

# **E-TICK Clubs**

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## **A handbook for hosts**

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# Introduction

Welcome!

This handbook was developed by Comhlámh (Ireland), INEX SDA (Czech Republic), Humanitas - Centre for Global Learning and Cooperation (Slovenia) and Zavod Volontariat (Slovenia) as part of the "ET(r)ick your mind" project.

The handbook has been prepared for those interested in hosting 'E-TICK clubs'. However, this handbook carries tools and tips that will be helpful for any group setting, in particular for group work around global topics.

Inspiration for this handbook comes from E-TICK, an online course on ethical communication developed by the 4 project partners in 2021, and newly updated in 2024.

E-TICK is a free-to-use, online course and can be accessed here:

[www.ethicalcommunication.org](http://www.ethicalcommunication.org)

In addition to this handbook, you may also be interested in E-TICK activity packages for educators and trainers. You can find links to these resources on our organisational websites. Links to these resources are also available on [www.ethicalcommunication.org](http://www.ethicalcommunication.org)

We welcome feedback on these E-TICK publications and the online course itself at any time. You can reach out to us on [admin@ethicalcommunication.org](mailto:admin@ethicalcommunication.org).

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## Scope of this handbook

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E-TICK clubs are a great way to enhance learner engagement with E-TICK (our online course). E-TICK clubs are designed to run alongside a person's engagement with E-TICK, providing them with space to reflect and deliberate on E-TICK topics with others.

This handbook is for you if you are interested in and / or preparing to host an E-TICK club. It presumes that you are familiar with E-TICK (all 8 sessions) and that you have reflected on your own journey with the content.

A few more things about this handbook:

- While this handbook offers guidance on how to structure and approach an E-TICK club, it is important that you take into account your own facilitator style, consider your comfort level when it comes to hosting others in self-reflection and critical thinking and organise things accordingly (including structure etc).
- E-TICK is designed to resonate with a wide audience (18 years +) and works at a number of levels. The content may resonate with young people preparing to volunteer, young people interested more generally in global topics as well as educators/facilitators working in classrooms and community settings. This handbook trusts that you will consider your context and the profile/ needs of your participants and adjust as needed.
- This handbook does not presume that you have expert knowledge of Global Citizenship Education approaches, critical social theory and so on. Maybe you do! But we are not presuming this. Instead, this handbook is for anybody who has an interest in supporting others in self-reflection and critical thinking around E-TICK topics.

Brazilian educator and social activist Paulo Freire once said that learners always know when a teacher is learning with them, and when they are not. Be the teacher that is learning *with*. Learn with and from your 'club members' and let them feel this.

## Why host an E-TICK club?

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E-TICK is a self-directed, online course. It is designed to be engaging and interesting enough for a person to complete alone. However there is always value in exploring ideas and thoughts with others. This is where E-TICK clubs come in.

E-TICK clubs are an innovative way to 'accompany' learners as they make their way through the online modules. They are also a way to create a community of learning around what is otherwise online content. From experience, we know that E-TICK clubs enhance people's learning journeys.

E-TICK clubs:

- provide learners with space to share experiences of E-TICK content with others and to deepen their reflection
- provide learners with the chance, in a safe space, to articulate thoughts around complex topics and build confidence when it comes to engaging in dialogue with others around these same topics
- help to motivate learners! While E-TICK is interactive, it can be challenging to keep motivated right up to the end. E-TICK clubs give learners that extra motivation to complete the course.

# Organising E-TICK clubs

## PRACTICAL STUFF

An E-TICK club comprises of a number of 'meetups'. These meetups are designed to accompany learners as they progress through the 8 online sessions.

### Frequency of meetups

1 meetup per 2 sessions is sufficient. Depending on the group's pace, this meetup can be **once per week, or once every 2 weeks**. Remember, 1 E-TICK session takes approximately 1.5 - 2 hours to complete online.

Ask yourself: What is more realistic? That your group completes 2 sessions per week, or 1 session per week? 1 session per week is probably more realistic, so we would expect meetups once every 2 weeks. Whatever you decide, do not put more than 2 weeks between meetups, otherwise momentum will be lost.

### Group size

We recommend that you secure **a minimum of 5 sign ups** (excluding host) **and a maximum of 10**. We say 5 as minimum because there will always be 1 or 2 people that cannot make a given meetup at the last minute. Taking this into account, a group size of 5 will mean that you always have at least 3 present for the discussions.

### Length of meetup

Irrespective of group size, we would recommend **1h15 - 1h30** for each meetup.

