



THE MYSTERY BOX CHALLENGE

AN EDUCATIONAL RESOURCE TO UNPACK
GLOBAL JUSTICE CHALLENGES

Creator: Dr Gertrude Cotter, School of Education, UCC.

In collaboration with members of staff at University College Cork.

September 2024



Title page

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Mystery box challenge

An educational resource to unpack global justice challenges

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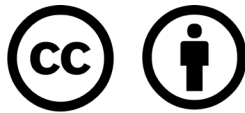
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School of
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Introduction

This resource aims to empower educators and students with a creative and effective tool which can help to explore global citizenship and development education (GCDE) and global justice themes. It is aimed at higher education level but can be adapted for use with any age group. It is hoped that the resource will add to the many excellent resources available in the GCDE sector in Ireland which ultimately hope to foster a more informed, engaged, and proactive student body. By leveraging the Mystery Box methodology, educators can inspire students to think critically, act responsibly, and contribute positively to the global community.

Global Citizenship and Development Education (GCDE) is an educational framework that aims to cultivate global awareness, critical thinking, and the values of social justice, sustainability, and peace among learners. It encourages students to view themselves as part of a global community and to understand the interconnectedness of social, economic, and environmental issues. By fostering a sense of responsibility and empowerment, GCDE prepares individuals to contribute to a more just, equitable, and sustainable world. It fosters a willingness to address the complexities of contemporary global challenges and embraces participative, creative methodologies such as the Mystery Box Challenge, to support learners and educators in this goal.



Figure 1. Staff at University College Cork, enthusiastically embracing the Mystery Box event during Praxis Week 2024 (G Cotter, 2024).

Acknowledgements

I would like to express my appreciation to the many staff who participated in this very rewarding global citizenship education event.

A particular word of thanks to Richard Keyes Mc Donnell for his help packing boxes and for doing so with so much attention to detail and deep reflection. Many thanks too to Dr Rene Gonzales for working on the layout of this document. Thanks to Wei Shu of the School of Education for her support of the project.

I am very grateful to the security staff at UCC who as usual went beyond the call of duty by not just agreeing to have our exhibition in a strategic location but took care of the artefacts and helped to assemble them. Thank you very much.

None of the work of the Praxis Project would be possible without the support of Irish Aid, for which we are most grateful.

Of course, the project would not have worked as well as it did without the enthusiastic attendance of the twenty-seven departments below. Thank you to all thirty participants. Your contribution and time were very much valued. Thank you for accepting the invitation to participate.

Participating Departments

Access UCC	Access UCC PLUS Programme	Alumni and Development	Anatomy and Neuroscience
Applied Social Studies. Social Work	Business Information Systems	College of Medicine and Health	(Bio)Pharma & MedTech education
Department of Spanish, Portuguese, and Latin American Studies	Department of Surgery	Equality, Diversity, Inclusion office	Focus Team
German	History	International Development	Language Centre
Microbiology	Procurement and Contracts	Quercus Talented Students' Programme	School of Applied Psychology
School of Food and Nutritional Sciences	School of Law	School of Medicine	Sociology/ Department of Sociology and Criminology
Student Experience Office	Tyndall National Institute		

Contributors

A particular word of thanks to staff who contributed their thoughts and reflections to this resource.

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The praxis project

The Praxis Project is funded by Irish Aid. It aims to enhance engagement by staff and students at University College Cork (UCC) with GCDE. It provides a space within the university for discovery, dialogue and action amongst staff and students. The project explores different approaches to integrating GCDE in pedagogy, research, and capacity building activities across the university.

The project invites staff to embed the values and practices of global citizenship and sustainable development into all aspects of university life. We provide our students with a transformative education that equips them with the necessary knowledge, skills, and values to contribute meaningfully and take action on global challenges. Many staff affiliated to the project also engage in interdisciplinary research and projects, drawing on the rich diversity of perspectives and expertise across various academic fields.

This resource has been compiled in collaboration with staff from different disciplines who responded to an invitation to participate in a Mystery Box event during Praxis week 2024.



Aim of this resource

This resource presents a methodology which was developed by the Praxis Project for Praxis week at UCC in 2024. Staff were invited to take part in the event with a view to discussing global challenges in a creative and unusual way. Such was the interest in the event, that we decided to develop this resource based on how and what we learned using the Mystery Box approach. Over one hundred staff applied to participate but given the work involved in finding and packing boxes, and finding content, which was recycled, we could cater only for thirty people. The approach proved highly effective, significantly enhancing staff engagement with, and understanding of GCDE. This resource acknowledges that this is based on one event only, but it also proposes different ways this approach could be used in different contexts.

It is important to recognise that staff significantly influence shaping the educational ethos and curriculum. Their role is important in modelling and embedding the principles of global citizenship into the academic and social fabric of educational institutions.

