



**Gaisce  
Glas** GLOBAL  
CITIZENSHIP  
PROJECT

# Gaisce Glas

## Youth Global Citizenship Project



## Message from CEO

*"Gaisce may be uniquely placed to encourage young people to consider and question the world around them and the role they can play in creating a more just and equal society, but for that magic to happen, it relies on President's Award Leaders. Climate change is the challenge of our times and a prime concern and passion of young people. It will only be addressed through global citizenship. In choosing to engage your Gaisce participants with global citizenship, you will be providing them with the tools, in pursuit of their Award, to face this enormous challenge and be an instrument of positive change and action. Thank you for your vision and choosing to support and mentor the next generation of global citizens through Gaisce Glas."*

**- Yvonne McKenna, CEO of Gaisce**



**GAISCE**  
**THE PRESIDENT'S**  
**AWARD**



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# A Resource for Gaisce President's Award Leaders

**This Gaisce Glas Global Citizenship project resource has been developed to inform and provide PALs with a practical guide to framing 'Global Citizenship' as part of the Gaisce Award.**

## What is Gaisce Glas?

Gaisce Glas is an initiative to promote, focus and raise awareness around Global Citizenship within our PAL and Gaisce participant communities. Addressing and engaging in the UN Sustainable Development Goals (SDGs) is a core action within our Gaisce - The President's Award strategic plan.

## Training Kit

- The purpose of this training kit is to support, highlight and increase actions around Global Citizenship throughout participation in the Gaisce Award.
- This Gaisce Glass resource will act as a step-by-step guide for President's Award Leaders to steer participants towards their 13-week Community Involvement challenge for the Bronze Award.

This user-friendly document acts a guide for PALs to facilitate and deliver the 13-week Gaisce Glas programme to any number of Gaisce participants, both in person and virtually.

No prior knowledge or experience is required to deliver this programme to Gaisce participants, as PALs and participants work together to discuss, research and explore global issues in the context of Global Citizenship and the Sustainable Development Goals.

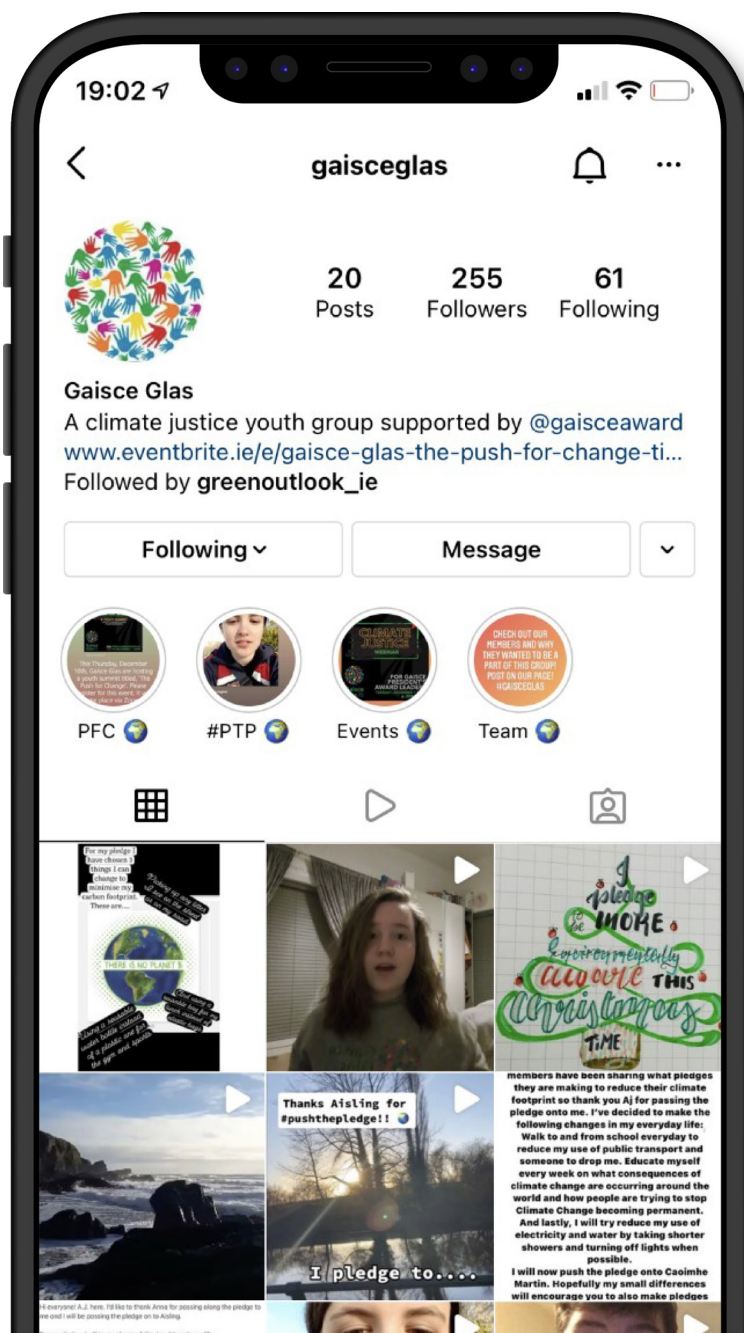


# Introduction to Gaisce Glas

Gaisce - The President's Award is both a personal development programme and the most prestigious youth award in Ireland, the nation's highest recognition of the initiative, achievement, and voluntary contribution of young people. It is a direct challenge from the President of Ireland to all young people to dream big and participation in Gaisce is proven to enhance confidence, wellbeing, and empathy. Since it was established in 1985, Gaisce has committed to ensuring as many young people as possible have the opportunity to take up the President's challenge.

