Vision 2030
Open College Network (OCN) NI Level 2 Certificate in Local and Global Citizenship

Achieving the Sustainable Development Goals
Welcome To Vision 2030

Children in Crossfire is proud to offer its Vision 2030 accredited certificate in Local and Global Citizenship as part of our Sustainable Development Goals’ (SDGs) awareness raising initiative.

We offer this certificate as a means to support groups who seek to nurture engaged citizens through Local and Global Education programmes.

Local and Global Education is ‘education that opens people’s eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all.


Children in Crossfire acknowledges the importance of working alongside like-minded groups who seek to support young people develop as active citizens and work towards achieving the SDGs in an ever changing interdependent world.

We hope that Vision 2030 has a lasting and resonating effect for young people and for our society as a whole; that everyone may benefit from a greater knowledge and awareness of ourselves as individuals, interconnected in a global community.

For further information on how Children in Crossfire can support you to implement Vision 2030, please contact:
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https://www.unicef.org/agenda2030

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**Introduction**

OCN NI is an Awarding Organisation, based in Northern Ireland, which is nationally recognised across the UK. OCN NI advances the education of young people and adults by developing qualifications and opportunities to assist participants to progress into further learning and/or employment.

The Open College Network (OCN) NI Level 2 Certificate in Local and Global Citizenship is designed for learners who wish to develop knowledge and understanding of local and global justice issues, and become critically engaged in taking action for change as relevant to contributing to achieving the Sustainable Development Goals (SDGs).

It is intended that learners will:

- Explore local and global justice issues relevant to their lives and the lives of others across the world.
- Explore how these issues are connected to the SDGs.
- Identify an issue through an action project which makes a direct contribution towards achieving one or more of the SDGs.
- Share knowledge and ideas.
- Develop confidence and skills to address controversial issues.
- Develop critical thinking skills.
- Develop the required attitudes and values for participating in the world as active citizens.

An OCN NI Level 2 is the equivalent to a Quality and Qualifications Ireland (QQI) Level 4 in the Republic of Ireland. QQI is an independent state organisation, based in the Republic of Ireland, which advocates for quality and accountability in

**Steps for Guiding Your Learners to Achieve their OCN Certificate**

1. Conduct your intervention training course, ensuring Learners complete 60 hours of work in total. See Page 7 for Facilitator Training Plan.
2. As part of your course intervention, ensure Learners complete their OCN portfolios. See accompanying Learner Portfolio booklet.
3. Assess each Learner’s Completed Portfolio. See Page 6 for Assessment Guidelines.
4. Submit Portfolios to Children in Crossfire for internal verification of standards
5. Children in Crossfire submits request to OCN for certificate
6. If all criteria is met, OCN NI awards certificates, and you can present these to your Learners

**Support Provided**

Children in Crossfire will support you in this course by providing the following:

- External facilitation if required.
- Support materials and resources.
- Facilitator training plan and assessment guidelines.
- Verification of course work, and awarding of certificates through OCN NI.
- Opportunities to share practice, develop new partnerships or build on existing partnerships nationally and internationally.
Facilitator Training Plan

We invite you to look through this training plan, and tweak and adjust to suit the needs of your learners. You might even have alternative activities that you might wish to use. This is totally fine, so long as your alternative activity is aligned to achieving the aim of the relevant OCN assessment task in the Learner’s Portfolio Booklet.

Assessment Guidelines

All portfolios that are submitted to OCN NI for assessment must go through the OCN NI Assessment Process. This has 3 stages:

- Assessment by Course Tutor
- Internal assessment by Children in Crossfire’s Internal Verifier (IV)
- External assessment by OCN NI’s External Verifier (EV)

Assessment by Course Tutor

The person who directly facilitates the young people through this programme acts as the Course Tutor and is the first person to assess the OCN NI portfolios. This may be the group’s youth leader, or an external body who is acting as the facilitator of this course.

