identifying strengths and areas for improvement. For each criterion, students select the score that best reflects their group's performance and briefly justify their choice.



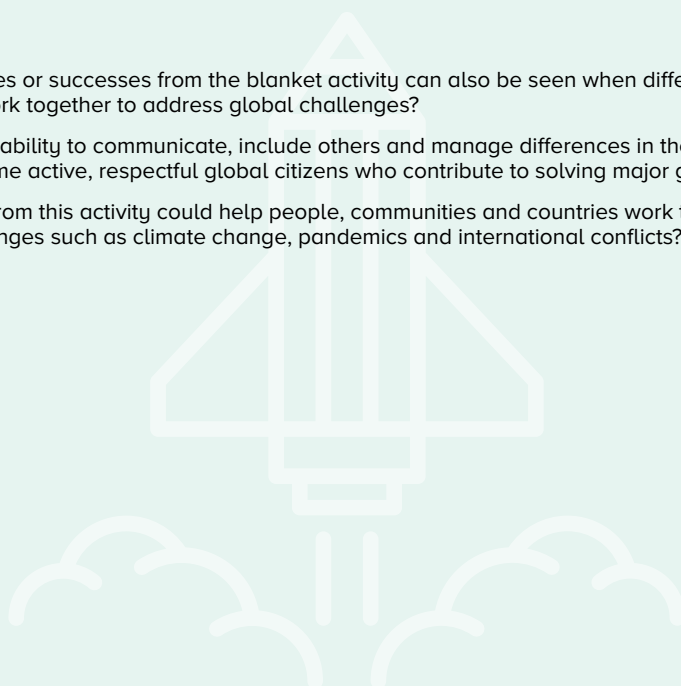
Group Self-Assessment Grid					
Assessment criterion	1 (Very little)	2 (A little)	3 (Quite well)	4 (Very well)	Justification / Group observations
Organization and roles: Did we assign and take on roles clearly and effectively? Did everyone feel their contribution was valued?					
Equal participation: Were everyone's ideas heard, and did everyone have the opportunity to contribute?					
Clear and respectful communication: Did we communicate clearly, directly and respectfully throughout the activity, even under pressure?					
Inclusive language: Did we avoid discriminatory, stigmatising or exclusionary language during the activity?					
Managing disagreements: Did we deal with differences of opinion constructively and democratically?					
Decision-making: Were decisions made collectively and by consensus, without anyone imposing their views?					
Reflecting on leadership: Did we reflect on any leadership that emerged and how it influenced the group's work?					
Total score					___ / 28

STEP 4. Connecting with the wider world

Working individually, students write a reflection on the activity they have just completed, using the following questions to connect the challenges they faced while turning the blanket with the challenges of collaboration in today's inter-connected world.

Reflection questions:

- What challenges or successes from the blanket activity can also be seen when different groups, communities or countries work together to address global challenges?
- How might our ability to communicate, include others and manage differences in the classroom influence our ability to become active, respectful global citizens who contribute to solving major global issues?
- What lessons from this activity could help people, communities and countries work together more effectively to address challenges such as climate change, pandemics and international conflicts?





TOOL DESCRIPTION:

This tool invites students to analyse a real-life conflict from three different approaches to conflict resolution: imposition (authoritarian), avoidance (passive) and cooperation (democratic). The aim is to help students recognise how each approach affects human relationships and intercultural interactions, while promoting the dialogic, empathetic and transformative attitudes associated with global competence.



TOOL TYPE:

CLICs

ESTIMATED DURATION:

45–60 minutes

GROUPING:

Group work followed by individual reflection.

MATERIALS:

Paper or a notebook, and a computer if students are completing their personal reflection digitally.

TOOL OBJECTIVE:

To critically analyse everyday conflicts in order to develop students' ability to communicate empathetically, recognise implicit cultural norms and respond to disagreement with an open, democratic and transformative mindset.

PROCEDURE:

STEP 1. Introducing the challenge

The teacher presents a brief, realistic conflict that could generate different viewpoints and emotional responses, then divides the class into groups of five.

STEP 2. Completing the challenge

Each group develops three different ways of resolving the conflict and records them:

- An authoritarian response (imposing one party's viewpoint);
- An avoidant or passive response (ignoring or avoiding the conflict without resolving it);
- A democratic response (based on dialogue, empathy and consensus).

STEP 3. Discussing and reflecting

Each group presents its three proposed responses. These may be recorded in a grid on the board or organized using colour coding (red = imposition, yellow = avoidance, green = cooperation). The teacher then guides a discussion using questions such as:

Comparing the different responses:

- What differences do you notice between the three ways of resolving the conflict?
- How did you feel when imagining or listening to each type of response?
- Which response takes the other person's perspective into account most effectively?
- What impact might each response have on relationships and coexistence?



Reflecting on conflict and coexistence:

- What does this conflict tell us about communication and relationships between people?
- Which values come into play when resolving conflict?
- Which response demonstrates the greatest sense of responsibility or commitment?

Reflecting on personal learning:

- Did hearing other groups' ideas change your opinion?
- How would you like conflicts to be resolved in your own environment?
- What have you learned about yourself or about your group through this activity?

Making real-world connections:

- Can you think of a real-life situation that was resolved in a similar way?
- How could you apply what you have learned to conflicts you encounter in your everyday life?

STEP 4. Reflecting individually and connecting with global competence

This final stage encourages students to consider how disagreements are negotiated while taking account of both the context (people involved, timing, setting, rules and available resources) and individual perspectives (emotions, identities and personal experiences), and to connect these ideas with the resolution of local and global challenges. Students write a personal reflection on the importance of resolving disagreements democratically, taking into account:

- The context (people involved, timing, setting, rules, values and available resources)
- Individual perspectives (emotions, identities and personal experiences)

Using the conflict explored during the activity as a starting point, students explain which of the three approaches they would choose and justify their decision. They then reflect on how different ways of reaching agreement can either strengthen or hinder understanding between groups and coexistence within local and global communities. Finally, they consider the dialogue itself, reflecting on whether other people's ideas prompted them to reconsider their own views or become more open to different perspectives.





TOOL DESCRIPTION:

This tool is designed to introduce students to the Sustainable Development Goals (SDGs). It guides students through a process of individual reflection and creative expression that culminates in a collaborative guessing challenge. By combining critical thinking, visual communication, plurilingual expression and peer interaction, the activity aims to spark interest in global social and sustainability challenges while laying the groundwork for future enquiries into issues with both local and global impact.



TOOL TYPE:

CLICs

ESTIMATED DURATION:

60 minutes

GROUPING:

Group work with individual peer assessment.

MATERIALS:

A computer for creating the collage, and paper or a computer for writing hypotheses and completing the peer assessment, depending on whether the activity is carried out digitally or by hand.

TOOL OBJECTIVE:

To introduce students to the Sustainable Development Goals (SDGs) in an engaging and meaningful way, fostering a deeper understanding of global sustainability and encouraging active engagement through habits including critical thinking, intercultural communication, problem-solving and collaborative learning, helping students become informed and active global citizens in the face of today's challenges.

PROCEDURE:

STEP 1. Selecting and justifying an SDG

The teacher projects the Sustainable Development Goals. Working individually, students choose one SDG and reflect on what they already know about it, even if only intuitively. They then write a brief justification explaining what they find most significant about their chosen SDG and why they think it would be worthwhile to investigate further.

STEP 2. Creating the collage: Element research

The teacher provides each student with a shared link to a blank document where they create a digital collage combining:

- Images or visual elements (photographs, icons, emojis or simple illustrations);
- A small number of associated words (without naming the SDG directly), written in languages other than the school's language of instruction to evoke the concept;
- Critical or rhetorical questions that connect the topic with students' own experiences and prior knowledge.

The result should be a coherent digital collage that conveys the chosen SDG through visual and plurilingual elements without explicitly revealing which SDG it represents.

STEP 3. Exchanging collages and making hypotheses

The teacher randomly pairs students. Partners exchange their collages so they can examine them together on screen.

They then take turns asking short, focused questions to work out which SDG the other person selected. Once they believe they have identified it, they write two hypotheses explaining their reasoning.

Sentence starter:

- I think this is SDG [number or title] because the image/word [key visual element or keyword] suggests [concept or issue associated with the SDG].

Finally, students share their hypotheses to reveal whether they correctly identified their partner's chosen SDG.



STEP 4. Giving feedback and selecting a topic

Each pair discusses the two SDGs. Students justify why they believe their chosen SDG is particularly relevant, drawing on the justification they prepared in Step 1 if helpful.

Once every pair has reached a decision, the class counts how many times each SDG has been selected. The SDG chosen most frequently becomes the starting point for a subsequent class enquiry.

STEP 5. Peer assessment

Finally, students evaluate their partner's participation using the following peer assessment grid.

Peer Assessment Grid					
Criteria / Partner assessment criterion	1 (Strongly disagree)	2 (Disagree)	3 (Neutral)	4 (Agree)	5 (Strongly agree)
Quality of the questions My partner asked clear, focused questions that helped me provide useful clues about my collage.					
Well-supported hypotheses My partner formulated well-reasoned hypotheses about the SDG I had chosen.					
Accuracy of the guess My partner correctly identified my chosen SDG using the clues and hypotheses.					
Justifying the relevance of the SDG My partner explained why their chosen SDG was important using clear, well-supported and convincing arguments.					
Respect and active listening My partner listened carefully to my ideas and showed respect and openness throughout the discussion.					
Reaching consensus My partner contributed constructively to reaching a shared decision about which SDG to investigate.					



TOOL DESCRIPTION:

This tool helps students experience the difference between individual action and collective strategy through a movement-based activity. Across two rounds of the activity, students experience the contrast between acting independently and working collectively, highlighting the implications for coexistence, managing diversity, inclusion and building an environmentally and socially responsible society. Through first-hand experience, they discover the importance of cooperation, joint planning and effective communication in anticipating and preventing conflicts while working towards shared goals.



TOOL TYPE:

CLICs

ESTIMATED DURATION:

30 minutes

GROUPING:

Group work followed by individual reflection.

MATERIALS:

Paper, a notebook or a computer if completing the activity digitally.

TOOL OBJECTIVE:

To develop students' ability to cooperate, plan and coordinate with others who have different starting points and perspectives through a movement-based activity.

PROCEDURE:

STEP 1. Preparing the activity

The class is divided into four groups (blue, green, red and yellow). Each group is given a clearly visible sticker in its assigned colour and positioned at one of the four cardinal points of the room (North, South, East and West).

STEP 2. Round one

Each group is instructed to move in a straight line to the opposite cardinal point. The rules are simple: students may only move when the teacher says "Go" and must remain completely still when the teacher says "Stop." Anyone who moves when they are supposed to stop is eliminated from the round. The aim for each group is to reach the destination with as few eliminations as possible. The teacher observes collisions and eliminations.

This first round illustrates how a lack of planning and coordination can lead to collisions and unnecessary eliminations.

STEP 3. Round two: Developing a cooperative strategy

Each group is given 3–4 minutes to plan a strategy for avoiding collisions and eliminations during the second round. Students should consider not only their own group's movements, but also how these relate to the movements of the other groups. Each group then appoints one representative to take part in an intergroup negotiation.

The four representatives meet in a neutral space and have 3–4 minutes to agree on a shared strategy that minimizes collisions and eliminations for everyone. They must communicate their ideas clearly, listen actively to one another and reach a collective agreement (for example, everyone moving clockwise or following a predetermined movement pattern). This stage tests students' negotiation skills and their ability to manage differing viewpoints.

Once a common strategy has been agreed, the Stop and Go activity is repeated. The number of eliminated students is recorded and compared with the results from the first round.

This second round demonstrates how internal planning and collective agreement enable groups to reach the opposite cardinal point with far fewer—or even no—collisions or eliminations.



STEP 4. Reflecting individually

Students reflect individually on the challenge by completing the following table.

Reflection questions	Student response
What were the main differences between the first and second rounds?	
Why do you think more or fewer people were eliminated in each round? What caused this?	
How did the planning stage contribute to the second round? Did you have enough time to prepare?	
What happened during the negotiation between the group representatives? What communication challenges arose?	
Were everyone's proposals clearly understood? Were there any misunderstandings? How were they resolved?	
Did each group begin with a different perspective or priority? How did the representatives manage these differences in order to reach a shared agreement?	
Was it easy to reach a consensus? What arguments were used to persuade the other representatives?	
How do you think failing to reach agreement or establish a shared strategy makes it harder to achieve a common goal? Can you think of real-life situations (at school, in your local community or globally) where acting individually creates conflict, and where cooperation and communication are essential?	
Why are the attitudes and skills we practised (such as respectful communication and shared responsibility) necessary for building a fairer and more inclusive society? Why are they important?	



TOOL DESCRIPTION:

This tool introduces a collaborative activity that helps students recognise differences between high-context cultures (where communication is more implicit, relationship-based and non-verbal) and low-context cultures (where communication is more direct, explicit and literal). Students analyse situations in which intercultural misunderstandings may arise and develop strategies to improve intercultural communication by becoming more aware of the cultural codes involved.



TOOL TYPE:

CLICs

ESTIMATED DURATION:

20–30 minutes

GROUPING:

Group work followed by a whole-class discussion.

MATERIALS:

Paper, a notebook and a computer if students are completing the classification grid and collective list of strategies digitally.