Gaisce Glas, a dedicated programme providing an opportunity for young people to explore Global Citizenship in pursuit of a Gaisce Award, is the first of its kind within Gaisce. As part of Gaisce's commitment to the UN Sustainable Development Goals, participants will explore both local and global issues relating to Global Citizenship, hear from guest speakers and experts in the field, and undertake their own campaigns for action in their local communities.

Gaisce Glas is designed to fulfil the requirements of the community involvement challenge area at bronze award level. This document aims to aid PALs to deliver the 13-week programme to their Gaisce participants at the local level.



# Gaisce Glas 13-week online project outline

WEEK	ACTIVITY
1	<b>Get to know each other</b> Name games and icebreakers Explore what will be covered in the coming weeks. Assess discussions and existing knowledge.
2	<b>What is Global Citizenship?</b> Explore an introduction to Global Citizenship
3	<b>Talking about Global Citizenship</b> Gaining an insight on how to communicate complex global issues to peer groups and beyond.
4	<b>Guest Speaker 1</b> Hear from guest speakers and begin to put a structure on projects.
5	<b>Case Study 1</b> Explore real world case studies and have an in-depth discussion.
6	<b>Action Project Development</b> Explore Project Work, get ready for campaign launch.
7	<b>Guest Speaker 2</b> Hear from a 2nd guest speaker and check in on projects.
8	<b>Participant Feedback</b> Gather feedback from participants on how they are getting on with the programme.
9	<b>Sustainable Development Goals - Deep Dive</b> Facilitate a deep dive of learnings so far in relation to the Sustainable Development Goals.
10	<b>Prepare for Day of Action</b> A full session dedicated to preparation of the Day of Action .
11	<b>Day of action</b> A day focused around taking a pledge to change your actions/behaviour in favour of the Global Citizenship topic the campaign is promoting.
12	<b>Day of reflection</b> Reflect and build on the participants experience of running the Day of Action.
13	<b>Gaisce Glas Final Event</b> The Gaisce Glas final event will be hosted directly by Gaisce - The President's Award and will feature all active Gaisce Glas groups from around the country.

# Gaisce Glas - SESSION 1

## In-person set up requirements

- Lay out room with a circle of chairs, enough for all participants and facilitators.

## Online set-up requirements (If required)

- Facilitators log in at least 10 minutes ahead of session
- Participants to be left in waiting room until session launch

## Purpose of the session:

The first session will assess existing knowledge on some key topics to be explored later in the programme. Participants will be encouraged to discuss their existing opinions of Global Citizenship related themes and to talk about their motivation for taking part in the 13-week Gaisce Glas programme.

**Goals:** Access the existing knowledge of the group of themes related Global Citizenship.

**Learning Outcomes:** By the end of this session participants will:

- Have discussed Global Citizenship in groups,
- Explored themes such as earth carrying capacity, sustainability of society and our individual impact in the world.
- Be encouraged to further explore some of the topics discussed in the session.

## Session Plan

### Task

#### Welcome & Ice Breaker - 10 mins

Warm up games and icebreakers may differ depending on the existing dynamics of the group. If the group aren't familiar with each other than name games may work best for group cohesion.

**The Lightbulb Moment - 20 mins** \*Inform participants of this activity ahead of the session if possible.

All participants should think of a story to tell the group. The story (approx. 2-3 mins long) should be on the theme of **'a time when I first realised that the earth is fragile'**. Their story should be about their lightbulb moment, when it first hit them that human activity cannot be sustained forever at its current pace.

Look for a volunteer to go first. Once the first person has finished their story, ask them to pick someone from the group to go next. Continue until all participants have told their story.

\*As a facilitator, feel free to comment and ask questions for clarification on their stories.

### **Moving Debate - 20 mins**

Gather full group back into the one space. A moving debate requires all participants to find a stance/opinion on any given topic. Designate one side of the room 'the agree side', and the other half of the space is 'the disagree side'.

Using the list of statements below, go through them one by one. Once a statement is read, allow participants to find their place in the room depending on whether they agree, disagree, or are somewhere in the middle ground on the statements.

The statements are as follows:

- Everyone is affected equally by the impact of climate change.
- Everyone has an equal right to travel and live in any country they choose.
- Everyone has equal access to quality healthcare.
- All people are treated equally regardless of their race.
- If anyone in the world would like to be wealthy, they can be.
- There is more than enough food in the world to feed everyone.

Question participants about why they have chosen their stance on the subject.