### Format of meetup

In-person meetups are always more convivial than online meet ups, so we recommend that you run the E-TICK clubs in person if you can. However, online meet ups can also work well. From our experience with E-TICK, it is not difficult to get people discussing and sharing on the topics, even through an online platform.

### Total number of meetups

We recommend **five meetups in total**. The first meetup will be for introductions and agreements and the remaining four meetups for exploration of the topics. See below for structure. Note: With E-TICK, sessions 1 & 2 are thematically linked, as are sessions 3 & 4, as are sessions 5 & 6 and sessions 7 & 8 - they pair together nicely.

Meet up	Topic
Meet up 1	Introductions and establishing the base
Meet up 2	Sessions 1 and 2 (perspectives)
Meet up 3	Sessions 3 and 4 (culture and power)
Meet up 4	Sessions 5 and 6 (volunteering and development)
Meet up 5	Sessions 6 and 7 (digital literacy)

\* with gap of 1-2 weeks (no more) between each meetup.

### Promoting E-TICK clubs

Consider your target group and the time of year that would be optimum for them. In your advertising, clearly lay out dates and the level of commitment required (time for completing sessions online and regular meetups) as well as the advantages of joining an E-TICK club. You might even think of incentives for them, but it depends again on your target group.

## OVERALL APPROACH TO HOSTING MEETUPS

In terms of overall approach for hosting meetups, less is more and the quality of your presence (a warm, calm, focused presence) is everything. The 'work' of 'content' has been done for you - it is all on the platform! All you have to do is host discussion around the topics. Here are some important pointers:

- Light touch - E-TICK club meetups do not have to be heavy in terms of structure. This is mostly because the 'content' side of things is done. Club members will have moved through the content online – now it's simply a question of hosting their reflections. What they need most is **presence** – first and foremost from you, as host. They also need to feel **welcome**. These two things should keep them coming back.
- Process - Sharing is key to these spaces but not everybody has to share. If, as host, you show them that you are okay with silence from time to time, they might be okay with that too. Also trust in resonance – what one person shares can often be what others are thinking or else linked to their own questioning and doubts.
- Journals - Club members will be keeping journals as part of their online journey. Encourage them to bring this journal along to the meetups for reference. You can also invite them to add to their journals as they participate in the discussions with others.
- Encourage ALL – draw in the quieter ones; show them that you are genuinely interested in what they have to say.

- Comfort-stretch-stress - you don't want the meetups to bring anybody stress. At the same time, you do want to help people to stretch - not for discomfort's sake but to see what might be learned or re-examined from that place. Notice if there is anybody who seems like they would like to stretch. They may want to go there but need encouragement.

### Helpful dispositions (as host)

- Unconditional regard (if club members can feel that you are not judging them or favouring some contributions/ group members over others they will participate more)
- Presence - 'less prep, more presence'
- Mindful listening
- Gentle pacing (there is no rush)
- Curiosity
- Trust - 'do you want to keep going?', 'do you want to move on?' – where possible, help club members assume responsibility for process
- Awareness/ attunement - is everybody okay, is everybody following, is everybody staying together or is there a drift?

## STRUCTURE FOR MEETUPS

While we emphasise 'less prep, more presence', E-TICK club meetups invite people to self-reflect and enquire within a group setting. In such contexts, a light structure can be useful - it can help group members feel 'held' and secure (which is vital if they are going to share and listen). A light structure can also help mitigate risk of:

- the space being overtaken with drama
- some over-speaking and closing down space for others
- conversational drift, rabbit holes, loss of focus
- somebody hijacking space for their own needs and in a way that is not serving the others/ the purpose of the group

A good start (first session) is key! Make sure to set time aside for an introductory meetup where club members can get a sense of what the space is for, feel 'safe-enough' and welcomed and leave knowing that it is a space they want to return to.

### Agreements

In terms of 'how to be together', the agreements below can be offered to the group as part of the introductory session. In our experience these agreements (drawn from the work of adrienne maree brown as well as others) cover a lot of useful ground.



You don't have to offer ALL of these agreements to your group. You can also consider crafting your own. Another option is to offer a few to start and then add as the weeks go on (and if you see they are needed).

It is important that you, as host, have a good grasp of these agreements. As you prepare to host a club, take a look at each one in turn and consider what each means to you.

In the introductory meetup you could begin by asking club members what helps them to learn/ participate in group settings, and then add (some of) the agreements below to what they also share.