TOOL OBJECTIVE:

To understand and identify potential misunderstandings arising from high- and low-context communication styles, and how these influence interactions between people from different cultural backgrounds, while developing strategies for communicating more clearly, respectfully and effectively.

PROCEDURE:

STEP 1. Preparation and giving initial instructions

The teacher briefly explains the difference between high-context cultures (implicit, relationship-based and non-verbal communication) and low-context cultures (direct, explicit, verbal and concrete communication).

STEP 2. Reading and classifying situations

Each group receives a set of cards or photographs depicting situations involving intercultural misunderstandings. Students decide whether each situation reflects a misunderstanding between high-context and low-context communication styles. They record their observations in the following communication situations grid, identifying for each card or photograph whether it represents a high- or low-context misunderstanding, the cultural codes involved and the nature of the misunderstanding.

Guiding questions:

- Which cultural codes are involved?
- What misunderstanding could arise?
- How could we adapt our communication to avoid it?

Communication Situations Classification Table

Communication situation	Situation analysis	High context	Low context
1.	Which cultural codes are involved? What misunderstanding could arise? How could we adapt our communication to avoid it?	✓	
2.	Which cultural codes are involved? What misunderstanding could arise? How could we adapt our communication to avoid it?		✓

STEP 3. Sharing and discussion and collective list of strategies

Each group presents one example. The class then works together to compile a collective list of strategies for improving intercultural communication (for example, asking for clarification, paying attention to body language, avoiding assumptions and adapting tone and pace).



TOOL DESCRIPTION:

Through a four-stage activity, this tool encourages students to explore intercultural awareness and respect for personal boundaries in different contexts, while collaboratively developing strategies for creating safe communication spaces.



TOOL TYPE:

CLICs

ESTIMATED DURATION:

30–40 minutes

GROUPING:

Group work followed by a whole-class discussion.

MATERIALS:

Paper, a notebook or a computer if completing the “Situation/Action” table activity digitally.

TOOL OBJECTIVE:

To promote intercultural awareness and respect for personal boundaries by analysing communication misunderstandings and collaboratively developing strategies for creating safe and respectful spaces for dialogue.

PROCEDURE:

STEP 1. Creating questions

Working individually, each student writes down three questions they would not want to be asked by someone they do not know, together with a brief explanation of why they consider each question intrusive or uncomfortable (for example, “It makes me feel judged” or “It’s private information.”)

STEP 2. Grouping by category

Working in small groups, students share their questions and organize them into categories of sensitive topics (such as health, family, finances, sexual orientation or beliefs), giving each category a title. This creates a bank of intrusive questions organized by topic.

STEP 3. Developing responses

For each category, students identify examples of real-life situations in which these personal boundaries might be crossed (at school, in the street, during interviews, on social media, etc.).

1. They then propose two types of response strategy for each category:
2. If it happens to me: How can I protect my personal boundary?

If it happens to someone else: How can I support them or intervene respectfully?

Situation/Action Table		
Situation involving a boundary being crossed	Response strategies	
	If it happens to me	If it happens to someone else
1.	How can I protect my personal boundary?	How can I support the other person or intervene respectfully?

STEP 4. Sharing and discussion

Each group presents one category together with an example and its two proposed response strategies. The class then votes on the most effective strategies and compiles them into a shared set of good communication practices.



TOOL DESCRIPTION:

This tool uses the metaphor of an ecosystem to represent the factors that make respectful intercultural communication possible. It encourages students to identify the conditions that support meaningful dialogue between people from different backgrounds, while also recognising the obstacles that can undermine it. In doing so, the tool promotes a proactive and responsible approach to creating safe, equitable and intercultural environments both inside and outside the classroom.



TOOL TYPE:

CLICs

ESTIMATED DURATION:

40–50 minutes

GROUPING:

Group work followed by individual reflection.

MATERIALS:

Paper, a notebook, or a computer if students are creating the communication ecosystem diagram and completing the personal reflection digitally.

TOOL OBJECTIVE:

To reflect on the elements that help create safe and inclusive spaces for intercultural dialogue.

PROCEDURE:

STEP 1. Preparation and giving initial instructions

The teacher explains that healthy intercultural dialogue does not happen spontaneously. It requires the right environment, shared expectations, attitudes and resources. Like an ecosystem, some conditions allow it to flourish, while others can disrupt or damage it.

STEP 2. Building the ecosystem

Working in small groups, students create a diagram representing an ideal ecosystem for intercultural dialogue.

Their ecosystem should include:

- Water (relationships and trust)
- Soil (shared values)
- Roots (knowledge and culture)
- Trees (specific communication practices)
- Light (safe and open spaces)
- Risk factors (obstacles, prejudice, interruptions, lack of listening, etc.)

STEP 3. Reflecting individually

Students answer the following questions about respectful intercultural dialogue inside and outside the classroom.

- Which elements are essential for respectful and democratic dialogue?
- Which factors can undermine it (for example, misinformation, rushing, power imbalances or stereotypes)?
- How can we protect this dialogue "ecosystem" in our classroom or local community?
- How can we ensure that every voice is heard, especially those that are often overlooked?
- What basic rules or shared agreements do we need to maintain respect during disagreements?
- What role do emotions play, and how can we manage them so they do not disrupt dialogue?
- How do global issues (social media, forced displacement, inequality, etc.) affect dialogue within our own community?
- What can we do to identify and challenge hate speech or rumours before they spread?
- How will we know whether we are making progress? Give one simple indicator of positive coexistence (for example, greater participation from a wider range of students or fewer interruptions).



TOOL DESCRIPTION:

Evaluating the Proposal is a strategic analysis and collaborative planning tool based on the SWOT framework (Strengths, Weaknesses, Opportunities and Threats). It helps students gain a deeper understanding of a situation, action or project by examining both the internal factors within their group or immediate context and the external factors that may influence it. The tool is designed to foster systems thinking, recognise the connections between context and action, and translate that analysis into concrete, measurable SMART objectives (Specific, Measurable, Achievable, Relevant and Time-bound), strengthening students' capacity for proactive and collective action.



TOOL TYPE:

RICs

ESTIMATED DURATION:

90–120 minutes

GROUPING:

Group work followed by individual reflection.

MATERIALS:

Paper, a notebook, or a computer if students are completing the SWOT matrix digitally.

GO TO ANNEX 4



TOOL OBJECTIVE:

To analyse the internal and external factors affecting a proposal, action or project using a SWOT analysis. Students identify strategies for maximising strengths and opportunities while minimising weaknesses and threats, then translate these into SMART objectives to support continuous improvement through concrete, measurable actions.

PROCEDURE:

STEP 1. Defining the focus of the analysis

The teacher clearly defines the idea, project, activity or context to be analysed and writes a brief description on the board.

STEP 2. Preparing the SWOT matrix

Working in groups, students either draw a SWOT matrix on a sheet of card, create one in a document or using Canva, or use the template provided by the teacher (see [ANNEX 4](#)). The matrix is divided into four quadrants: S, W, O and T:

- Weaknesses (internal limiting factors)
- Threats (external factors that may create difficulties)
- Strengths (internal factors that support success)
- Opportunities (external factors that may create favourable conditions)

STEP 3. Identifying internal factors

Working in groups, students identify a transformative action based on the ideas generated in Step 1. They then identify:

1. **Strengths (S):** Students identify the resources, characteristics, variables or circumstances that could support the project's growth, credibility, development or impact. Each strength is written on a sticky note and placed in the Strengths quadrant.

Guiding questions:

- What can we achieve with the resources and strengths we already have?
- What sets us apart in a positive way?

2. **Weaknesses (W):** Students identify internal limitations such as lack of resources, skills that need developing, inefficient processes, or characteristics that could limit the project's growth, credibility or success. Each weakness is written on a sticky note and placed in the Weaknesses quadrant.



Guiding questions:

- Where could we improve?
- What puts us at a disadvantage?

STEP 4. Identifying external factors

Working in groups, students identify:

- **Threats (T):** Events, trends, external variables or contextual factors that could create risks or obstacles to success.
- **Opportunities (O):** Events, trends or external circumstances that could strengthen the project or improve its chances of success.

STEP 5. Analysing the combinations

Students analyse their project by exploring different combinations within the SWOT matrix.

- **SO (Strengths + Opportunities):** Develop actions that use existing strengths to take advantage of new opportunities.
- **ST (Strengths + Threats):** Plan protective measures based on the project's strengths.
- **WO (Weaknesses + Opportunities):** Identify opportunities that could help overcome weaknesses.
- **WT (Weaknesses + Threats):** Develop contingency plans for significant risks.

STEP 6. Developing the SWOT action plan

Students prioritise two or three concrete actions and convert them into SMART objectives, ensuring that each objective is: Specific, Measurable, Achievable, Relevant and Time-bound (for example: "Hold 30-minute fortnightly meetings to review project progress and adjust outstanding tasks before the 15th of each month.")

Example SMART objective for the SWOT action plan

- **Specific (S):** Design and deliver an awareness campaign on good digital privacy practices to address the identified weakness relating to limited knowledge of data protection tools.
- **Measurable (M):** Produce and share four infographics and two short tutorial videos, reaching at least 90% of the school's students (approximately 180 students).
- **Achievable (A):** Assign a team of three students (responsible for design, writing and dissemination) and use existing communication channels (the school's internal network and digital displays).
- **Relevant (R):** Improve digital literacy and awareness of online privacy by addressing a need identified during the SWOT analysis and promoting a safer, more responsible approach to data protection.
- **Time-bound (T):** Launch the campaign within four weeks, publishing the infographics during the first week, sharing the short videos during the third week, and conducting a feedback survey during the fourth week.

Complete SMART objective Within four weeks, produce and share five infographics and two short tutorial videos on good digital privacy practices. Working as a team of three, aim to reach at least 90% of the school's students and collect feedback with a response rate of at least 70%.





TOOL DESCRIPTION:

The Utopia–Reality Line is a strategic planning and innovation tool. Using a simple line that connects the most ambitious ideal (Highly utopian) to the most achievable solution (Highly realistic), it guides students through generating, evaluating and prioritising transformative ideas. The tool not only allows students to position proposals according to their feasibility and transformative potential, but also to analyse their benefits and barriers, encouraging constructive discussion that leads to selecting the most promising solutions and identifying their first implementation steps. It thus acts as a bridge between vision and action.



TOOL TYPE:

CLICs

ESTIMATED DURATION:

60 minutes

GROUPING:

Individual and small-group work.

MATERIALS:

Paper, a notebook, or a computer if students are creating the Utopia–Reality line digitally.

TOOL OBJECTIVE:

To evaluate and compare complex ideas in order to identify proposals that combine meaningful transformative impact with real-world feasibility, enabling students to make informed strategic decisions and begin implementing innovative yet realistic solutions.

PROCEDURE:

STEP 1. Generating proposals

The teacher presents a situation or problem in written or audiovisual format. Working in teams, students brainstorm ideas and write possible solutions or actions on sticky notes.

STEP 2. Positioning the proposals

The teacher draws a line with the labels Highly utopian and Highly realistic at opposite ends. Students place their proposals along the line according to their initial perception of how feasible they are, ranging from the most ambitious to the most realistic.

Using sticky notes (or text boxes, if working digitally) in a second colour, students add next to each proposal:

- One key benefit or positive impact the proposal could have.

Using a third colour, they then add:

- The main risk or barrier that could make implementation difficult.

Together, these create a simple visual diagram showing both the proposal's position on the line and the factors that influence its feasibility.

STEP 3. Discussing and negotiating

Students review the placement of the proposals by discussing questions such as:

- What additional resources (people, funding or materials) would make this proposal more realistic?
- How could we preserve its greatest transformative impact while reducing the identified risks or barriers?
- Could the idea be adapted or simplified without losing its core purpose?
- Considering both its benefits and its risks, is this proposal positioned appropriately? Why or why not?

Students move the notes along the line to reflect the group's revised agreement about where each proposal belongs.



STEP 4. Selecting the proposals

Each student receives voting stickers and places them on the three proposals they consider the most important or promising following the discussion. The votes are counted and the highest-ranked ideas are identified.

STEP 5. Developing the action plan

Students form groups, with each group taking responsibility for one of the selected proposals. Then, for each priority proposal, students develop an action plan that includes the first step to be taken, the person or team responsible, the short-term deadline and the essential resources (people, technical or financial) needed to begin implementation.

For each priority proposal, they develop an action plan including:

Action Plan Table				
Priority proposal (summary)	First concrete step	Responsible team (name of the group)	Deadline (short)	Essential resource (people, technical, financial or material)
Example: Create a weekly school podcast featuring interviews	Contact three teachers to gather topic ideas and potential interviewees for the first episode.	Voices of the School	Within one week	Access to email or the school's communication platform
Launch a school vegetable garden	Identify a suitable area of the playground and take stock of available gardening equipment.	Green Future	3 days	Tape measure, camera, materials checklist
Organize a repair and reuse workshop for broken items	Request quotations from two hardware shops for basic tools and spare parts for electronics and woodworking.	Handy Helpers Committee	Before next Friday	Internet access, telephone, list of local suppliers
Design an app to improve communication between students and teachers	Define the three core features based on identified needs.	Connect!	2 weeks	Whiteboard or a digital brainstorming tool (for example, Miro or Jamboard)



TOOL DESCRIPTION:

The Risk and Opportunity Traffic Light tool provides a visual framework for critically exploring technologies, innovations or scientific developments. Using the colours green, yellow and red, students consider benefits, ethical dilemmas and potential negative impacts in order to support informed decision-making and reflective discussion.