*\*If using the online space, you can use a Google Jam Board for the moving debate. You can share the link into the chat and have a jam board prepared with labels for agree, disagree and neutral on the square. All participants can log in through the link and place their name on the board using the sticky note subject.*

### **Wind Down - 10 mins**

Gather group back in a circle and ask them to reflect on the overall session. Ask them to think about one take away point that has stuck with them. Choose a volunteer to go first and tell the group about their take-away point and why it has stuck with them. Ask them to choose the next person to speak. Continue until all participants have said their piece.

Before finishing session, ask the group to each do a small bit of research in their own time, to learn a little bit more about the point that stuck with them.

**Close session:** Outline theme for week 2. Assign 1 SDG for the group to explore in their own time.

### **Allow time for any other questions**

# Gaisce Glas - SESSION 2

## In-person set up requirements

- Lay out room with a circle of chairs, enough for all participants and facilitators.

## Online set-up requirements (If required)

- Facilitators log in at least 10 minutes ahead of session
- Participants to be left in zoom waiting room until session launch.

## Purpose of the session:

This session explores an introduction to our individual impact on the world. The group will explore common questions in regard to Global Citizenship and have their first look at the Sustainable Development Goals. They will look at the SDGs in small groups. Participants should be encouraged to investigate the SDGs in their free time ahead of the deeper dive in session 3.

**Goals:** Explore an introduction to Global Citizenship

**Learning Outcomes:** By the end of this session participants will:

- Explore our personal footprint on the world.
- Discuss other people's potential opinions on global issues.
- Introduction to the Sustainable Development Goals.

## Session Plan

### Task

#### Welcome & Ice Breaker - 10 mins

Check in on research carried out on the SDG assigned to them at the end of the previous session. Discuss as a group:

- What is the goal?
- What does it look like in real life action?
- What are the targets we have set ourselves?

#### Small Group Discussions - 15 mins



Split participants into smaller groups (3-4 depending on group size) and provide them with the following discussion points.

- 1. Climate change doesn't affect everyone in the world equally.**
- 2. My impact on this world is probably bigger than a lot of peoples in the world.**
- 3. We will be able to continue having the same impact on the world forever.**

*\*If using the online space, Zoom break out rooms are perfect for this. As a facilitator you might want to drop in and out of the rooms to see how the discussion is going. If in person, ask the groups to spread out around the room for their discussions.*

### **Wider Group discussion - 20 mins**

Ask the group how other groups in society might respond to the previous statements. Those groups could be:

- My friends/peer group
- My parents/grandparents' generation
- A refugee new to Ireland.

### **Introduction to Sustainable Development and the SDGs - 10 mins**

Split the wider group back into smaller groups of 2 or 3. Using the SDG cards supplied in your pack, allocated a number of Sustainable Development Goals cards to each group. Allow time for the groups to discuss each goal through the following questions:

- What kind of individual actions do you think would need to happen to reach this goal in Ireland?
- What do you think this goal means for a country in the Global North and a country in the Global South?

### **Wind Down - 5 mins**

Gather group back in a circle and ask them to reflect on the overall session. Ask them to think about one take away point that has stuck with them. Choose a volunteer to go first and tell the group about their take-away point and why it has stuck with them. Ask them to choose the next person to speak. Continue until all participants have said their piece.

Before finishing session, ask the group to each do a small bit **of research on the SDGs they discussed in their groups.** They will explore them further in session 3.

**Close session.** Outline theme for week 3. Assign 1 SDG for the group to explore in their own time.

### **Allow time for any other questions**

# Gaisce Glas - SESSION 3

## In-person set up requirements

- Lay out room with a circle of chairs, enough for all participants and facilitators.

## Online set-up requirements (If required)

- Facilitators log in at least 10 minutes ahead of session
- Participants to be left in zoom waiting room until session launch.

## Purpose of the session:

The session will provide participants with the space to discuss last weeks learnings. They will engage in guided discussions about their thoughts on the issues explored, how best to communicate these issues to people in their peer group and beyond. The group will then explore how to organise a team project or global citizenship focused campaign.

**Goals:** Gaining an insight on how to communicate complex global issues to peer groups and beyond.

**Learning Outcomes:** By the end of this session participants will:

- Have discussed communicating complex global issues to other people.
- Have explored what it takes to organise an action project.
- Get an opportunity to explore themes for their chosen future project.

## Session Plan

### Task

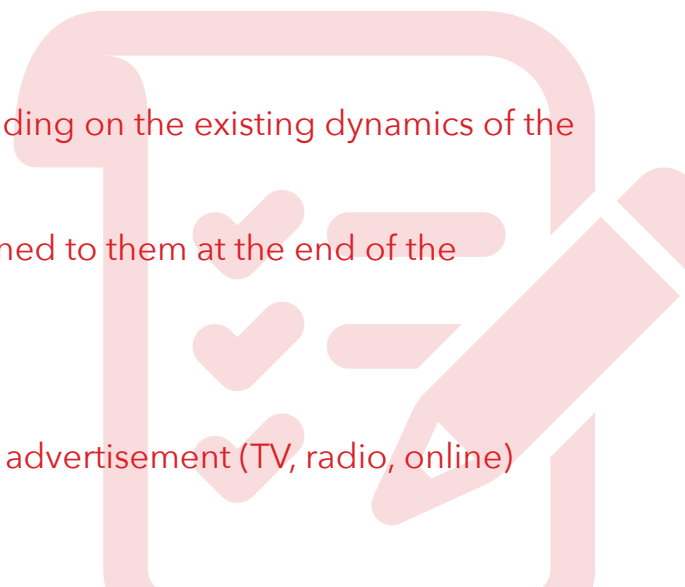
#### Welcome & Ice Breaker - 5 mins

Warm up games and icebreakers may differ depending on the existing dynamics of the group.