- Try it on (stretch)/Right to pass
- Mindful listening
- Refrain From Blaming Or Shaming Self & Others
- W.A.I.T (Why Am I Talking)
- Make space, take space
- Confidentiality – take lessons, leave the details
- Yes/and, both/and
- Assume best intent, attend to impact
- Self-care and community care – pay attention to your needs, pay attention to your neighbours

### Physical set up

If meeting in person, try not to have a table between members, or rows. A circle of chairs is ideal.

If meeting online and as a mark of respect to the space, invite people to tune in from a quiet, connection-stable place (if possible to avoid being on route/ or on public transport or moving) and to have a working camera also.

### Structure of a meetup

The structure below applies for an in-person meetup as well as for an online meetup.

For each session, always put time aside at the beginning to warm the space and ensure there is time at the end for closing. Think of it like a sandwich – warming the space is the first piece of bread, group reflections on E-TICK topics is the filling, and closing the space is the second piece of bread. You want all 3 of these elements!

Warming the space | Group reflection on E-TICK topics | Closing the space

## Warming the space

In terms of warming the space, you can begin each meetup by recalling the agreements.

Secondly, you might invite a little grounding practice or something similar. This can help participants to 'arrive' and tune into one another. You don't want to ask them too open a question like 'how was your day' because this could go on for a while and eat up the valuable time for 'filling'! The following open sentences can be a nice way to invite sharing, but of the 'essential' kind. With open sentences like this, give club members a couple of minutes to tune in and think but not too long to think:

'Something I can notice right now (hearing, seeing) is....'  
'Something new I notice about the room we are in is....'

Other kinds of prompts are ones that invite them to **tune in** to their energy levels/mood in a safe way. These prompts can be helpful since they are a way for energy levels/ moods (whatever they may be) to be acknowledged and welcomed. However a person is (energy wise/ mood wise), we let them know it is okay and that it is welcome.

'If I was a weather forecast right now, the forecast would be....' (examples - cloudy with a bit of sunshine, rainy and grey, stormy, rainbow with sun, calm and dry)

'If I were (another) animal right now, I would be....' (examples - lazy like a sloth, tense like a panther, slinky like a cat....)

## Group reflection on E-TICK topics

In terms of hosting the group reflection (the sandwich filling!) and supporting a good flow and balance, here are a few tips:

- **Pacing** - Give people plenty of space to go where they want to with the discussion, but also use your knowledge of the sessions to bring people back. If the group is dwelling too much on one sub topic or if somebody is dominating a topic you can say 'and what about....' (take them to the next sub topic). You are responsible for holding the timing so make sure you have the 'sub topics' of the E-TICK sessions in your mind. Pace the discussions so that the group can (more or less) progress all the way through the 2 sessions.
- **Moderating** - When it comes to the more challenging kinds of topics, recall the critical literacy principles. Also remind them of the group agreements ('assume best intent, attend to impact' is really important here).
- **Encouraging** - If someone is hesitating or you feel like they would like to say more (they want to 'stretch' but they are unsure), you can help them to stretch by warmly inviting them to share more e.g 'can you say more about that?' ....

- **Balancing** - You can knit threads of conversation together / or take attention away from someone who is dominating by asking 'how did others of you find it? or 'any thoughts from others on this'?
- **Animating** - Silence might surface at some points in a meetup. You can help shift from silence by asking the group a general question like 'what stood out most for you in this session'. Sometimes it can help to write out the main lessons/subtopics on a flip chart or on a zoom chat thread at the beginning of the session - this can provide the group members with a reference point/ help them recall, and can also help you keep track (are you moving through the material?)
- **Prompting** - The journal prompts in the course itself may be helpful to prompt discussion in the meetups. Take a note for yourself of any journal prompts that you think could be helpful

## SESSIONS OVERVIEW

Here below is some background text on the sessions and 'what to look out for' (including the [potentially] trickier topics and where discussions may be challenging). It might be useful for you to review this table ahead of meetups – to remind yourself of session content and the kinds of things that might come up.