TOOL TYPE:

RICs

ESTIMATED DURATION:

60–120 minutes

GROUPING:

Small-group work, whole-class discussion and individual reflection.

MATERIALS:

Green, yellow and red cards or coloured paper, or a computer if completed digitally.

TOOL OBJECTIVE:

To promote critical thinking and informed decision-making about technologies, innovations or scientific developments by identifying their benefits, risks and ethical implications.

PROCEDURE:

STEP 1. Introducing the topic:

Students are asked to think of an action they could take in response to a situation or issue previously explored in class. The proposal should be something that can be implemented within their own context (school, neighbourhood or town), respond to community needs and contribute to global justice.

This first step may be completed individually, in small groups or as a whole class.

STEP 2. Creating the traffic-light analysis

Students work in groups to evaluate their proposed action using the Risk and Opportunity Traffic Light framework. The framework can be created in different ways:

- Using green, yellow and red cards on which students write their ideas.
- Drawing a traffic light on a poster and attaching green, yellow and red sticky notes.
- Creating it digitally using tools such as Google Docs or Canva, etc.

The teacher then explains the evaluation process:

1. Identifying opportunities

Using the green section, students record the benefits and positive outcomes the proposed action could bring, indicating who would benefit and how (for example, reducing emissions, improving diagnoses or expanding access to services).

- **Green (Opportunities)** What benefits could this proposal bring? Who would benefit?

2. Identifying risks and ethical dilemmas

Using the yellow section, students identify potential risks and ethical concerns associated with the proposal, such as data vulnerability, discriminatory bias, technological dependence, privacy issues or distributive justice.

- **Yellow (Risks and ethical dilemmas):** What risks or ethical dilemmas could arise? Are any groups particularly vulnerable?



3. Identifying negative impacts

Using the red section, students identify the most significant or undesirable potential consequences, such as job losses, abuse of power, environmental damage, or risks to health or safety.

- **Red (Negative impacts):** What potential negative consequences could arise?

*Students may use a range of resources, including online sources, textbooks and statistical data, to complete the traffic-light analysis.

STEP 3. Justifying the traffic light proposal

Working in a digital document or their notebook, students justify their proposed action by explaining each element of the traffic-light analysis and summarising the conclusions that support the proposal.

STEP 4. Sharing and negotiating

Each group joins another group to present and defend its proposal. Together, the two groups agree on one transformative action to take forward.

STEP 5. Final individual review of the proposal

Students complete an individual revision by considering:

- Which aspects of the proposed action were the easiest or most difficult to identify?
- How has your initial perception of the proposal's feasibility changed?
- What questions or ethical dilemmas remain unresolved, and what additional information would you need to determine whether the proposed action could realistically be implemented?





TOOL DESCRIPTION:

This tool helps students transform their personal interests and concerns into a concrete social or environmental challenge. Through a guided process, students identify issues they care about, formulate a "How might we...?" challenge, generate a range of ideas through brainstorming and evaluate them using the RICE method to prioritise the most viable options. They then design a Minimum Viable Product (MVP), creating a simple user journey, identifying key stakeholders and minimum resources and defining a SMART objective to measure its impact. The tool underpins the entire process, from individual reflection to collective action, while fostering critical thinking, collaboration and effective project planning.



TOOL TYPE:

RICs

ESTIMATED DURATION:

120 minutes

GROUPING:

Individual and group work.

MATERIALS:

Paper, sticky notes and/or a computer for formulating a transformative idea and designing the MVP.

TOOL OBJECTIVE:

To help students connect their passions, concerns and personal experiences with local or global issues in order to generate contextualized, creative and critically informed action proposals. The tool also encourages students to recognise interdependencies, consider the values involved and reflect on potential impacts so they can act as engaged global citizens.

PROCEDURE:

STEP 1. Starting with personal reflection: What matters to me?

Students are asked to write a word or short phrase on paper (or a sticky note) or in a shared digital document (such as Google Docs, Jamboard or Miro) expressing feelings or concerns related to the topic introduced by the teacher.

Students should express:

- An emotion or feeling the topic evokes.
- A personal concern related to the issue.
- An initial idea or observation about the problem.

STEP 2. Reframing the challenge: How could it be better?

Working in groups, students organize the words or phrases into thematic categories and give each category a title that summarizes the underlying issue or need.

- **Example:** Longing for nature, Fear of the future, Lack of respect, Need for support.

Each group then selects the two categories they find most interesting and formulates a challenge using the question format:

"How might we... [ideal situation]?"

- **Example:** "How might we make the school playground/courtyard more welcoming for everyone?", "How might we reduce food waste at school?"

Groups present their challenge statements to the class, and together students select the two that best represent a shared need or challenge. These are then combined into a single agreed challenge statement that becomes the focus of the project.

STEP 3. Developing a transformative idea

Students begin with a brainstorming session designed to generate ideas without judgment. Individually, they then select five ideas and complete a quick feasibility assessment using the RICE method.

Students calculate the four RICE components:

- **Reach (R):** Estimate, on a scale of 1 to 5, how many people could benefit from the idea.
- **Impact (I):** Rate the potential impact from 1 to 5 (5 = highly transformative; 1 = minimal impact).
- **Confidence (C):** Rate, from 1 to 5, how confident they are that the idea would work as intended.
- **Effort (E):** Rate the level of effort required (time, resources and funding), from 1 (very low) to 5 (very high). 1 = Very little / 5 = Very much

Each idea receives a total score using the following formula: $(R+I+C)/E$. Students then select the five highest-scoring ideas.

Applying the RICE formula

- Add together the Reach, Impact and Confidence scores to calculate the total potential benefit.
- Divide this total by the Effort score.
- The final score represents the benefit-to-effort ratio: the higher the score, the greater the potential value of the idea relative to the effort required.

STEP 4. Considering impact and context

Each group holds a short discussion (5–7 minutes), during which each student presents their highest-scoring RICE idea and briefly explains why they believe it has the greatest potential.

After hearing all the proposals, the group votes and selects one idea, either the highest-scoring or the one with the strongest consensus, to develop into an MVP.

STEP 5. Designing the MVP

The teacher introduces the concept of a Minimum Viable Product (MVP). Students learn that an MVP is the simplest version of an idea that can be tested quickly with real users to gather feedback and improve it. The main purposes of an MVP are to:

- **Validate the idea** Determine whether the core concept is viable and whether it meets a genuine user need or generates interest among the target audience.
- **Gather feedback for improvement** Collect feedback from early users to identify what works, what does not and what could be improved before investing significant time or resources.
- **Reduce risk** Avoid committing substantial time, effort or resources to an idea that may ultimately prove unsuccessful.

MVP design elements:

1. **Core functionality:** Each group identifies the essential need the MVP will address.

What is the minimum functionality the idea must provide in order to create value?

for example:

For an app: create a user profile.

For a clothing collection service: have a collection point.

2. **MVP User Flow Map (User Flow):** An MVP User Flow Map is like a roadmap of the proposed solution. It shows the essential steps a user takes to use the idea and achieve its main objective. In other words, it represents the shortest, most direct path from a user's first interaction with the MVP to receiving its core benefit. To create the map, consider the following elements:
 - **Initial touchpoint:** Start the User Flow Map with a circle representing the user's first point of contact with the MVP. This is the first thing the user sees or does. "Where does the user first interact with our MVP?" (for example, a poster, an app, a website, or an in-person event).
 - **Minimum required actions:** From the starting point, draw a series of rectangles representing the essential steps the user must take, or the actions performed by the MVP, to deliver its core functionality. "What are the minimum steps required for the user to access the MVP's core functionality?"
 - **Key decision points:** If the user needs to make an important decision that changes the flow, represent it with a diamond. Each branch from the diamond should lead to a different sequence of steps or to a different endpoint. "Are there any key questions the user needs to answer? Are there choices that change the process?"
 - **Immediate outcomes:** End the flow with a circle representing the outcome the user receives or the point at which the MVP's main action is complete. "What happens once the user has completed the main action? What immediate benefit do they receive?"

3. **Essential actors and resources:** List two or three essential stakeholders (for example, volunteers, organizations, students) and the basic resources required (for example, boxes, mobile devices, spaces).
4. **Success indicator:** Define a single, clear, meaningful measure to validate the viability of the pilot, expressed as a SMART objective:
 - **Specific (S):** What exactly will be measured?
 - **Measurable (M):** How will it be quantified? (number, percentage, frequency, etc.)
 - **Achievable (A):** Is the objective realistic, and are the required data accessible?
 - **Relevant (R):** Does it measure the impact of the MVP's core functionality?
 - **Time-bound (T):** Within what timeframe will it be measured?

Example: "Have 15 students use the clothing collection point within the first two weeks."





TOOL DESCRIPTION:

This tool takes students through a practical four-stage journey inspired by the concept of the user journey, adapted to social and educational contexts. Its purpose is to encourage students to critically examine how civic and global engagement begins, develops and is sustained, with the aim of rethinking and redesigning more equitable, inclusive and transformative forms of participation. The activity places particular emphasis on co-creation and the inclusion of diverse voices.



TOOL TYPE:

RICs

ESTIMATED DURATION:

180+ minutes

GROUPING:

Individual or group work.

MATERIALS:

Paper, sticky notes and/or a computer if completing the activity digitally.

TOOL OBJECTIVE:

To critically analyse current forms of civic participation in social, cultural and environmental initiatives and imagine new approaches that foster ethical, empathetic and sustainable engagement. The tool encourages students to examine the channels, language, barriers and opportunities associated with civic engagement and to propose actions that support deeper, more inclusive collective transformation.

PROCEDURE:

STEP 1. Initial attraction: What sparks someone's interest in a cause or issue?

Students select a real or locally relevant cause and begin investigating the factors that make an initiative well designed and engaging.

Initially, working individually or in groups, they write a reflection on the strategies that can help make a cause visible and appealing so that it reaches people as effectively and inclusively as possible, using the following guiding questions.

- **Guided research and analysis Investigate how the cause currently captures people's attention.**
 - **Visual elements, messages and formats:** What images, phrases, slogans, video formats or visual designs are used to promote it? Are they engaging? Do they communicate the message clearly? Who are they aimed at, and in what context? Is the language inclusive?
 - **Communication channels:** Where do people encounter this cause? On social media (Instagram, TikTok, X, etc.)? Through the media (news reports, documentaries)? Through posters, events or word of mouth?
 - **Target audience and exclusion:** Identify the strengths and weaknesses. Who appears to be most attracted by these communication strategies? Who might be excluded or fail to identify with them? Do they take into account differences in age, cultural background, language or even access to particular digital formats?

Based on their analysis, students propose ways to make the communication more effective and inclusive:

- **Co-creating improvements to initial engagement: Students develop proposals to generate deeper, more ethical and inclusive engagement:**
 - **Creating genuine, lasting interest:** How can the initiative move beyond superficial appeal and connect with people's values or personal experiences? What stories or approaches could foster more authentic motivation?
 - **More inclusive representation:** What kinds of images, symbols, multilingual resources or narratives would enable the cause to resonate with a broader and more diverse audience? How can stereotypes and non-inclusive language that might alienate particular groups be avoided?



STEP 2. First contact with the cause or project: How does someone first encounter the issue or initiative?

Students analyse a real example of a first point of contact. The group selects a specific example of how someone is first introduced to the cause. This could be:

- The landing page of a campaign website.
- An organization's social media profile.
- A promotional video.
- An information poster or leaflet.
- An event description in a cultural programme.

Students then critically reflect on the clarity and inclusiveness of this information, paying particular attention to accessibility.

- **Ease of understanding:** Is the content easy for anyone to understand, regardless of their age, background or prior knowledge? Is anyone excluded? Does it use technical terms without explaining them? Is it overly complex or overly simplistic? Could there be hidden interests or agendas behind the information?
- **Type of language (verbal and visual):** Is the tone and style clear and direct, or too formal or informal? Do the images and graphics support the message or make it more confusing? Is the language inclusive?
- **Identifying barriers to inclusion:** Consider whether this first point of contact might exclude certain people.
 - **Language:** Is it only available in one language?
 - **Digital accessibility:** Is it compatible with screen readers for people with visual impairments? Does it include subtitles? Can it be viewed with a slow internet connection?
 - **Cultural references:** Does it rely on expressions or images that would only make sense within a very specific cultural context?
 - **Communication channel:** If only one channel is used (for example, a specific app), does this exclude people who do not have access to it?

Having completed this reflection, students improve the clarity, accessibility and inclusiveness of the information provided at the first point of contact to ensure that everyone can understand the cause and feel welcome. To do so, they develop proposals based on the following questions:

- How could this initial contact be made more welcoming, accessible and inclusive for as diverse an audience as possible?
- What language, formats and communication channels should be used (or combined) to ensure that the information reaches everyone effectively at this stage? How can it be made appropriate to the communicative context? Are the cultural codes that may be involved taken into account?

STEP 3. First participation or action: How does someone get involved for the first time?