Check in on research carried out on the SDG assigned to them at the end of the previous session.

#### Thinking about messaging: 15 mins

In smaller teams, ask the participants to think of an advertisement (TV, radio, online)



that has stuck out to them. Provide each group with flip chart paper and markers (if online use a google art board).

In their small groups, ask them to discuss the advertisement under the following headings and write their findings on a

1. What was the message it was trying to get across?
2. What made it stick with you? Was it funny, shocking, interesting?
3. Did it influence you to take action, or want to buy the product?

After a 10 min group discussion, ask the small teams to briefly feedback their findings to the main group under the headings above.

### **Subvertising - 20 mins**

*Subvertising is the practice of making spoofs or parodies of corporate and political advertisements. The cultural critic Mark Dery coined the term in 1991. Subvertisements are anti-ads that deflect advertising's attempts to turn the people's attention in a given direction.*

Send the participants back into the same small teams as the previous activity.

Ask the participants to choose a major global/environmental issue that stands out to them, e.g., ocean plastics or air pollution from fossil fuels.

Tell the teams to design an advertisement to highlight the negatives/impacts of their chosen issue in a positive way. The advertisements can be posters or even a short skit/mock tv ad.

Give the teams some time to come up with their subvertisement and present it to the wider group.

### **Event/Party Planning - 25 mins**

In order to get the group to start thinking about what goes into an action project, get them to first think about the level of planning that goes into a party.

Divide group back into their small teams. Talk them through the following:

Each group should choose a theme for their event or party.

Tell the group that the budget for the party or event is €1 million.

Ask each group to BRAINSTORM their ideas for a party on their flipchart sheet under the following headings.

- Who: Who is it for, who will come, who will we invite?
- What: What is the purpose of the event or theme of the party?

- When: When is it happening? How much time do we have?
- Where: Where will the event or party be held?
- Why: Why are we choosing to have this party?
- How: How are we going to pull all this off?

Repeat above with €1,000 party flipchart

- Ask groups what they changed? What stayed the same? How did they overcome the challenges?
- How can they keep the same sense of excitement?
- How are they going to let people know about the party?

To finish this activity, ask the group how this type of planning can be used to organise a Global Citizenship themed campaign.

**Close session.** Outline theme for week 4. Assign 1 SDG for the group to explore in their own time.

**Allow time for any other questions**



# Gaisce Glas - SESSION 4

## In-person set up requirements

- Lay out room with a circle of chairs, enough for all participants and facilitators.

## Online set-up requirements (If required)

- Facilitators log in at least 10 minutes ahead of session
- Participants to be left in zoom waiting room until session launch.

## Purpose of the session:

In this session, participants will hear from a guest speaker invited in to address the group. This guest speaker can be anyone, from a local activist to a national politician. If possible, try to find someone to speak on the topic of advocacy on a theme of environment or social justice.

PALs are encouraged to source someone themselves to appear either in person or virtually.

If you are having trouble finding someone, then contact Gaisce.

The second half of the session will be devoted to project planning.

**Goals:** To hear from guest speakers and begin to put a structure on their projects.

**Learning Outcomes:** By the end of this session participants will:

- Hear from a guest speaker on a topic related to Global Citizenship.
- Ask questions to the guest speakers
- Have time to put shape on their projects.

## Session Plan

### Task

**Welcome & Ice Breaker:** Check in on research carried out on the SDG assigned to them at the end of the previous session.

### Guest Speaker

### Questions & Answers session with guest speakers



**Project Check in:** If you have time remaining, check in with the participants on potential project ideas. Mention to them to think about their projects ahead of next week's session.

**Wrap up:** Assign **2 SDGs** for the group to explore in their own time.



# Gaisce Glas - SESSION 5

## In-person set up requirements

- Lay out room with a circle of chairs, enough for all participants and facilitators.

## Online set-up requirements (If required)

- Facilitators log in at least 10 minutes ahead of session
- Participants to be left in zoom waiting room until session launch.

## Purpose of the session:

The session will provide participants with the space to work amongst themselves and to explore some real-world examples of case studies. These case studies are stories of ordinary people who's lives have been impacted by forces out of their control. The participants will also have an opportunity to put some more shape on their projects ahead of the launch of their social media presence next week.

**Goals:** To explore case studies and have a detailed discussion.

**Learning Outcomes:** By the end of this session participants will:

- Discuss chosen case studies
- Put themselves in other people's shoes.
- Have time to put shape on their projects.