Sessions	Notes
<i>Shifting perspectives After all, what is beauty</i>	<i>Both of these sessions are warm and lively and will provide a good basis for sharing and further discussion.</i>
<i>Who gets to communicate what? Cultural appreciation or cultural appropriation?</i>	<i>These 2 sessions are challenging both for the content (culture, difference, power) and for the complexity of the theory/ concepts (e.g. cultural appropriation). Participants are likely to 'need' the meetup on these 2 sessions- to further explore the concepts, so be prepared to help them</i>
<i>To hell with good intentions Perspectives on global development</i>	<i>These 2 sessions are fairly straightforward in terms of what they invite learners into. To bring more depth to the discussion, it might be interesting to put a special focus on HEADS UP and how they connected with it</i>
<i>Algorithmic awareness Digital literacy</i>	<i>These 2 sessions will no doubt generate new awareness and insights for learners around the design features of their phone. It might be interesting to explore with them what has changed for them in terms of how they think about their phone. Another very important topic that carries across these 2 sessions are social media platforms and how they thrive on disinformation and hate</i>

# Helpful tools for hosts

## CRITICAL LITERACY PRINCIPLES

Critical literacy entails exploring the different ways we see the world and 'unpacking our lenses'. In doing this, we become more aware of the different perspectives we hold and where they came from and more aware of others' perspectives and where they came from. These principles can be extremely useful in Global Citizenship Education spaces.

**Source:** 'OSDE Open Spaces for Dialogue and Inquiry: Critical Literacies in Global Citizenship Education' (2006), by Vanessa Andreotti, Linda Barker and Katy Newell-Jones.

Principles:

1. **Everyone has their own specific way of knowing and viewing the world dependent on their rucksacks and their lenses.** *We look at the world through lenses constructed in a complex web in our contexts, influenced by several external forces (cultures, media, religions, education, upbringing), internal forces (personality, reactions, conflicts) and encounters and relationships. The image these lenses project represent our knowledge of ourselves and of the world and, therefore, whether they are close or far from what is considered 'normal', they have a history and their validity needs to be acknowledged within the space*
2. **All knowledge or view is partial or incomplete.** *As our lenses are constructed in specific contexts, we lack the knowledge constructed in other contexts, and, therefore, we need to listen to different perspectives in order to see/imagine beyond the boundaries of our own lenses*
3. **All knowledge or views can be questioned.** *Not in the spirit of wanting to drag them down or destroy them. We question to understand and to expand our perspective*

## 'SAFE SPACES'

From: Thinking it through with OSDE (Open Space for Dialogue and Inquiry)

"Can you imagine a space where...

there is no pressure to become or pretend to be like somebody else. There is no obligation to agree with anything. There is no need to reach consensus (as this is generally shaped by those who are more articulate in the group). There is no pressure to 'win' a discussion or competition to impose one's perspective on another. There is no fear of being denied recognition as a whole person because you think differently. There is freedom to express one's views with respect and

to change one's mind when one is faced with something new. There is safety for learning to live with conflict, uncertainty and difference. There is support for questioning and reflection on the origins and implications of our assumptions without people feeling personally attacked, de-legitimised or silenced. There is the opportunity to contemplate the inclusion of different perspectives in the (continuous) construction of our own dreams for the future. There are relationships based not on ideologies or identities but on a commitment to dialogue and to learning and reflecting together. There is the possibility of 'cross-contamination' without the pressure to become the other or to remain the same.

In this, the role of facilitator can be to...

open and close the space; create the right atmosphere by modelling behaviour; help focus when necessary; offer different interpretations; balance the mood of the space (celebration/cynicism); act as devil's advocate when the tendency of the group is to agree or see only through one perspective (challenge consensus)."

## Extra resources

### Head, Heart, Hands

Source: 'Curious teachers, Critical classrooms' (2024) edited by Brigid Golden

This framework captures three domains of learning, including cognitive (head), psychomotor (hands) and affective (heart) - all of which facilitate personal experience for participants and evolving knowledge, skills and attitudes.

**Head:** The knowledge and thinking skills necessary to better understand the world and its complexities. This can include developing critical and creative thinking skills, the ability to recognise and challenge stereotypes, knowledge of appropriate and reliable sources of information.

**Heart:** The values, attitudes and social skills, such as empathy and compassion that enable Participants to develop affectively, psychosocially, and physically and to enable them to live together with others respectfully and peacefully.

**Hands:** The practical application of knowledge, engagement with society, and communication skills developed to take action in response to global justice issues.



### GCE Soft/Critical/Other-wise

In 2006 GCE educator Vanessa Andreotti began to map different approaches to Global Citizenship Education (or 'GCE'). The map (or 'cartography') has evolved over time and, to this day, helps educators to locate their pedagogical practice and to understand how it differs to / compliments others.

The initial 2006 cartography had just two columns – 'Soft GCE' and 'Critical GCE'. In later versions a third column was added – 'Other-wise'.