Once students have explored how the cause is presented to the public, they are asked to identify a specific first action. The group determines the most logical and accessible first step that someone could take to become involved in the chosen cause.

Examples:

- Signing an online petition.
- Attending a first talk or webinar.
- Making a symbolic donation.
- Taking part in a volunteering day.
- Joining a WhatsApp or Telegram group to receive updates.
- Sharing an informative post on social media.

To make this first step meaningful, simple and accessible, groups design an inclusive and motivating first action.

- **Appropriate format:** What format would make this action as easy as possible for everyone to complete? (For example, a website using clear, accessible language; talks with sign language interpretation or subtitles; both in-person and online options; social media; activities requiring no prior knowledge or significant physical effort; or the use of visual resources.)
- **Connecting with people's experiences and demonstrating impact:** How can this first action resonate with people's own experiences? How can it show that even a small action makes a genuine contribution to change?
- **Including underrepresented voices:** How can the perspectives of people directly affected by the issue be included when inviting others to take this first action? Who could explain, based on their own experience, why taking this first step matters?

- **Removing additional barriers:** Are there financial barriers (such as paying to attend a talk), time constraints (an activity that is too long), or knowledge barriers (having to learn too much before taking part) that could discourage participation? How can these barriers be reduced or removed?

STEP 4. Sustaining long-term engagement: What encourages someone to stay involved?

This is the final stage of the user journey, and the most important one for ensuring the long-term sustainability of a cause. Once someone has taken their first action, the aim is to keep them engaged and motivated, transforming a one-off action into lasting and meaningful commitment.

- **Reflecting on the key factors that sustain engagement:** Students consider what encourages someone to remain involved in a cause.
 - **Recognition and community:** How can people feel that their contribution is valued? Are there opportunities for them to connect with others involved, feel part of a community and develop a sense of belonging?
 - **Learning, participation in decision-making and meaningful impact:** Do participants have opportunities to learn more, take part in decisions (whether large or small) and see that their involvement has a genuine and tangible impact? Or are they simply treated as another number?
 - **Ongoing, transparent communication:** How can people be kept informed about the progress of the cause, the challenges it faces and the difference their contribution has made?
- **Designing practical strategies to sustain long-term engagement:** Students develop ideas to ensure that participation remains active and meaningful over time.
 - **Giving participants a voice:** How can the voices and decisions of participants be placed at the centre of the initiative? (For example: Creating working groups in which participants make decisions, organizing regular meetings to gather feedback, conducting surveys about how the initiative is working, or establishing two-way communication channels.)
 - **Supporting collective processes of change:** How can activities or projects be designed to encourage long-term participation? (For example: autonomous working groups for specific tasks, mentoring programmes between participants, ongoing training related to the cause, events recognising volunteers' contributions, or spaces for dialogue and joint evaluation to co-create the future.)
 - **Emotional support:** How can an environment be created that acknowledges both successes and challenges? How can progress, however small, be celebrated to sustain motivation? How can frustration or periods of low motivation be managed?





TOOL DESCRIPTION:

This tool introduces the Design Thinking methodology in secondary education to address real-world challenges and develop innovative solutions to issues, situations or phenomena of local or global relevance. Structured around five stages (Empathize, Define, Ideate, Prototype and Test) it provides practical activities that promote an understanding of complex issues through critical thinking, creative thinking and collaborative work.



TOOL TYPE:

RICs

ESTIMATED DURATION:

180+ minutes

GROUPING:

Individual or group work.

MATERIALS:

Paper, a notebook or a computer if completing the activity digitally.

GO TO ANNEX 5



TOOL OBJECTIVE:

To guide students through a structured process for designing innovative, inclusive and sustainable solutions to local or global challenges that generate a positive impact on the community.

PROCEDURE:

STEP 1. EMPATHISING

A relevant situation or phenomenon is introduced through a resource (such as a video, testimony or written description) and students are organized into teams. Each team receives a Role Card containing the profile of a person affected by the situation or issue being explored. The profiles should be diverse and represent different perspectives on the issue.

Role Card

Name (fictional or generic) and age: To give the character an identity.

Brief description of the context: Where they live, their socioeconomic circumstances and their family or social environment.

Relationship to the issue: How the issue affects them directly or indirectly.

To move beyond a superficial understanding and explore each person's needs, emotions and context, students answer the following questions to contextualize the profile and foster empathy.

Role Card Analysis

- Who is experiencing this issue, and how does it affect their daily life?
- What real needs (both explicit and implicit) does this person or group have?
- What structural causes (political, economic, social or cultural) lie behind this situation?
- What emotions and everyday barriers do these people experience because of this issue?
- What do they think, see, say and do in relation to the problem?

This stage aims to develop a deep, empathetic understanding of the reality experienced by the people affected by the issue.



STEP 2. DEFINING

Each group reviews the conclusions from the empathy stage and lists all the problems and opportunities they have identified in the following table.

Problems and Opportunities Table	
PROBLEMS	OPPORTUNITIES

Using the information gathered, each group formulates a written challenge or question that they would like to solve and that can realistically be addressed within their own context. To formulate the challenge, students can use the following prompts for reflection.

- Who are we designing this proposal for? (Who is most directly affected by the problem we want to address?)
- What is the central problem we want to solve from the perspective of the people affected? (Which need or obstacle is the most urgent or significant?)
- How can we take action within our own context (school, community, etc.) to make a real and tangible impact on this challenge? (Realistic and achievable.)

Challenge/question statement and justification:

- "How might we...?" + justification

STEP 3. IDEATION

Once they have generated between three and five initial ideas, students justify and prioritise the proposal that is both the most viable and the most impactful using the Impact–Effort Matrix [ANNEX 5](#). This matrix helps prioritise ideas or actions by evaluating the following aspects for each proposal.

- **Impact:** What real and meaningful benefit does this proposal provide to the people affected and to the cause?
- **Effort:** What resources (time, funding, personnel and knowledge) are required to implement this proposal?

Students answer the following questions for each selected idea:

- Is this proposal viable and realistic in our context? (Taking into account the resources available.)
- Does it address the real needs and perspectives of the people we empathized with?
- Does it uphold diversity, global justice and human rights in its implementation? (Does it avoid creating new inequalities or exclusion?)

STEP 4. PROTOTYPING

To transform the selected idea into a tangible and interactive representation, students are asked to demonstrate how their proposal would work by creating a prototype. The prototype may take different forms depending on the teacher's objectives (for example, a physical or digital model, a detailed information poster, a storyboard, a visual diagram, or a short video combining images and text).

Once the prototype has been developed, students prepare how they will present it to the rest of the class to ensure that the purpose and operation of the prototype are clear and easy to understand.

- How does our proposal work, step by step? (Explain the process or interaction.)
- Who could implement this proposal, or who are the key actors needed to make it a reality?
- How does it provide real and measurable benefits to the people affected or to the issue itself?

STEP 5. TESTING

A Prototype Marketplace (learning stations) is organized, giving each group the opportunity to present its prototype and receive feedback from the other teams.

- **Presenting the prototype:** Each group briefly presents its prototype to students from the other groups. The presentation should be clear and concise, using the following questions to communicate the essence of the proposal.



- What specific challenge did you define for your proposal?
 - How did you arrive at that definition? (The most viable and impactful proposal identified using the Impact–Effort Matrix.)
 - How does your proposal work, step by step?
 - What did you create as a prototype, and why did you choose that format to explain your idea?
 - Who are the key people or organizations that would need to implement or collaborate on this proposal?
 - How does it provide real and measurable benefits to the people affected by the issue you investigated?
 - How does your proposal promote the values of social justice, equity or sustainability?
 - What challenges or difficulties do you think you would encounter when implementing this proposal in real life?
 - If you had more time or resources, what would be the next improvement or iteration of your prototype?
- **Gathering structured feedback:** The groups listening to each presentation provide feedback using a table like the one below.

Prototype group		
Prototype name		
Feedback		
I like...	I wonder...	I suggest
(What do you like about the idea or the prototype? What do you think works well?)	(What don't you understand? What questions do you have? What makes you curious or needs clarification?)	(What ideas do you have for improving it? What would you do differently?)

Once the table has been completed, each group reviews the feedback received and refines its original proposal by incorporating new ideas or making adjustments where appropriate.





TOOL DESCRIPTION:

This tool guides students through the rigorous identification and prioritisation of the causes of a local or global issue using data or reasoned estimates. Through brainstorming, collecting and synthesising numerical data on contributing factors, calculating individual and cumulative percentages and constructing a Pareto Diagram, students can clearly identify the small number of factors responsible for the majority of the impact. This enables them to make informed decisions, focus their efforts on the most significant causes (the 80/20 rule), and design solutions that maximize impact while making efficient use of time and resources.



TOOL TYPE:

RICs

ESTIMATED DURATION:

120–180 minutes

GROUPING:

Whole-class, small-group and individual work.

MATERIALS:

Paper, a notebook or a computer if completing the activity digitally. A computer for researching the causes of the issue and relevant data related to the selected topic.

TOOL OBJECTIVE:

To enable students to analyse and prioritise the root causes of a relevant issue (local or global) using data, developing critical thinking and informed decision-making skills to design efficient, high-impact solutions.

PROCEDURE:

STEP 1. Defining the problem

A real-world issue with a clear impact is selected, either at a local level (within the school or community) or globally (linked to the SDGs). The issue may be proposed by the teacher or emerge from students' own concerns. Working as a whole class or in small groups, students brainstorm ideas related to the selected issue. They are encouraged to share what they already know about the topic and, above all, discuss how it affects people directly or indirectly. Once the brainstorming session is complete, students organize themselves into small groups to complete the following steps.

Examples:

- Air pollution in the city
- School dropout
- Food waste in the school canteen
- Water-use issues in agriculture

STEP 2. Identifying the possible causes

Each group spends some time conducting brief research into the specific causes underlying the issue, situation or phenomenon. Students are encouraged to consult reliable sources (such as NGO websites, reputable news outlets and similar resources) to broaden their understanding and identify causes they may not have previously considered.

Example for "air pollution":

- Private cars and motorbikes
- Polluting industries
- Insufficient public transport
- Lack of trees and green spaces
- Agricultural burning



STEP 3. Collecting data or making a reasoned estimate

The aim of this step is to quantify the contribution of each cause to the issue being analysed. To do this, each cause is assigned a value that reflects its importance, frequency or impact. Depending on the availability of information and resources, one of the following two approaches may be used.

Option A: Collecting real data (where possible)

- **Research reliable sources:** Search for verified information from recognised organizations, official reports, scientific studies or statistical data. For example, when analysing air pollution in Lleida, students could consult reports published by the Catalan Government's Department of the Environment.
- **Record specific data:** Record percentages, frequencies or the scale of the impact using measurable units.
- **Example:** "According to a recent report by the Department of Health, 60% of emergency department visits for respiratory problems are linked to air pollution."

Option B: Making a reasoned estimate (when data are limited)

- **Collaborative scoring:** If precise data are unavailable, assess the impact of each cause by agreeing on a score as a group. This could involve allocating points (for example, distributing a total of 100 points across all causes) or using a scale (such as 1–10).
- **Evidence-based justification:** It is essential that these scores are based on the knowledge acquired in Step 2 and on reasoned discussion, rather than random assumptions. The aim is for students to understand why each cause has been assigned its score.

Example results:

Cause	Value
Cars and motorbikes	40
Industry	30
Public transport	20
Agricultural burning	10

Total: 100 points

STEP 4. Organizing the data and calculating percentages

First, list all the identified causes in descending order according to their value (or impact).

Cause	Value
Cars and motorbikes	40
Industry	30
Public transport	20
Agricultural burning	10

Total value: 100 points

Students then calculate:

- 1. Calculating the individual percentage (%):** For each cause, calculate its individual percentage of the total. This is done using the following formula: $(\text{Value} \div \text{Total value}) \times 100$

Example of individual percentages:

Cause	Value	Individual %
Cars and motorbikes	40	40%
Industry	30	30%
Public transport	20	20%
Agricultural burning	10	10%

Total: 100 points



2. Cumulative percentage: The cumulative percentage is the running total of the individual percentages, listed from the most significant cause to the least. It helps identify the small number of causes responsible for the majority of the problem (for example, 70% or 90%).

- How is the cumulative percentage calculated?
 - 3.** The first cumulative percentage is the same as the first individual percentage.
 - 4.** The second cumulative percentage is obtained by adding the second individual percentage to the first.
 - 5.** The third is obtained by adding the third percentage to the previous two, and so on until the final cause.
- Example of cumulative percentages:
 - First cause: 40%: cumulative: 40%
 - Second cause: 30%: cumulative: $40\% + 30\% = 70\%$
 - Third cause: 20%: cumulative: $70\% + 20\% = 90\%$
 - Fourth cause: 10%: cumulative: $90\% + 10\% = 100\%$

Total example results:

Cause	Value	Individual %	Cumulative %
Cars and motorbikes	40	40%	40%
Industry	30	30%	70%
Public transport	20	20%	90%
Agricultural burning	10	10%	100%

STEP 5. Creating the Pareto Diagram

Next, convert the table of values into a Pareto Diagram, which shows which causes account for most of the overall impact.

To produce the diagram accurately, follow these steps.

1. Chart structure:

- **X-axis (horizontal):** Place the causes along the horizontal axis, always ordered from highest to lowest according to their percentage impact:
- **Y-axis (vertical):** Create a percentage scale ranging from 0% to 100%.