## Session Plan

### Task

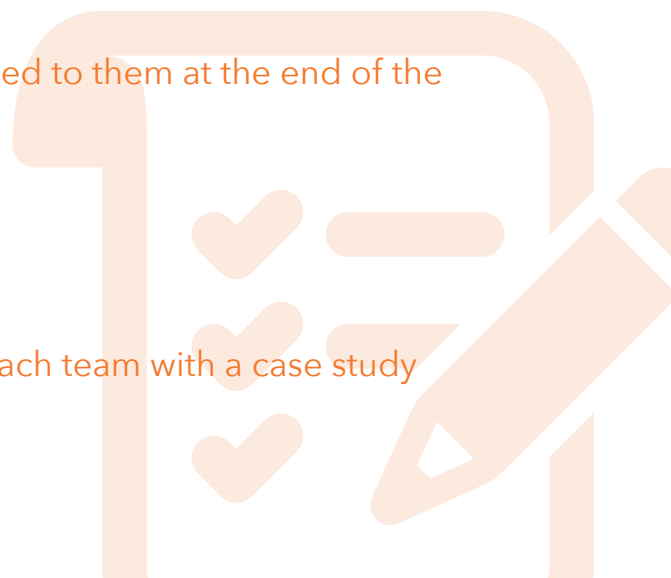
#### Welcome & Ice Breaker - 5 mins

Check in on research carried out on the SDG assigned to them at the end of the previous session.

#### Further thoughts on their projects - 5 mins

#### Case Studies: 20 mins

Split group into 3 evenly sized teams and provide each team with a case study provided in the pack.



Ask one member of each group to read out the case study cards to the rest of their team. Allow time for the group to discuss their case studies using the following questions as guides.

1. What is the global citizenship/just issues this person is facing?
2. What were the barriers that made life difficult for them?
3. How did they overcome this barrier and adapt?

Come back to the main group to discuss these in more detail.

### **Team project discussions - 25 mins**

This time is allocated to allow the group to brainstorm group ideas. In next weeks session, the group will be aiming to launch their social media/online presence.

### **Allow time for any more questions**

### **Wrap up:**

Assign **2 SDGs** for the group to explore in their own time.



# Gaisce Glas - SESSION 6

## In-person set up requirements

- Lay out room with a circle of chairs, enough for all participants and facilitators.

## Online set-up requirements (If required)

- Facilitators log in at least 10 minutes ahead of session
- Participants to be left in zoom waiting room until session launch.

## Purpose of the session:

This session will provide the group with the space to arrange themselves for the upcoming project. Participants will be split into sub teams based off their interests and skills and encouraged to launch the online aspect of their projects.

**Goals:** Explore Project Work, get ready for campaign launch.

**Learning Outcomes:** By the end of this session participants will:

- Split into sub teams
- Begin research and setting up online platforms
- Explore messaging for projects.

## Session Plan

### Task

#### Welcome & Ice Breaker - 5 mins

Check in on research carried out on the SDG assigned to them at the end of the previous session.

#### Project Check in - 10 mins

Find out how the group are getting on with their project development.

1. What themes have they come across?
2. Does the project theme work for Global Citizenship?
3. Can the group get clear goals out of their project?

## Sub-teams - 30 mins

Split into 3 sub themes,

- Group 1 for content & research,
- Group 2 for online platforms and moderation.
- Group 3 for key messaging and strategy.

Ask the group to volunteer and put their name down for their preferred group based off their existing skills, knowledge, and experience.

Allow the group to assign a team lead position to someone and give them as much time as they need to brainstorm ideas for the social media launch.

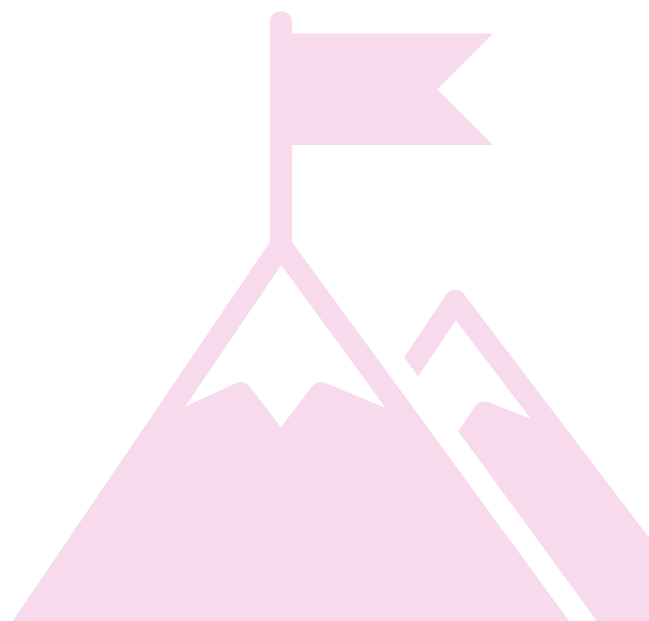
They should return to the wider group with clear and concise plan for each section of the project that they are responsible for and present to the wider group.

## Launch Social Media Campaign - 15 mins

In the wider group, the participants should set up their project/campaign's social media accounts.

Actions should be agreed with all participants for content creation for the project moving forward.

**Wrap up:** Assign **2 SDGs** for the group to explore in their own time.



# Gaisce Glas - SESSION 7

## In-person set up requirements

- Lay out room with a circle of chairs, enough for all participants and facilitators.