A tutor must ensure to:

- Date and sign each page which they assess
- Provide learners with relevant, constructive feedback
- Complete all accompanying OCN NI assessment forms, which are available online at www.ocnni.org or by request from Children in Crossfire’s Internal Verifier
- Complete all learner’s Assessment Checklists (please refer to page 16 of OCN NI Portfolio) to ensure that learners have submitted all the necessary requirements to be awarded their certification

Internal assessment by Children in Crossfire’s Internal Verifier (IV)

The Internal Verifier (IV) is the individual within the approved OCN NI Centre (Children in Crossfire) who assesses the feedback given by the tutor. Internal Verification ensures that all work assessed by the tutor is done fairly and in line with all Children in Crossfire’s relevant OCN NI policies and practices.

Whilst assessing this work, the Internal Verifier must ensure that they adhere to Children in Crossfire's policies of Malpractice and Plagiarism, whilst also making sure that they mark each learner's work fairly and to the same high quality standard.

External assessment by OCN NI’s External Verifier (EV)

The final stage of assessment is completed by OCN NI’s External Verifier (EV). External Verification from OCN NI is completed to ensure that all assessment done by both the Internal Verifier and the Tutor is done correctly, fairly and to a high quality standard.

If all assessment criteria is met, OCN NI will then award certificates which can be presented to your learners.

This Training Plan is complimentary to ‘Activism, the SDGs and Youth: Development Education and Global Citizenship Education Resource Pack’ which has been produced by National Youth Council Ireland (NYCI). Copies of this resource will also be available to all those that carry out this training plan.
Session 1: Introduction to the SDGs

To introduce learners to the Sustainable Development Goals (SDGs) and begin to explore what actions we can all take to help work towards their achievement.

Learners complete Portfolio Tasks:
• Assessment 1 – Global Goals String Activity

Resources:
• String
• SDG symbols printed on card/paper. Please refer to back sleeve of folder
• Paper
• Pens/pencils/markers
• Resource 1 – SDG String Activity

Hours Completed:
• Activity 1: 30 mins
• Activity 2: 30 mins
• Portfolio Task: 20 mins

Activity 1:
Divide group into pairs and ask them to sit back to back in their pairs.
Give one person in each of the pairs an SDG symbol, and give the other a page and pen/pencil/ marker.
The person with the Goal symbol describes the image to their partner who then has to draw it on their piece of paper, without looking at the symbol.
When finished, invite the pairs to compare images.
Ask the participants what they think these symbols represent.
Watch this video to explore what the SDGs are: https://www.youtube.com/watch?v=cBxN9ESF7pc

Activity 2:
Play SDG string activity (see resource 1)
Complete Assessment Task 1

Session 2: Interdependence

To introduce the learners to the idea of interdependence.

Learners complete Portfolio Tasks:
• Assessment 5 – Map and Pebbles

Resources:
• Resource 2 – The Trade Game
• Resource 3 – Map and Pebbles
• Scissors
• Paper
• Pens/pencils/markers
• Ruler
• Compass
• Protractor
• Map
• Pebbles/sticky dots

Hours Completed:
• Activity 1: 20 mins
• Activity 2: 1 hour
• Activity 3: 40 mins

Activity 1:
Warm up and Energiser: Human Knot
Invite participants to stand in a circle facing inwards.
Invite each participant to cross their arms and reach out with their right hand and take hold of another person’s hand.
Repeat this with the left hand, ensuring they take hold of a different person’s hand.
Invite the group to now try untangle themselves to form a circle without breaking the chain of hands.
Ensure that the group takes their time in order to avoid any injuries. Ask the group not to pull at each other and to take care as they pass over each other. Monitor throughout the activity and stop them if you need.
If the chain is broken at any point, they must start over.

Activity 2:
Play Trade Game (see Resource 2)

Activity 3:
Carry out Map & pebbles exercise (see Resource 3)
Complete Assessment Task 5
Session 3: Global Inequality

To explore the unequal nature of the world, and the role of the SDGs in addressing this.

Learners complete Portfolio Tasks:
- Assessment 4 – If the World were 100 People

Resources:
- Laptop
- Projector
- PowerPoint – If the World were 100 People (SDG version)

Hours Completed:
- Activity 1: 40 mins
- Portfolio Task: 20 mins

Activity 1:
Invite participants to watch PowerPoint presentation ‘If the World were 100 People – SDG version’. Following this, in either one large group or smaller groups, discuss the following:
- What surprised you from this activity?
- What did you learn?
- Do you think it is fair?
- What do you think needs to change?