2. Representing the data:

- **Impact bars:** Draw a vertical bar for each cause. The height of each bar should correspond to its individual percentage.
- **Cumulative curve:** Draw a line connecting the cumulative percentage points for each cause. This line shows the progressive accumulation of the impact and is the key feature of the diagram.

3. Elements for analysis:

- **Data labels:** Write the individual percentage above each corresponding bar to improve clarity.
- **80% threshold:** Draw a horizontal (usually dashed) line from the 80% mark on the Y-axis until it intersects the cumulative curve. This threshold makes it immediately clear which small number of causes account for most of the problem.

STEP 6. Reflecting on and analysing the Pareto Diagram

To support an effective critical analysis of the Pareto Diagram, the teacher asks students to answer the following questions individually and in writing.

Reflection and analysis questions:



- How did you decide which causes to include in your diagram and which to exclude? What criteria did you use to ensure that the information was relevant and representative?
- To what extent did the Pareto Diagram help you identify the factors responsible for most of the problem? What role does graphical representation play in decision-making?
- How do the main causes identified in your local context connect to wider global processes or trends (for example, climate change or economic inequality)? What interdependencies can you identify?
- What new research hypotheses emerged when you observed that two factors accounted for 70–80% of the impact? How would you investigate these further to validate them?
- Using data and contextual evidence, how would you justify prioritising resources towards the causes responsible for 80% of the impact? What consequences might this decision have for other aspects of the issue?
- Taking social justice and sustainability into account, which priority cause should receive immediate funding or attention? How would you justify your choice?
- Imagine one concrete action to address the leading cause in your Pareto Diagram. How would you design it to meet the needs of your community while contributing to global citizenship?
- What indicators or evidence would you use to measure the success of your intervention targeting the priority cause? How would you adjust your plan if the results did not meet your expectations?
- What ethical dilemmas might arise from focusing only on the main causes? How would you ensure that your strategy does not overlook less significant but still important contributing factors?





TOOL DESCRIPTION:

The activity encourages students to imagine, design and evaluate transformative educational actions to solve, or respond to, global or local issues. Starting from a meaningful stimulus (a story, video, news article, testimony, etc.), students follow a sequence of steps that moves from identifying a root cause to visualising the change they want to bring about, while identifying barriers and developing concrete proposals along the way.



TOOL TYPE:

RICs

ESTIMATED DURATION:

120–180 minutes

GROUPING:

Whole-class, small-group and individual work.

MATERIALS:

Paper, a notebook or a computer if completing the activity digitally. A computer for researching the causes of the issue and relevant data related to the selected topic.

TOOL OBJECTIVE:

Plan an educational and social change based on a global, local or cultural issue by applying the Theory of Change framework to develop meaningful educational actions and evaluate their transformative potential.

PROCEDURE:

STEP 1. Identifying a global or local issue

The teacher presents a meaningful situation that resonates emotionally with students, for example through a story, a short video, a current news article or a personal testimony.

Using this material as a starting point, the class brainstorms to identify the key elements of the situation. Students are then guided to turn their initial impressions into a precise statement describing observable facts or behaviours.

"At [location/context], [observable situation] is happening, which affects [target group] because [main consequence]."

To formulate this statement, students complete a brief fact-finding exercise to identify where the issue occurs (context), who is involved and who the target population is.

STEP 2. Visualising the change we want to see

Students are asked to imagine what the situation identified in Step 1 would look like if it were (partially) resolved. Working in small groups, they write two or three sentences describing the desired transformation using the following format:

- From....: the current situation, copied or summarized from Step 1.
- To....: the desired situation, expressed using observable verbs (recognises, applies, responds, shares, etc.) and verifiable elements (protocols, products, behaviours, evidence).
- Example: "From _____ Step 1 definition _____ to _____ X _____."

Guiding questions:

- Who needs to change what?
- In what behaviours, attitudes or knowledge would this change become visible?
- How will we know we have achieved it?

STEP 3. Analysing why this change has not yet happened

Students brainstorm the real barriers (social, educational, cultural, cognitive, etc.) that maintain the issue or situation and categorize them as follows:

- **Informational/cognitive (lack of knowledge, rumours, misinformation)**
- **Cultural/attitudinal (stereotypes, deeply rooted habits, fear of rejection)**



● **Structural/organizational (lack of time, absence of rules, insufficient spaces or resources)**

Each group selects the two or three barriers whose removal or reduction would most effectively support the desired change and briefly explains why they should be considered priorities in the following table:

Barrier Table		
Identified barriers	Type of barrier	Reason for prioritisation
Barrier 1		
Barrier 2		
Barrier 3		

STEP 4. Proposing educational actions to transform reality

Students then describe specific actions or interventions that link each identified barrier to the desired change. Change – Barrier – Action Table:

Desired change	Identified barriers	Proposed action
From misinformation to awareness of the right to asylum	Prejudice and lack of knowledge	Podcast featuring testimonies from refugees
From emotional detachment to empathy for climate change	Lack of direct experience	Creation of a visual mural featuring local stories

STEP 5. Evaluating the expected impact of each action

Working in groups, students assign traffic light colours (red, amber and green) to each proposed action and briefly justify their choices.

Traffic light system:

- Red = Has the potential to bring about real transformation or action
- Amber = Increases knowledge and encourages reflection
- Green = Creates an emotional connection and raises awareness

Traffic Light System Table:

Traffic Light System Table		
Proposed action	Traffic light system	Justification
Action 1.	Red Amber Green	
Action 2.	Amber Green	
Action 3.	Green	

Based on this evaluation, students select the action that receives the highest number of traffic light colours.

STEP 6. Formulating hypotheses

Finally, each group formulates hypotheses about how the selected action could demonstrate that the desired change has taken place. Once the action has been implemented, these hypotheses can be compared with the actual results.

"If ... (action/condition) ... then ... (evidence) ... because ... (reason/assumption)."

TOOL DESCRIPTION:

This tool provides a structured framework to help students develop a reflective approach to real, meaningful problems connected to their social, school or environmental context. Working cooperatively in small groups, students begin by identifying and defining a problem before analysing it in depth. They explore a range of possible solutions, evaluating the advantages, disadvantages and potential impact of each while considering ethical principles, social justice, sustainability and inclusion. The activity combines critical reflection with dialogue and shared decision-making, fostering empathy, responsibility and the ability to anticipate consequences.



TOOL TYPE:

RICs

ESTIMATED DURATION:

60–90 minutes

GROUPING:

Small-group work.

MATERIALS:

Paper, a notebook or a computer if completing the activity digitally.

TOOL OBJECTIVE:

To develop students' ability to identify and understand complex problem situations, evaluate different courses of action and make well-reasoned, responsible decisions. The tool aims to foster critical and systems thinking, while also developing awareness of the social, environmental and ethical consequences that may arise from different decisions.

PROCEDURE:

STEP 1. Identifying the problem

A real, relevant issue connected to the contemporary world (social, environmental, educational, etc.) is selected. It should relate either to the curriculum content or to a situation that resonates with students. Once the issue has been selected, students are divided into small cooperative groups (4–5 students) to encourage dialogue and collaborative reflection.

The teacher then facilitates a discussion or brainstorming session in which groups rephrase the problem in their own words, completing the first section of the graphic organizer using the following guiding questions:

- What is happening?
- Who is involved?
- Which values are in conflict?

PROBLEM:

WHY IS THIS A PROBLEM?
(consequences, people affected, values at stake...)

STEP 2. Identifying possible solutions

Each group proposes at least three possible solutions or alternatives to address the problem. For each solution, students evaluate its advantages and disadvantages, promoting critical and systems thinking.

Guiding questions:

- Is this solution fair for everyone involved?
- What long-term consequences might it have?
- Does it meet principles of sustainability and inclusion?



Once the analysis is complete, each group selects the solution they consider most appropriate and justifies their choice.

SOLUTION 1		SOLUTION 2		SOLUTION 3	
PROS	CONS	PROS	CONS	PROS	CONS
SELECTED SOLUTION AND JUSTIFICATION:					

STEP 3. Identifying possible consequences

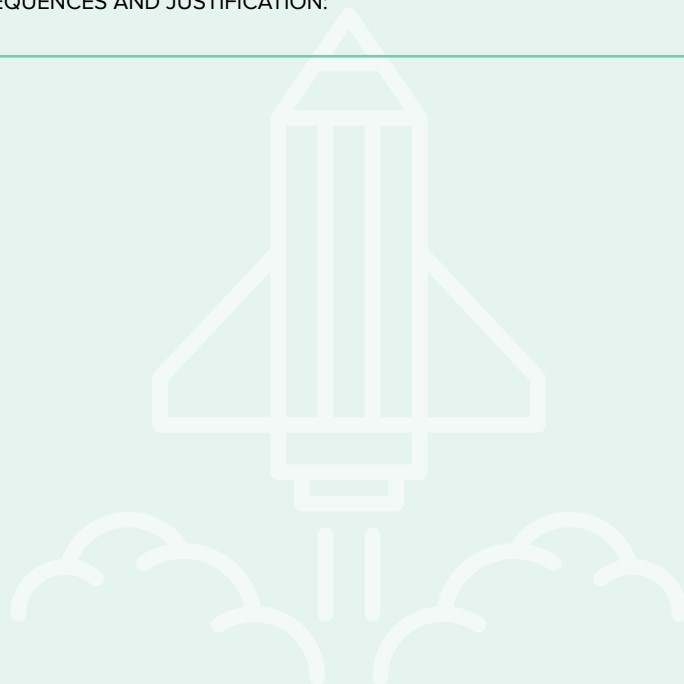
Once each group has selected a solution, the teacher guides a reflection on its possible consequences. Students consider immediate, medium-term and long-term consequences, as well as how these might affect different groups or contexts (people, the environment, the community, etc.).

Guiding questions:

- Who benefits from or is disadvantaged by this solution?
- What could happen if it is implemented? What could happen if it is not implemented?
- Are we solving the problem in a fair and sustainable way?

POSSIBLE CONSEQUENCES AND JUSTIFICATION:

SOLUTION, CONSEQUENCES AND JUSTIFICATION:



TOOL DESCRIPTION:

This tool invites students to play an active role in identifying and prioritising the social and global challenges they consider most urgent or significant to address. Through a progressive process combining individual reflection, group deliberation and whole-class comparison, students learn to justify their decisions, recognise the values at stake and build consensus across different viewpoints. The activity begins with a series of objectives inspired by the SDGs or by real local issues. As the process develops, students turn their individual priorities into shared criteria and create a collective action proposal with the potential to make an impact.



TOOL TYPE:

CLICs

ESTIMATED DURATION:

60 minutes

GROUPING:

Individual, whole-class and small-group work.

MATERIALS:

Paper, a notebook or a computer if completing the activity digitally.

TOOL OBJECTIVE:

To foster critical participation and active engagement with social and global challenges, while supporting decision-making based on values such as justice, sustainability, equality and solidarity. The tool aims to develop dialogue, negotiation and collaborative decision-making skills, while promoting a proactive approach to transformative action.

PROCEDURE:

STEP 1. Introducing the challenge

The teacher introduces the following context:

"As engaged young people, we want to take action on a social or global challenge. But where do we begin? What do we consider most urgent or important? How can we decide together?"

Students are given an initial list of 10–12 social or global objectives related to the SDGs or to situations and issues affecting their local context.

Examples:

- Reducing economic inequality
- Guaranteeing the right to housing
- Protecting local biodiversity
- Combating structural racism
- Promoting sustainable transport
- Defending linguistic rights

STEP 2. Ranking the values individually

Each student ranks the five items they consider most relevant or urgent from 1 to 5, with 1 as the highest priority.

They then briefly answer the following questions:

- Why is your number-one priority so important to you?
- Which value lies behind your choice?

STEP 3. Sharing and reaching consensus in groups

Working in small groups, students share their individual rankings and consider:



- Which objectives appear most frequently?
- Where do we agree and where do we differ?
- How can we decide together?

The group agrees on a collective ranking of five items and writes one sentence summarising the shared value or criterion they have prioritised, for example justice, urgency, rights or impact.

STEP 4. Discussing and comparing as a whole class

Groups share and compare their rankings:

- Are there different priorities across the groups?
- Which values or approaches lie behind each choice?
- What tensions or differences have emerged?
- Is it possible to agree on a shared set of priorities as a whole class?

STEP 5. Connecting priorities with action

The following question is proposed: “If we could begin a class action based on this shared agreement, what would we do? What first step could have an impact locally?” Students define an action proposal or commitment linked to the prioritised objectives and the agreed value, focusing on realistic actions that could have an impact on their immediate surroundings, such as the school, neighbourhood or local community.

Finally, each student adds one concrete step they would personally be willing to take as part of the proposal, assuming a small individual responsibility within the group action. This individual commitment should be realistic, directly related to implementing the proposal and demonstrate active involvement.





TOOL DESCRIPTION:

This tool invites students to analyse real and complex situations related to current global issues from a critical and ethical perspective. Starting from a case or dilemma, such as the denial of asylum or the criminalisation of protest, students identify the fundamental values and rights at stake and reflect on how they are upheld or violated. The process combines personal reflection, critical argument and comparison of perspectives in groups, helping make visible the tensions between principles such as freedom, equality and solidarity. The tool culminates in a collective reflection designed to develop an active, coherent and committed approach to the ethical values identified.