## Online set-up requirements (If required)

- Facilitators log in at least 10 minutes ahead of session
- Participants to be left in zoom waiting room until session launch.

## Purpose of the session:

In this session, participants will hear from a 2nd guest speaker invited in to address the group. If possible, this guest speaker should address the group on a different topic than the first guest speaker in week 4.

If you are having trouble finding someone, then contact Gaisce.

The second half of the session will be devoted to checking in on the progress of the online social media campaign.

**Goals:** To hear from a 2nd guest speakers and to check in on their projects.

**Learning Outcomes:** By the end of this session participants will:

- Hear from a guest speaker on a topic related to Global Citizenship.
- Ask questions to the guest speakers
- Check in on their online projects.

## Session Plan

### Task

#### Welcome & Ice Breaker:

Check in on research carried out on the SDG assigned to them at the end of the previous session.

#### Guest Speaker

#### Questions & Answers session with guest speakers



### **Project Check in:**

Find out how the group got on with their online campaign work. Allow time to work on projects if possible.

**Wrap up:** Assign 2 SDGs for the group to explore in their own time.



# Gaisce Glas - SESSION 8

## In-person set up requirements

- Lay out room with a circle of chairs, enough for all participants and facilitators.

## Online set-up requirements (If required)

- Facilitators log in at least 10 minutes ahead of session
- Participants to be left in zoom waiting room until session launch.

## Purpose of the session:

This session will check in with project participants and find out how they are enjoying the project so far.

Time will also be provided to spend on the group projects.

**Goals:** To gather participant feedback on how they are getting on with the programme.

## Learning Outcomes:

- Participant feedback for programme so far, and what else they'd like to do.
- Further check in on project progress and launching social media account.

## Session Plan

### Task

#### Welcome & Ice Breaker - 5 mins

Check in on research carried out on the SDG assigned to them at the end of the previous session.

#### Participant feedback session - 30 mins

The purpose of this activity is to get a decent read of how participants are getting on with the programme. This activity will be an interactive and relatively anonymous feedback session.

Number the participants 1 to 3. Have 3 large sheets of flipchart paper (or Google Jamboards if online). Each page should be given 1 of the following headings.

1. What I'm Enjoying
2. What I'm not enjoying.
3. What I'd like to do for the rest of the project.

Ask the participants to go to the page with the number heading they have been assigned (1 to 3). Allow them to discuss as a group and make notes on their flipchart paper.

After 5 or 6 minutes, instruct the participants to go to another the next question, ask one person to remain with their original sheet. This participant will act as a facilitator for the next group that arrives to further brainstorm the same question. They will discuss what the previous group had explored on the question and take up from where the previous group left off.

After a further round, ask the groups to head to the last question, with the facilitator remaining once more.

Once all questions have been explored by the groups, gather the full group back into a circle and ask the facilitators to summarise the feedback their question has received.

### **Check in on project work - 25 mins**

Find out how the project work is going.

Split the group into their subgroups to continue project work.

Begin to plant the idea that the Day of Action is coming up in week 11.

### **Wrap up:**

Assign 2 SDGs for the group to explore in their own time.



# Gaisce Glas - SESSION 9

## **In-person set up requirements**

- Lay out room with a circle of chairs, enough for all participants and facilitators.

## **Online set-up requirements (If required)**

- Facilitators log in at least 10 minutes ahead of session
- Participants to be left in zoom waiting room until session launch.

## **Purpose of the session:**

This session will provide time to explore what project participants have learned already about the Sustainable Development Goals.

Participants will also begin preparation for the Day of Action.

**Goals:** Facilitate a deep dive of learnings so far in relation to the Sustainable Development Goals.

## **Learning Outcomes:**

- Reinforcing previous learnings about the UN Sustainable Development Goals.
- Begin preparations for the Day of Action.

## **Session Plan**

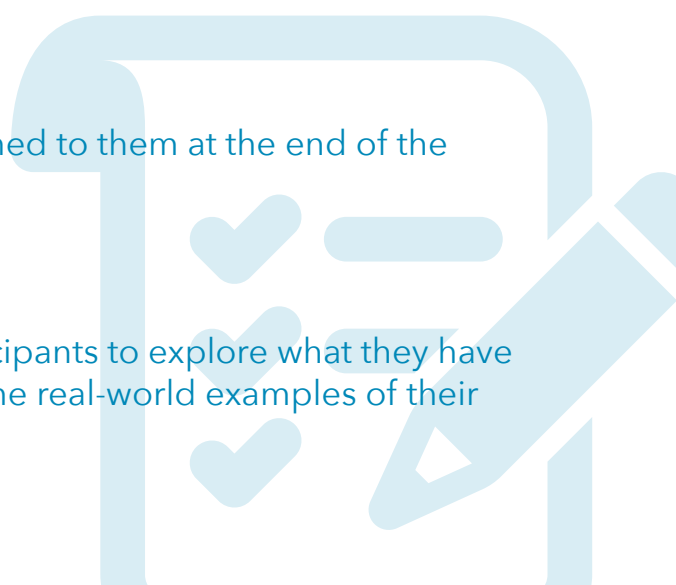
### **Task**

#### **Welcome & Ice Breaker - 5 mins**

Check in on research carried out on the SDG assigned to them at the end of the previous session.