Source: 'Actionable Postcolonial Theory in Education' (2011), by Vanessa Andreotti

Key problem	Soft GCE	Critical GCE	GCE Other-wise
Basis for caring	Common humanity Responsibility FOR the other	Complicity in harm Accountability TOWARDS the other	Radical interdependence There is no "Other", if we harm the earth/each other we harm ourselves
Grounds for acting	Humanitarian/moral (based on normative principles for thought and action)	Political/moral (based on normative principles for justice)	Existential (based on "commoning", losing arrogance of separations and superiorities)
Understanding of Interdependence	We have common understandings, goals and aspirations	We are part of unfair, violent and unsustainable systems	We are all part of a wider EARTH metabolism that we are now harming (we are nature)
What needs to change	People need to participate in democratic and charitable processes	People need to take back power from the elites	We all need a different way to exist in the planet without separations
What for	More dialogue, consensus, cohesion, peace and tolerance	More justice, equality, autonomy, fairer distribution of resources	Accountability beyond single life spans (to past, present and future)
How does change happen	Through good will	Through struggle	Through 'growing up', becoming disillusioned with individualism, consumerism and competition
Role of GCE	To support individuals to help those less fortunate to catch up with the modern world	To empower individuals to fight for justice in solidarity with the oppressed	To de-center, disarm, discern, remember, and disinvest in harmful dispositions
Slogan	MAKE a DIFFERENCE (and FEEL GOOD)	BE an ALLY (and FEEL GOOD)	DIG DEEPER and RELATE WIDER

## Critical Global Learning Skills – an infographic

Source: 'Curious teachers, Critical classrooms' (2024) edited by Brighid Golden - infographic developed by Golden in 2022.

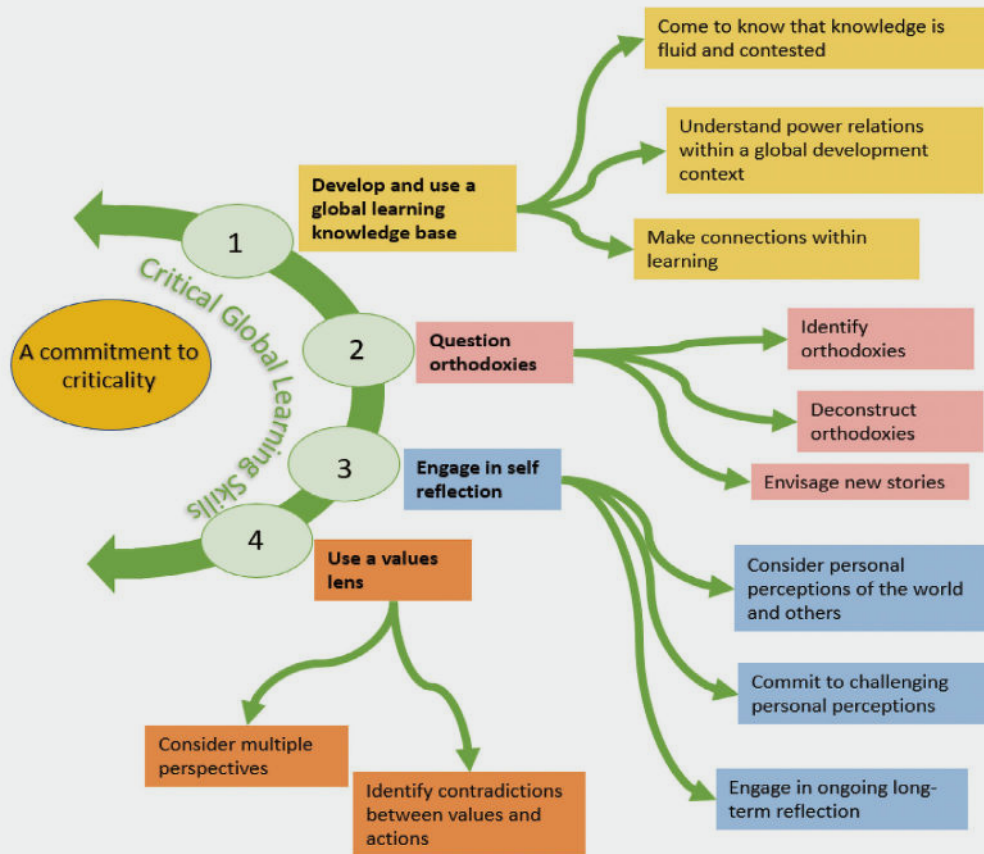


Figure 2: Critical Global Learning Skills (Golden, 2022)

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