TOOL TYPE:

CLICs

ESTIMATED DURATION:

30–40 minutes

GROUPING:

Individual, small-group and whole-class work.

MATERIALS:

Paper, a notebook or a computer if completing the activity digitally.

TOOL OBJECTIVE:

To identify fundamental values and rights in real situations, analyse their ethical implications and develop a critical, well-reasoned response. The tool aims to strengthen moral awareness, independent thinking and sensitivity to social injustice and rights violations, while promoting dialogue and personal commitment to democratic values.

PROCEDURE:

STEP 1. Introducing the topic

The teacher presents a real case, dilemma or situation related to a global issue, such as the denial of asylum, child labour exploitation, mass digital surveillance or the criminalisation of protest.

STEP 2. Identifying what is at stake and selecting the ethical principle

Students read or listen to the case using a resource or the teacher's explanation and reflect individually on what is at stake. They then identify and write down a related ethical principle or fundamental right, such as equality, dignity, freedom of expression, non-discrimination or solidarity.

- Which rights or values are affected?

STEP 3. Writing a personal critical justification

Students write a reasoned justification of 5–10 lines responding to the following questions:

- How does this principle apply to the case?
- Is it being upheld or violated? By whom?
- What consequences could this have?

STEP 4. Mapping tensions and values

Working in small groups, students analyse a real case by identifying the ethical principles or rights involved, the actors defending them, the conflicts or tensions arising between them and, finally, a coherent action that demonstrates responsibility and commitment.

The group completes the following table to show which rights may conflict with or complement one another.



Principle or right	Actor or group defending it	Potential conflict or tension	Proposed action

STEP 5. Reflecting and making a final commitment

The class completes a final collective reflection on what they would do in this situation and how they could act consistently with the values identified.





TOOL DESCRIPTION:

Students propose a specific action or project in response to a challenge related to collective well-being or sustainability that is feasible within their immediate context. This helps ensure students' active involvement while fostering social cohesion and civic responsibility.



TOOL TYPE:

CLICs

ESTIMATED DURATION:

60 minutes

GROUPING:

Small-group and whole-class work.

MATERIALS:

Paper, a notebook and a computer for designing the presentation and supporting materials (poster, infographic, graph, etc.).

TOOL OBJECTIVE:

To critically reflect on and evaluate meaningful social or environmental actions in order to promote critical, empathetic citizenship committed to global justice and sustainability.

PROCEDURE:

STEP 1. Identifying the challenge

Working in small groups, students identify a real problem or need affecting the well-being of the community, global justice or the sustainability of the planet. This task helps them connect theoretical content with current, real-world situations, fostering social awareness and active engagement with these important issues.

STEP 2. Proposed action

Students design a simple, specific action that could be carried out to address the problem identified, taking into account the available resources and the real-life context.

The action should include:

1. Clear, measurable (SMART) objectives
2. Target audience
3. Available resources and contextual constraints
4. Values and criteria relating to justice, sustainability and inclusion

STEP 3. Presenting and peer assessment

Each group presents its proposed action to the rest of the class in two to three minutes, explaining the problem it has identified, the objectives it has set and how it plans to carry out the action. The presentation may include visual elements such as posters, graphs, diagrams or infographics to make it clearer and more engaging.

This stage gives students the opportunity to practise their communication skills, share a range of ideas and receive comments or suggestions from the other groups and the teacher. They can then use this feedback to adapt their proposed action.

Students may use the following Peer Assessment Rubric to suggest improvements to the other groups.



PEER ASSESSMENT RUBRIC

Aspect to assess(criterion)	Group strengths	Areas for improvement	Suggestions for improvement	Score (1–5)
Consistency and values in decision-making (Justice, equity, sustainability and respect)	What has this group done well? What made a particularly positive impression on you?	What could the group improve to make the project more effective or coherent?	What specific ideas would you suggest to improve or develop the proposal?	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Quality and creativity of the proposed action (Clarity, originality and connection with the real-life context)	Is the proposal creative, and does it respond to a real need?	Is any part of the proposal unclear, unfeasible or insufficiently adapted to the context?	What new ideas or specific improvements could make it more effective or innovative?	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Impact and sustainability of the action Results, feasibility, continuity and benefits for the community	Could the proposal bring about real change or raise awareness within the community?	Has the group considered how to sustain the action over time or measure its results?	Which indicators or strategies could help assess the action's impact and sustainability?	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Consistency between words and actions (Consistency between what is said and what is done)	Has the group been consistent in terms of what it advocates and what it proposes or does?	Are there any inconsistencies between the group's message and its proposed action?	What changes or examples could help strengthen this consistency?	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Communication and presentation (Clarity, structure, use of visual resources and connection with the audience)	Was the presentation clear, engaging and well organized?	Was any part of the presentation unclear or confusing?	Which visual resources or communication techniques could improve the message?	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Reflection and shared learning (Self-criticism, learning and willingness to improve)	Has the group reflected effectively on what it has learned and how it could improve?	Was the reflection superficial or focused only on the outcome?	Which questions or activities could encourage deeper reflection on the process?	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

STEP 4. Carrying out the action

Students carry out the action, taking into account the feedback received from the teacher and their classmates.

STEP 5. Reflecting and completing the final assessment

The teacher leads a brief, guided discussion in which students share what they learned during the activity, the difficulties they encountered throughout the process, both when identifying the problem and when designing the action, and what they think they could improve if they were to do it again. This shared reflection helps students become more aware of their own learning, identify useful strategies and develop a critical attitude and commitment to continuous improvement.



TOOL DESCRIPTION:

This tool invites students to connect concepts such as global justice, equity and sustainability with their everyday lives and meaningful personal experiences. Through an active process combining observation, critical analysis, personal reflection and group discussion, students learn to recognise how these values are either upheld or undermined in their immediate surroundings.



TOOL TYPE:

RICs

ESTIMATED DURATION:

60–120 minutes

GROUPING:

Individual, small-group and whole-class work.

MATERIALS:

Paper, a notebook and/or a computer if completing the activity digitally. A computer to collect data and evidence available online.

TOOL OBJECTIVE:

To foster meaningful learning and critical reflection through observation of the real world, enabling students to connect concepts such as global justice, equity and sustainability and recognise how these values are either upheld or undermined in their immediate surroundings.

PROCEDURE:

STEP 1. Introducing the key concept

The teacher begins the session by presenting and contextualising a topic related to collective well-being, global justice, equity or sustainability. To engage students' interest, they may use a range of resources, such as short videos, case studies, news articles or thought-provoking questions.

STEP 2. Explaining the task and its objectives

Students are told that they will make connections between the topic and experiences or observations from their own surroundings (home, neighbourhood, town, social media, etc.). The importance of reflecting critically on these experiences and relating them to formal learning is emphasised.

STEP 3. Exploring individually or in small groups

At this stage, students connect the topic or concept being studied with the real world by finding an experience, image, news article, data set or real-life situation that illustrates it. This investigation may be carried out individually or in small groups through a short visit to the local area (the neighbourhood, school or nearest natural environment), a guided online search, or the analysis of audiovisual materials or press articles.

Students may collect evidence and record observations either freely or using a structured approach, making use of different formats such as:

- Photographs or videos
- Mind maps or visual diagrams
- News articles, reports, narratives, etc.
- Analysis of data related to the situation being explored

STEP 4. Reflecting and analysing

Each student or group writes a short text explaining how the experience or evidence they have found is connected to the concept being studied. They are also encouraged to relate this information to key values such as justice, equity or sustainability, express their personal opinions and feelings, and suggest possible solutions or actions that could help address the situation.

To encourage deeper analysis, the following guiding questions may be used:

- What exactly did we observe? What caught our attention?
- Which concept or idea studied does this observation relate to?
- Which values are involved? Does this situation promote or undermine values such as justice, equality or sustainability?
- How does this situation make us feel? Does it affect us personally in any way?
- Do we know of other contexts where something similar or different happens?
- Which factors might lie behind this reality?
- Which possible causes or consequences can we identify?
- What action could be taken to improve, transform or raise awareness of this situation? Is it realistic? Who would need to be involved?
- Can we imagine a small action, change or educational initiative that we could carry out as a group or as individuals?

STEP 5. Sharing and discussion

Students share their experiences and reflections with the class while the teacher moderates the discussion, encouraging respect, valuing diverse opinions and reinforcing the key learning points. During this stage, open-ended questions may be used to deepen students' understanding and engagement.

STEP 6. Self-Assessment

Working individually, students assess their own performance by rating themselves from 1 to 5 on the following statements: 1 = Very little / 5 = Very much

Statement	1	2	3	4	5
I have understood the key concept studied (justice, equity, sustainability, etc.).					
I was able to find reliable data and evidence related to the key concept.					
I was able to identify a real-life experience or situation connected to this concept.					
I reflected critically on what I observed (causes, consequences and values involved).					
I reflected critically on what I observed (causes, consequences and values involved).					
I expressed how I feel about the situation we explored.					
I proposed an action or solution to improve the situation.					
I listened to and respected my classmates' contributions.					
I learned to view the issue from different perspectives.					
I thought about how this learning could influence my everyday life.					
I feel able to transfer this learning to other real-life contexts.					
I participated actively and responsibly throughout the activity.					
Final Score: ____ / 60 points					



TOOL DESCRIPTION:

Using a step-by-step record, students document the sequence of actions they take, the time spent on each stage, the difficulties they encounter and the solutions they apply. This practice helps students become more aware of their own working habits and strategies, enabling them to identify recurring patterns, repeated mistakes and opportunities for improvement. It also provides the teacher with valuable insight into students' actual cognitive and organizational processes.



TOOL TYPE:

RICs

ESTIMATED DURATION:

60–120 minutes

GROUPING:

Small-group, individual and whole-class work.

MATERIALS:

Paper, a notebook and/or a computer if completing the activity digitally.

TOOL OBJECTIVE:

To help students become more aware of the processes they follow when completing a complex task, enabling them to identify inefficient strategies and improve the way they organize their work. This tool also provides the teacher with valuable information about students' most common difficulties and the strategies they actually use, making it possible to adapt teaching guidance to improve performance and the planning of similar tasks in the future.

PROCEDURE:

STEP 1. Selecting a transformative action

Working in groups, students select an action related to a local or global issue that meets the following criteria:

1. The action is applicable to their own context.
2. It connects a local reality with the global context.
3. It enables a meaningful analysis of the steps taken during the development of the action.
4. Reflecting on their working method is likely to benefit students by helping them identify improvements they can apply.

Examples: an audiovisual project, analysing a source, preparing an oral presentation, writing an argumentative text, solving a scientific problem, etc.).

STEP 2. Informing students from the outset

Before students select the action, the teacher explains that, as part of the assessment, each student will keep a record of the steps they follow while completing it, including:

1. The sequence of steps
2. The approximate time spent on each stage
3. The difficulties encountered and how they addressed them
4. Proposed improvements based on the learning experience

STEP 3. Providing instructions and examples

The teacher provides a process analysis template that enables students to record their work in a structured way.

Model template:



Recording Template

Name of the action:

Date:

Describe the steps you followed to complete the selected action and the time you spent on each one in the table below.

Steps	Description of the steps and the time allocated to each
STEP 1	
STEP 2	
STEP 3	
STEP 4	
...	

Answer the following questions:

What difficulties did you encounter while completing the action? Did they affect the final outcome? How?

.....

What did you do to overcome these obstacles? What criteria did you use when making decisions?

.....

How did you feel as a member of the group? Were you able to share your ideas?

.....

Were the perspectives of all group members taken into account when decisions were made? Were there any disagreements? How did you deal with them?

.....

Did you make an effort to use inclusive and respectful language during group discussions? Did you also use it when carrying out and presenting your action?

.....

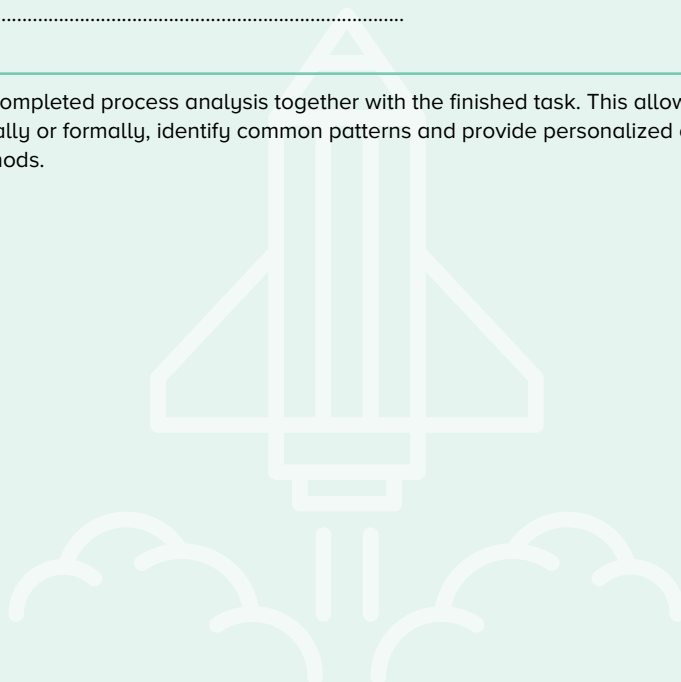
What would you improve about your working method if you were able to repeat the activity? Would you change the way you participated as a member of the group while carrying out the action?