#### **SDG Check in - 20 mins**

Using the SDG cards provided, challenge the participants to explore what they have learned so far about the SDGs, the targets, and some real-world examples of their implementation.



Go through all SDGs covered up to this point.

### **Check in on project work - 35 mins**

Let the group know that the entire session next week will focus on planning for the Day of Action.

Allow time for the participants to discuss the wider project outside their sub-groups.

**Wrap up:** Assign 2 SDGs for the group to explore in their own time.



# Gaisce Glas - SESSION 10

## In-person set up requirements

- Lay out room with a circle of chairs, enough for all participants and facilitators.

## Online set-up requirements (If required)

- Facilitators log in at least 10 minutes ahead of session
- Participants to be left in zoom waiting room until session launch.

## Purpose of the session:

Week 10 is a full session dedicated to preparation of the Day of Action .

## Session Plan

### Task

#### Welcome & Ice Breaker - 5 mins

Check in on research carried out on the SDG assigned to them at the end of the previous session.

#### Day of Action Preparation - 55 mins

Allow a majority of the session to be devoted to preparation for the Day of Action.

The Day of Action is targeted campaign focusing on pushing the message of the project the participants have been working on throughout Gaisce Glas programme.

The Day of Action can be focused on awareness raising of the key message of their project throughout their local community, school, or youth group.

Activities can take place in person or virtually online. If in person, please adhere to COVID-19 public health restrictions at all times.

**Wrap up:** Assign 2 SDGs for the group to explore in their own time.



# Gaisce Glas - SESSION 11

## **Day of Action**

The Gaisce Glas Day of Action will be the culmination of weeks of work by the participants of the Gaisce Glas programme.

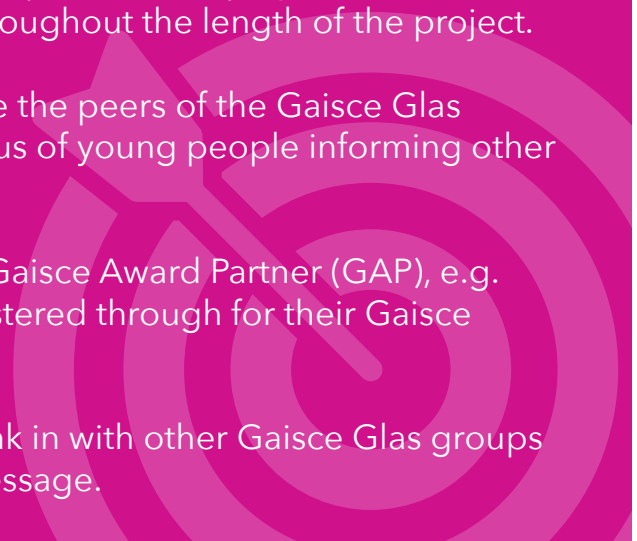
Each Gaisce Glas group can design and implement their own Day of Action however they see fit.

The theme of the Day of Action should support/complement the projects that the programme participants have been working on throughout the length of the project.

The target audience of the Day of Action should be the peers of the Gaisce Glas participants and should have a peer education focus of young people informing other young people.

The Day of Action should take place locally in the Gaisce Award Partner (GAP), e.g. School or youth group that the young people registered through for their Gaisce Award.

Contact Gaisce to see how you might be able to link in with other Gaisce Glas groups across the country to further spread the project message.



# Gaisce Glas - SESSION 12

## In-person set up requirements

- Lay out room with a circle of chairs, enough for all participants and facilitators.

## Online set-up requirements (If required)

- Facilitators log in at least 10 minutes ahead of session
- Participants to be left in zoom waiting room until session launch.

## Purpose of the session:

This session will provide a space to reflect on the work carried out during the Day of Action. Participants will also plan for the Gaisce Glas final event, hosted by Gaisce.

**Goals:** Reflect and build on the participants experience of running the Day of Action.

## Learning Outcomes:

- Learning the do's and don'ts of event planning from their own perspective.
- Preparing for public speaking and presenting at the Gaisce Glas final event.