Complete OCN Assessment Task 4

Session 4: Why is Sustainable Development Important?

To begin to think about what it means to be an active change-maker.

Learners complete Portfolio Tasks:
- Assessment 6 – Biscuit Game

Resources:
- Global Champion Profiles (Resource 4)
- Biscuit Game instructions (Resource 5)
- Biscuits

Hours Completed:
- Activity 1: 40 mins
- Activity 2: 30 mins
- Portfolio Task: 20 mins

Activity 1:
Split the group into smaller groups and give each one a person profile (see Resource 4). *You can also invite the group to choose their own global champion, or research another profile.* In groups, discuss the following:
- Had you heard of this person before? If so, did you learn anything new about them?
- Why might this person be considered a global champion?
- What skills, knowledge and values do they demonstrate?
- What motivates them to continue with this work?
- Do they inspire others to carry out good work? If so, how?

Activity 2:
Carry out Biscuit Game exercise (see Resource 5)

Complete Assessment Task 6

When finished, invite each group to come back to the larger group and share with the others who their Global Champion is, and what they have discussed about them within their smaller groups.

Session 4: Why is Sustainable Development Important?
Session 5: Interconnection

To explore the interconnected nature of the world at a deeper level and begin to look more specifically at the role that our own local communities play in the achievement of the SDGs

Learners complete Portfolio Tasks:
- Assessment 3 – Vend Diagram
- Assessment 2 – Issue Tree

Resources:
- Post-it notes
- Pens/pencils/markers
- Flipchart

Activity 1:
Split group up into smaller groups and invite them to brainstorm issues affecting their local area
Invite participants to record their ideas on post-it notes
Following this, invite participants to think about the following:
  • How do these issues connect to the rest of the world?
  • How do these issues connect to the SDGs?
Plot on a local/global vend diagram in small groups (see OCN task 3 for reference)
Complete OCN Assessment Task 3

Activity 2:
As a group, vote on the top 3 issues discussed during brainstorm
Invite the participants to choose one of these chosen issues to create an issue tree
Issue Tree
Using a large flipchart page, draw the outline of a tree with roots, a trunk, leaves and fruit
Referring to the chosen issue, invite the participants to fill out the following:
  • Tree roots – what are the causes of chosen issue?
  • Trunk – what is the issue?
  • Branches – what are the effects of the issue?
  • Leaves – what are the solutions to this issue?
  • Fruit – who do I need to work with to make this happen?
Complete OCN Assessment Task 2

Session 6: Democracy and Active Participation

To begin to think about ourselves as change-makers and explore what actions we can take to create a fairer, more compassionate world

Learners complete Portfolio Tasks:

The intention of this session is to prepare the learners for the detailed Action Project

Resources:
- Flipchart
- Pens/pencils/markers

Activity 1:
Split the group into smaller groups and ask them to draw an outline of person
Discuss what are the skills, knowledge and values needed to be the person the world most needs
Invite the participants to note their ideas on the page next to their outline of person
Come together when finished and discuss in large group

Activity 2:
Split group into 3 smaller groups and ask each group to explore one of the following questions:
Using these skills, knowledge and values discussed before in order to create a fairer, more compassionate world...

• What type of actions can we take in our everyday lives?
• What larger-scale actions can we take?
• How can we encourage others to incorporate these skills, knowledge and values?
After 15 minutes, invite the groups to move round the room to the next question until all 3 groups have answered all 3 questions
Come together and debrief in large group
Session 7: Planning Campaign

To begin the planning and execution of the groups Action Project
Connected to: All 17 Sustainable Development Goals

Learners complete Portfolio Tasks:

- Assessment 7 – Action Project Plan
- Assessment 8 – Action Project Evidence
- Assessment 9 – Final Reflection

Resources:

- Pens/pencils/markers
- Paper
- Any resources necessary for action project

Activity 1:
Decide on action and develop action plan

Complete Assessment Task 7

Action project must:

- Have clear objective
- Make a change
- Be peer led and have a peer education aspect
- Raise awareness of a local/global justice issue

Complete Assessment Task 8
Complete Assessment Task 9