.....

How has this activity prepared you to contribute to positive and fair change in your local environment? And the wider world?

.....

Students submit their completed process analysis together with the finished task. This allows the teacher to review the analysis, either informally or formally, identify common patterns and provide personalized or whole-class feedback on students' working methods.



TOOL DESCRIPTION:

This tool invites students to analyse and reflect on the process followed when developing a transformative action linked to a local or global challenge. Using a structured journal, students document the steps they have taken, the decisions they have made, the difficulties they have encountered and the improvements they would make, helping them become more aware of their own working methods and how these can contribute to positive change in their communities.



TOOL TYPE:

RICs

ESTIMATED DURATION:

120+ minutes

GROUPING:

Individual and group work.

MATERIALS:

Observation Journal, either in a notebook or on a computer if completed digitally. Computer for consulting data or evidence related to the phenomenon being studied.

TOOL OBJECTIVE:

To critically analyse social, scientific or environmental phenomena through observation, hypothesis formulation and experimentation or empirical testing, with the aim of breaking down complexity, developing reasoned explanations, and constructing validated, transferable knowledge.

PROCEDURE:

STEP 1. Critical observation

Students begin with a real-life situation (video, article, news story, image or personal experience) that presents a social, environmental or scientific challenge.

In their Observation Journal, students carry out an initial shared observation to describe the facts and generate at least three key questions to guide their subsequent analysis.

Entry 1: Observation of the phenomenon and formulation of questions

- What can I see or identify? (Facts, actors, context)
- What surprises me? (Unexpected elements)
- What would I like to understand better? (Concepts, relationships)
- What justice, equity or sustainability dilemma can I identify? Who stands to benefit? Who may be disadvantaged?

Key questions What questions does this raise for me? What do I want to find out?

1.

2.

3.

STEP 2. Formulating hypotheses and conducting research

Working in small groups, students transform their questions into hypotheses. They learn how to formulate them using a structured format (for example, "If X happens, then Y may occur because..."), based on the topic and the qualitative or quantitative data being analysed.

In their Observation Journal, they complete Entry 2: Formulating hypotheses and predictions

Guiding questions:

- What consequences might this phenomenon or situation have?
- Can it be tested using data (and potentially disproved)?
- Under what conditions does it occur (where, who, when)?



A. HYPOTHESES When working with quantitative data:**1. Causal (before/after)**

- **Hypothesis (cause and effect):** If we apply [X] for [time period] to group [G], then [Y] will change because [reason], under [conditions].

2. Difference between groups

- **Hypothesis (cause and effect):** Students in the group exposed to [X] will show a different average value for [Y] than the group without [X], because [reason].

3. Temporal trend

- **Hypothesis:** With sustained [X], Y will show an upward/downward trend ($\uparrow/\downarrow$) over [n] weeks because [reason].

4. Association/relationship

- **Hypothesis (cause and effect):** The greater [A], the greater/lesser [B], because [reason].

5. Gap between subgroups

- **Hypothesis (cause and effect):** [X] will reduce the gap in [Y] between [subgroup 1] and [subgroup 2], because [reason].

6. Threshold/minimum effect required

- **Hypothesis (cause and effect):** [X] only affects Y if it exceeds the threshold of [condition].

B. HYPOTHESES When analysing excerpts from books, magazines or news articles (qualitative/content analysis):

To make qualitative and content data comparable, categories and codes (a simple coding framework) are established and frequencies or proportions are counted.

1. Theme/frame presence (framing)

- **Hypothesis (cause and effect):** Articles about [topic] predominantly use the [morality/security/economic] frame because [reason].

2. Lexical/evaluative bias

- **Hypothesis (cause and effect):** Texts about [group] predominantly use [positive/negative] evaluative language because [mechanism].

3. Representation and visibility (equity)

- **Hypothesis (cause and effect):** [Group] is underrepresented in [key] roles in [publication/author] because [context].

4. Stereotypes/assigned roles

- **Hypothesis (cause and effect):** Characters belonging to [subgroup] are more frequently associated with [stereotypical role] than [non-stereotypical role] because [reason].

5. Argumentative coherence/evidence

- **Hypothesis (cause and effect):** Texts defending [position] present fewer verifiable pieces of evidence than texts questioning it because [reason].

STEP 3. Experimental design or testing strategy

Students develop a plan for testing their hypotheses. This may include experiments, surveys, analysis of existing datasets, simulations, etc.

In their Observation Journal, they complete Entry 3: Experimental Design Plan:



- **Overall design:**

- How will I check the reliability of the instruments or sources?
- What role will each team member take on (coordination, recording, logistics, analysis, ethics), and what exactly will each person do?
- What key decisions will we make (method, sample, indicators), and what evidence and values will we use to justify them?
- If our hypothesis is confirmed, what action will we take, and within what timeframe?
- What impact could our procedure have on different groups, both now and in the future?

- **Variables involved:**

- What will I analyse, manipulate or compare (X = independent variable)?
- What will I measure as the outcome (Y = dependent variable)?
- How exactly will I measure it (indicator, units, frequency, instrument)?
- What factors need to be controlled (time, group, level, context)?

- **Possible methods of testing:**

- Which method will I use (before/after, two groups, survey, systematic observation, data analysis, etc.)?
- What result would I expect if the hypothesis is correct? And if it is not?
- What sample (who/how many) and duration will I need?
- How will I collect and present the results (table, graph, summary)?

*Tip: Choose a plan that is feasible given the available time and resources. Better to keep it small but feasible.

STEP 4. Testing, observation and recording

Students carry out the observation, analysis or data collection according to the chosen methodology (experiments, surveys, analysis of existing datasets, simulations, etc.), recording all observations, incidents and key data. They may also document contradictions, errors, unexpected changes and spontaneous reflections.

In their Observation Journal, students complete Entry 4: Testing, observation and recording

- **Observed data:**

- What exactly did I measure or record (values + units)?
- How did the data change over time or between groups?
- Is there any clear pattern or trend?

- **Problems or anomalies:**

- What did not go as planned (errors, materials, participation, etc.)?
- How might this have affected the results?
- Can I compensate for it (repeat the test, discard one data point, note it as a limitation)?
- What anomalies or biases have I identified, and how may they have affected [Y]?
- Were there any ethical issues? How did we protect participants and their data?

- **Changes to the initial conditions:**

- Were any conditions changed (time, place, instructions, sample)?
- Why were they changed? Was the change planned or unexpected?

- **Initial interpretations:**

- What does the evidence appear to suggest?
- How does it confirm or contradict what I expected?
- What new questions does it raise?

STEP 5. Analysing results and confirming or refuting the hypothesis

Using the evidence collected, students interpret the results and confirm or refute their hypothesis in their Observation Journal. They are encouraged to formulate a new hypothesis, highlighting the cyclical nature of knowledge construction.

In their Observation Journal, they complete Entry 5: Analysis of results:

Initial hypothesis: "If [X] happens, then [Y] may occur because [reason]."

● **Results obtained:**

- What were my key findings (figures/classifications/summaries)?
- Were there differences between groups or between the before and after stages?
- How strong is the evidence (strong, moderate, weak), and why?
- What aspects of the observation or data collection were successful? What were its limitations?

● **Confirmation/refutation:**

- Do the results match my prediction? Completely / partially / not at all.
- If only partially, under which conditions do they hold true, and under which do they not?
- What is my conclusion in one clear sentence?

● **Possible sources of error:**

- What may have distorted the results (sample, instrument, instructions, chance)?
- How does this affect my confidence in the conclusion?
- What would I change to improve the investigation (better controls, more repetitions, larger sample, etc.)?

● **Conclusions and new questions**

- What is the main idea I am taking away from this investigation?
- What new questions have emerged?
- Can I propose a new hypothesis if another cycle were carried out?
- What specific improvement would I make to the design (controls, sample, timeframe), and why?

STEP 6. Self-Assessment

Self-Assessment Grid

Statement	1	2	3	4	5
I observed the phenomenon critically and synthesized the relevant information.					
I formulated questions that guided my subsequent analysis.					
I developed clear, testable hypotheses.					
I designed a feasible testing plan and followed ethical principles.					
I recorded the data accurately and systematically.					
I analysed sources and results critically.					
I took responsibility and collaborated actively with my team.					
I made reasoned decisions consistent with the values of justice, equity and sustainability.					
I evaluated the effectiveness and sustainability of the actions and proposed improvements.					



1

**CULTURAL
BIAS**

Are diverse cultures, languages and ways of life recognised and respected?

1

**CULTURAL
BIAS**

Are stereotypical or folklorized representations of other cultures identified?

1

**CULTURAL
BIAS**

Are diverse cultural references included and appropriately contextualized?

1

**CULTURAL
BIAS**

Are the historical and power relationships between cultures taken into account?

1

**CULTURAL
BIAS**

Is the diversity of identities within the same culture or community acknowledged?

1

**CULTURAL
BIAS**

Does the project encourage critical reflection on one's own cultural framework, or is it presented as neutral or inherently "good"?

2

**ABLEIST
BIAS**

What physical, cognitive or sensory abilities are assumed to be “normal” in this project, image or text?

2

**ABLEIST
BIAS**

Is functional, physical, cognitive and emotional diversity made visible?

2

**ABLEIST
BIAS**

Are ableist perspectives and implicit discrimination avoided?

2

**ABLEIST
BIAS**

Is diversity, learning styles and lived experiences taken into account?

2

**ABLEIST
BIAS**

Does the language or symbolism reinforce stereotypes about disability (“overcoming”, “dependence”, “limitation”)?

2

**ABLEIST
BIAS**

Are people portrayed as active agents or as objects of pity?

3

**ECOLOGICAL
BIAS**

Are the environmental implications of the project or content analysed?

3

**ECOLOGICAL
BIAS**

Are sustainability criteria considered in the proposed materials, practices or ideas?

3

**ECOLOGICAL
BIAS**

Do the proposed sustainable practices take into account the sociocultural and economic tensions that may limit their implementation?

3

**ECOLOGICAL
BIAS**

Are sustainable practices contextualized in relation to social, economic or cultural factors?

3

**ECOLOGICAL
BIAS**

What model of consumption, progress or well-being is being promoted? Is it sustainable in the long term?

3

**ECOLOGICAL
BIAS**

Does the message respect intergenerational justice (the rights of future generations)?

4

**GENDER
BIAS**

Who takes centre stage in the discourse, image or narrative?

4

**GENDER
BIAS**

Are men, women and people of other genders portrayed with the same diversity of emotions, roles and responsibilities? Or are stereotypes reproduced (strength, caregiving, beauty, rationality, etc.)?

4

**GENDER
BIAS**

Do the language and images reflect gender and sexual diversity?

4

**GENDER
BIAS**

Are there subtle inequalities in the distribution of power or recognition?

4

**GENDER
BIAS**

Does the narrative/image challenge or reinforce traditional gender norms?

4

**GENDER
BIAS**

Are LGBTIQ+ identities and experiences made visible, or are only binary models (male/female, masculine/feminine) represented?

5

**PROFES-
SIONAL BIAS**

Which professions or roles are presented as the most important or desirable?

5

**PROFES-
SIONAL BIAS**

Are essential occupations (care work, maintenance, teaching, food production) overlooked or made invisible?

5

**PROFES-
SIONAL BIAS**

Are certain professions associated with a particular gender or social status?

5

**PROFES-
SIONAL BIAS**

Does the narrative value work for its social impact or for its economic benefit?

5

**PROFES-
SIONAL BIAS**

What view of work and social contribution does this material convey?

5

**PROFES-
SIONAL BIAS**

Does the design or narrative highlight barriers to inclusion or opportunities for genuine inclusion?

6

**ECONOMIC
BIAS**

Does the project, narrative or image associate a person's worth with purchasing power, productivity or social status?

6

**ECONOMIC
BIAS**

Are diverse realities represented (working-class communities, migrants, the social economy, vulnerable communities), or are only privileged contexts shown?

6

**ECONOMIC
BIAS**

Are inequalities presented as the result of individual effort, or as the outcome of structural factors (the economic system, access to resources, public policies)?

6

**ECONOMIC
BIAS**

What economic or social values are promoted? Competition, consumption and performance, or cooperation, sustainability and collective well-being?

6

**ECONOMIC
BIAS**

Do the proposed actions or solutions take distributive justice into account (do they benefit those who already have the most, or those who are most disadvantaged)?

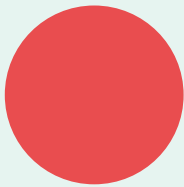
6

**ECONOMIC
BIAS**

Does the project or narrative make the actual distribution of benefits and costs (time, money, health, environmental impact) across different stakeholders visible?



User flow symbols (user flow)



Circle indicates the start and end of the user flow.



