

DIGITAL GLOBAL CITIZENSHIP EDUCATION
FOR YOUNGSTERS AND EDUCATORS

Examples of **Power** **Imbalances** in **Dialogue**



01

Learning Objectives

Learners will identify various forms of repressive communication that arise in D-GCE from underlying power imbalances.

02

Connection to GCE / D-GCE / Hybrid GCE

By surfacing and naming power imbalances and their communicative effects, this exercise helps co-create safer—and braver—spaces for inclusive global citizenship education.

03

Participants

Up to 20 people (trainers, educators, activists, students, NGO staff) with diverse backgrounds, committed to reflecting on privilege and oppression.

04

Duration

60 minutes (including video viewings, polls, reflection, and group discussion).

Preparation

Videos: Select or prepare three short clips that illustrate power imbalances in dialogue.

Suggested topics:

- Mansplaining
- White fragility
- Tokenism

Platform: Choose a GDPR-compliant tool with anonymous polling.

Triggers & Discomfort: Have a brief reminder script ready (see below).

Polls: Create two anonymous polls in advance:

- Poll 1: "Have you ever experienced or witnessed this type of repressive communication?"
- Poll 2: "Are you concerned this may occur in your upcoming implementations?"

Trigger/Discomfort Reminder Script

"Some of today's content may be triggering. We'll discuss injustices - some you may not have experienced personally. If you feel discomfort (withdrawal, denial, defensiveness), know it's different from a trigger reaction. These feelings can signal that your own privilege is being challenged. Let's acknowledge them without shame, listen with open hearts, and take responsibility to learn from others' experiences."

Instructions for Implementation

- **Opening** (5 min)
- **Read the Trigger/Discomfort Reminder.**
- **Video Rounds** (30 min)

For each of the three topics:

- Play video.
 - Invite brief open-floor reflections.
 - Launch Poll 1; display results.
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- **Intersectional Diagram** (10 min)
 - Present a diagram with three layers:
 - Personal Characteristics (age, gender, ethnicity, disability, sexuality, etc.)
 - Systems of Oppression (ableism, ageism, racism, patriarchy, xenophobia, etc.)
 - Structures/Institutions (capitalism, neoliberalism, employers, educational systems, policy bodies, etc.)
 - Use ageism as a concrete example.
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- **Group Reflection** (10 min)
 - In small groups or plenary, ask participants to map one video example onto:
 - The personal characteristic(s) involved
 - The intersecting system(s) of oppression
 - The reinforcing structure(s)/institution(s)
 - Groups share back key insights.
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- **Future Planning Poll** (5 min)
 - Launch Poll 2 to gauge concern about encountering these dynamics in upcoming work.

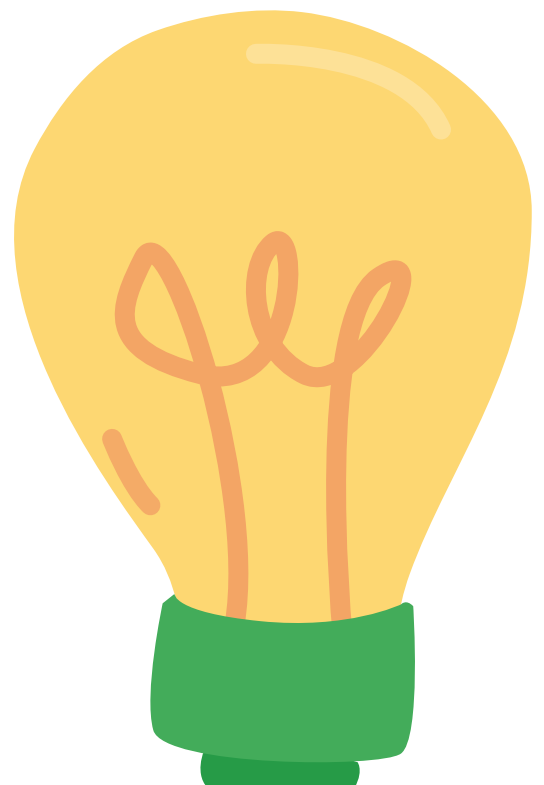
Sum Up / Debriefing

Key Questions:

- What personal reactions did you notice during the videos?
- How did mapping characteristics, systems, and structures deepen your understanding?
- Which one action will you take to address these power imbalances in your next session?

Trainer Tips

- Emphasize anonymity to foster honesty.
- Use real-life or locally relevant examples where possible.
- Ensure all materials are accessible (captions, transcripts, screen-reader friendly).
- Provide referral resources (mental-health, legal support) if discussions become intense.
- Follow up with a one-page "Power & Communication" cheat sheet.



Skills – SDGs – Key Competences Chart

Skills	SDG	Targets	GCE	Competences
Critical Awareness	SDG 5: Gender Equality			Critical Thinking
Empathy & Solidarity	SDG 10: Reduced Inequalities			Social Competence
Digital Literacy	SDG 9: Industry, Innovation & Infrastructure			Digital Competence
Inclusive communication	SDG 4: Quality Education			Intercultural Competence
Reflection & Self-care	SDG 3: Good Health & Well-Being			Emotional Regulation

5
GENDER EQUALITY


10
REDUCED INEQUALITIES


9
INDUSTRY, INNOVATION AND INFRASTRUCTURE


4
QUALITY EDUCATION


3
GOOD HEALTH AND WELL-BEING


References & Links

- Mansplaining video
- White fragility video
- Intersectionality diagram template
- **Case Study:**

Is Mansplaining Gendered? The Effects of Unsolicited, Generic, and Prescriptive Advice on U.S. Women