## Session Plan

### Task

#### Welcome & Ice Breaker - 5 mins

#### Review of Day of Action - 25 mins

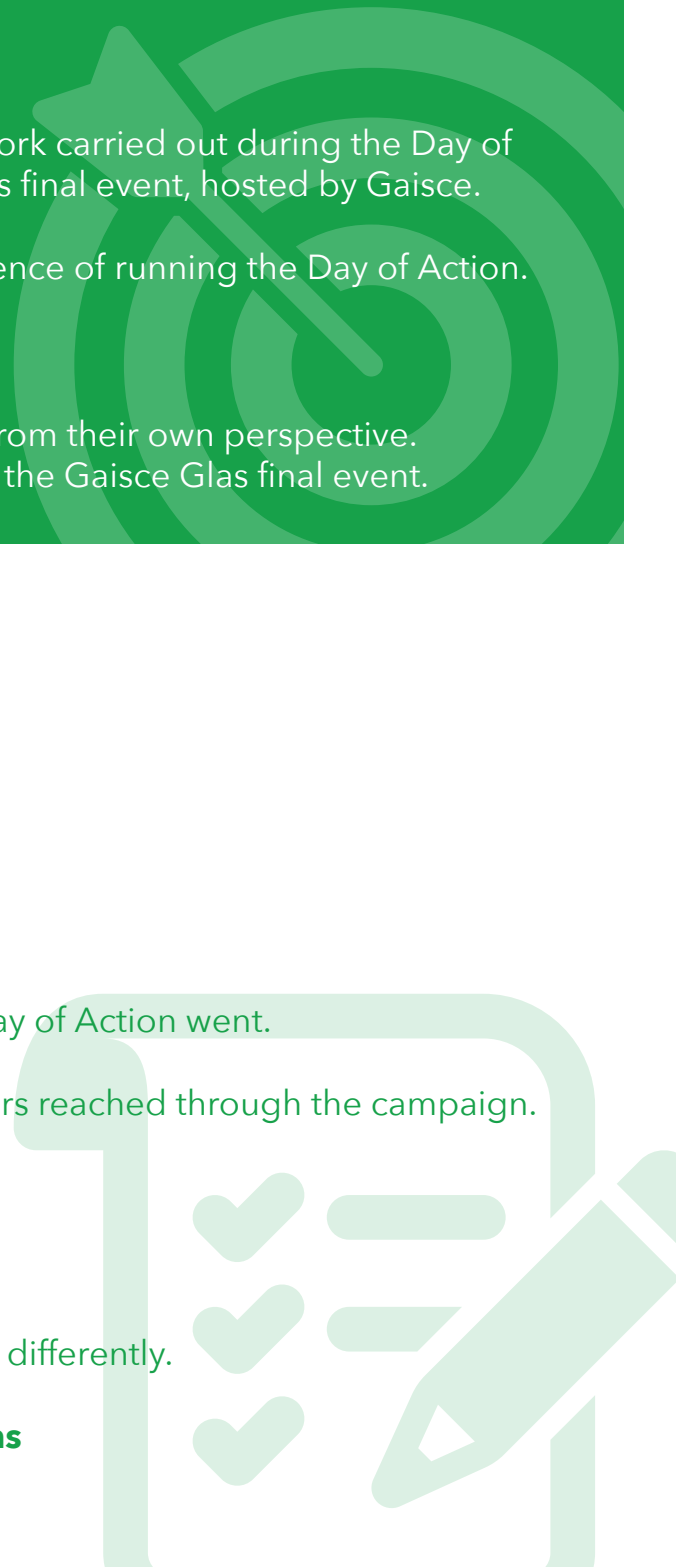
Take some time to review and reflect on how the Day of Action went.

Try to gather information about it regarding numbers reached through the campaign.

Discuss the following with the group.

1. What went well?
2. What didn't go well?
3. If you were to do it again, what would you do differently.

#### Presentation for Final Gaisce Glas Event - 30 mins



Your Gaisce Glas group will be asked to present an overview of their projects, social media campaigns and Day of Action at a Gaisce hosted event.

Gaisce Glas groups from across the country will be invited to attend this event and present their individual projects actions and outcomes.

This event will also serve as the 13th and final session of the groups Gaisce Glas project.

Allow time to brainstorm for this presentation and assign roles for volunteer speakers/presenters from the group.

### **Wrap up**



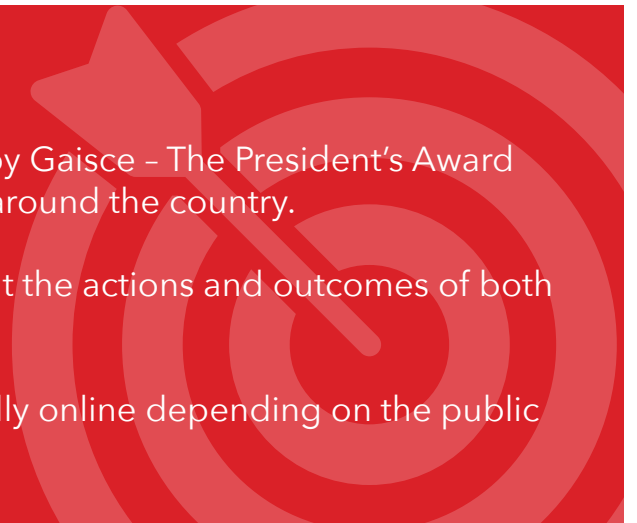
# Gaisce Glas - SESSION 13

## **Gaisce Glas Final Event**

The Gaisce Glas final event will be hosted directly by Gaisce - The President's Award and will feature all active Gaisce Glas groups from around the country.

Each group will be provided with a space to present the actions and outcomes of both their projects and their Day of Action.

This event may take place either in person or virtually online depending on the public health advice at the time.





This resource and programme is funded by Irish Aid at the Department of Foreign Affairs. Irish Aid is the Government's overseas development programme which supports partners working in some of the world's poorest countries. Irish Aid also supports global citizenship and development education in Ireland to encourage learning and public engagement with global issues. The ideas, opinions and comments therein are entirely the responsibility of Gaisce - The President's Award and do not necessarily represent or reflect DFA policy.