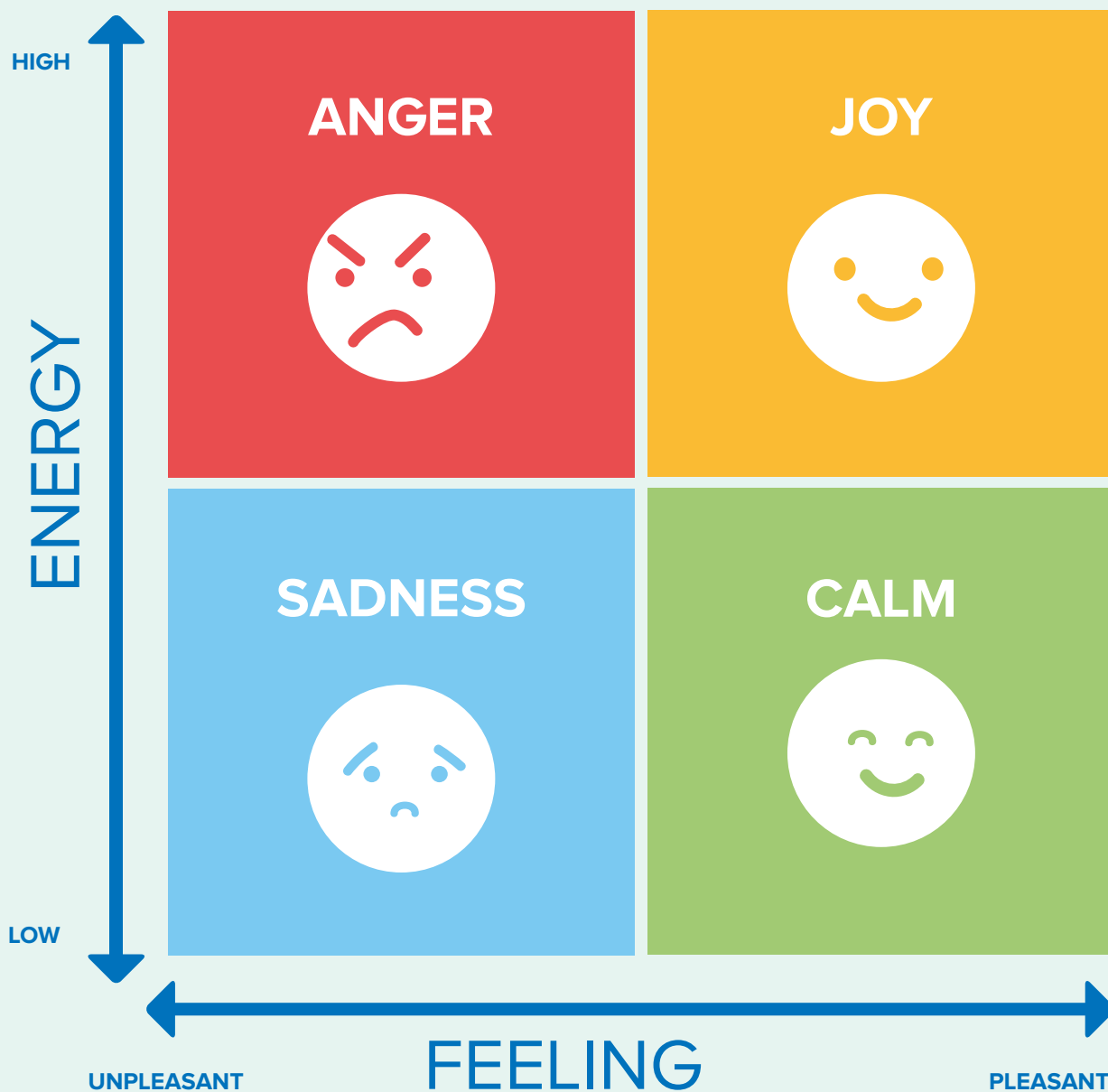
Diamond indicates decision points (yes/no).

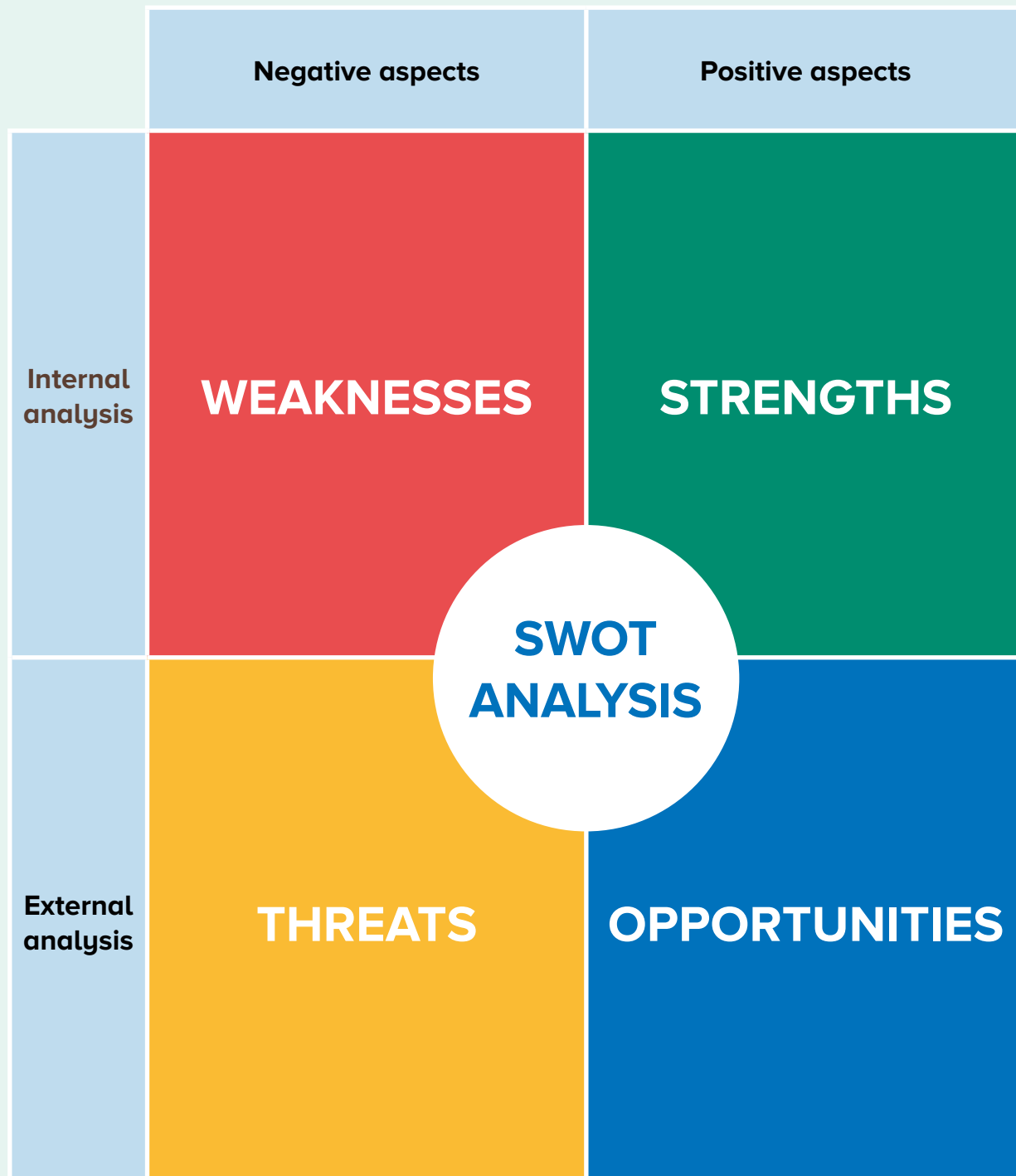


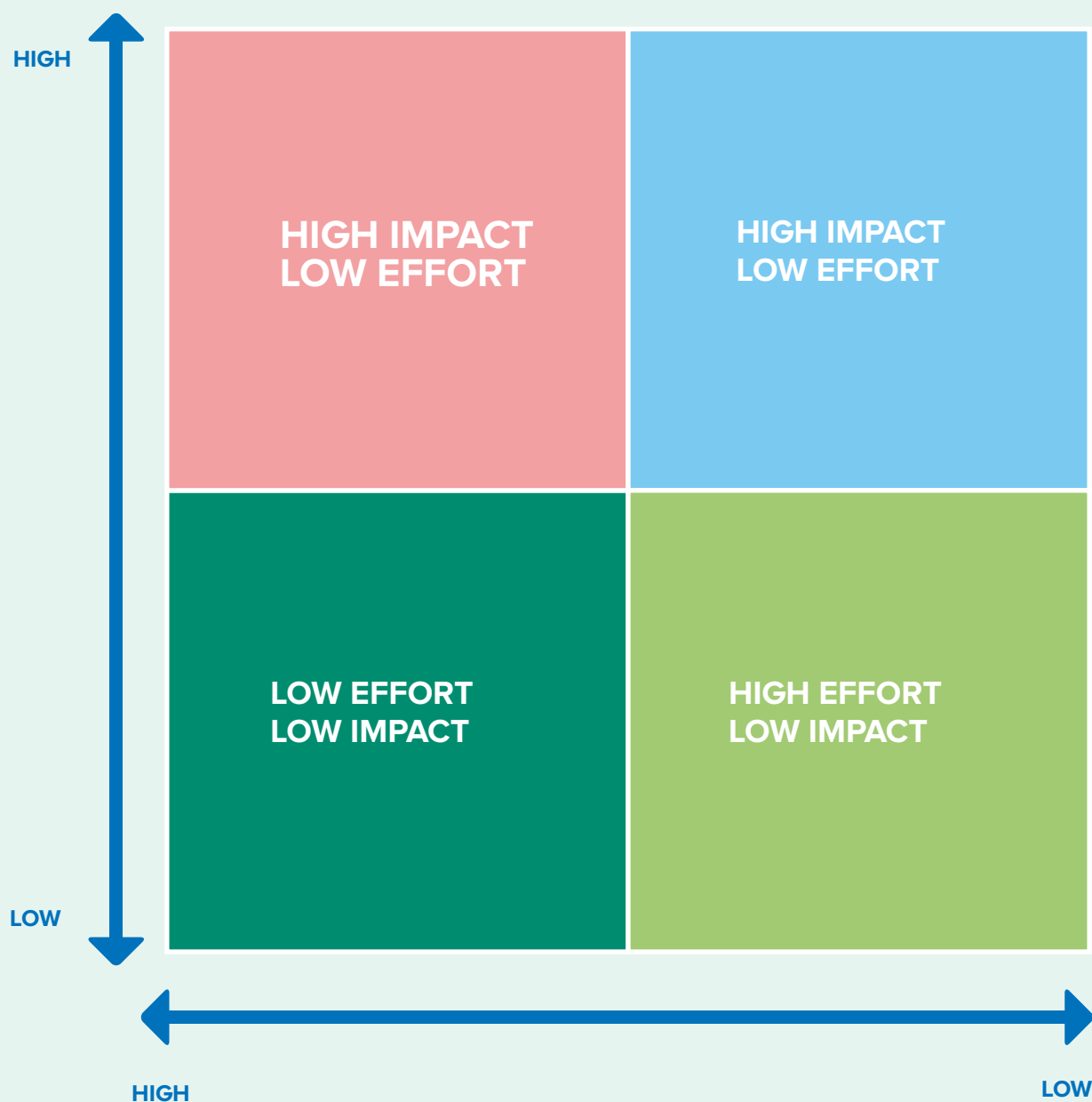
Rectangle indicates a task the user must complete.



Arrow indicates the direction of the user's journey from one step to the next.







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Peru, 2025. Samuel Romero (18), a Venezuelan refugee, at the athletics stadium in Tacna, where he has been training since arriving in the city.

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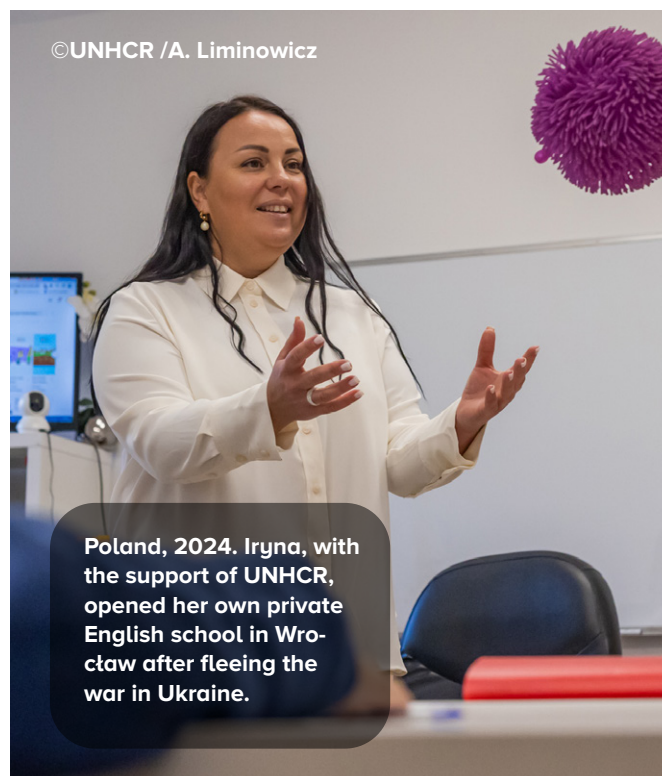
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Ukraine, 2023. Nikita, or “Nik”, 16, does his homework at home in Borodianka, Kyiv region, Ukraine, on January 21, 2023.

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REFUGI 47

Educació a favor dels drets de les persones refugiades

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