This resource aims to:

1. Describe a methodology – The Mystery Box Challenge – which was used by the Praxis Project at UCC, during the 2024 Praxis week at the university.
2. Explain how staff at the university engaged enthusiastically with the methodology, thus initiating and exciting conversation about many global justice themes.
3. Share insights and outcomes from the GCDE activities conducted.
4. Outline the challenges and how they could be avoided or planned differently.
5. Offer actionable strategies for higher education (HE) staff to incorporate GCDE into their roles and responsibilities effectively.

Mystery Box Event at UCC, April 2024

Lesson 1

Make sure your room is big enough!

Figure 2. UCC staff at the Mystery Box event (G Cotter, 2024).



What is global citizenship and development education?

Praxis Project Definition of GCDE

At the Praxis Project, Global Citizenship Education (GCE) is defined as a critical pedagogical approach that focuses on development and human rights issues at both local and global levels. It emphasises the importance of linking local and international matters, exploring individual and collective responsibilities, and promoting values, understandings, abilities, and skills that contribute to justice and transformative societal change. GCE, as defined by the Praxis Project, is deeply rooted in Freire's concept of praxis, which encourages critical reflection and action. This approach actively supports public inquiry, debate, and the development of action-oriented initiatives aimed at fostering greater justice and human rights. The Praxis Project's definition highlights the importance of integrating educational theory and practice, encouraging experiential learning, participatory methodologies, and a focus on concrete action for societal change.

Breaking Down the Praxis Project Definition

1. Skills, Knowledge, and Values:

- **Skills:** GCE emphasises the development of skills that enable learners to critically analyse global issues, communicate effectively, and collaborate with others to address challenges. These skills are essential for engaging in direct-action, as they equip learners with the tools needed to organize, advocate, and implement change.
- **Knowledge:** GCE encourages a deep understanding of global issues, including the historical, social, and political contexts that shape them. This knowledge is crucial for informing direct-action, ensuring that efforts are grounded in a comprehensive understanding of the issues at hand.
- **Values:** At the core of GCE are values such as justice, equity, and solidarity. These values drive the commitment to direct-action, motivating learners to challenge injustices and work toward a more equitable world.

2. Methodologies and Taking Action for Change:

- **Participatory Approaches:** GCE promotes participatory learning, where learners are actively involved in their education and in the process of creating change. This approach aligns with the principles of direct-action, which relies on collective participation and grassroots mobilization.

- **Taking Action:** GCE encourages learners to move beyond theoretical understanding to take concrete actions that address global challenges. Direct-action is a key component of this, as it involves engaging in activities such as protests, advocacy, and community organizing to achieve specific goals.

3. The Concept of Praxis:

- **Praxis**, as defined by Paulo Freire, involves the continuous cycle of reflection and action. In the context of GCE, praxis means that learners are not only encouraged to think critically about global issues but also to take informed actions that lead to societal change. This concept is fundamental to direct-action, where the goal is to translate critical awareness into impactful deeds.

Framing and Theoretical Lenses for Direct-action in GCE

To effectively engage with direct-action through GCE, it is important to apply various theoretical lenses that provide a deeper understanding of the issues at hand and guide the approach to activism.

1. Social Justice and Human Rights Lenses:

These lenses emphasise the need to address systemic inequalities and advocate for the rights of marginalised communities. In the context of direct-action, this means focusing on actions that challenge injustices and promote the rights of all individuals, particularly those who are most vulnerable.

2. Postcolonial Lens:

The postcolonial lens helps to critically examine the historical and ongoing impacts of colonialism, particularly how it has shaped global power dynamics and perpetuated inequalities. Direct-action through this lens involves decolonising practices and advocating for the rights and sovereignty of formerly colonised peoples.

3. Feminist and Ecofeminist Lenses:

These lenses bring attention to the intersections of gender, environmental justice, and social equity. In direct-action, this means advocating for gender equality, addressing the disproportionate impact of environmental degradation on women, and under-served communities, and promoting sustainable practices.

4. Critical Pedagogy Lens:

Rooted in the work of Paulo Freire, the critical pedagogy lens emphasises the role of education in challenging oppression and fostering critical consciousness. Direct-action informed by critical pedagogy seeks to empower learners to question dominant narratives, resist oppression, and work collaboratively toward transformative change.

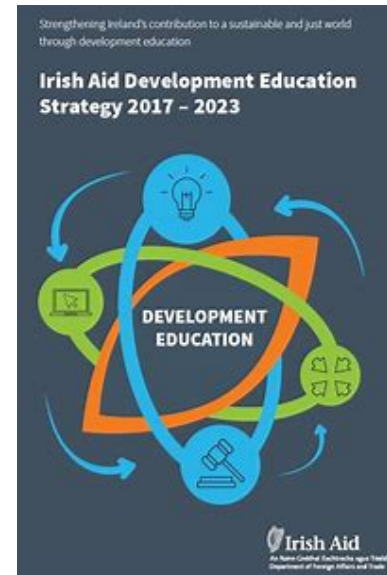
5. Intersectionality Lens:

Intersectionality highlights the interconnectedness of various forms of oppression and privilege, such as race, gender, class, and ability. Applying this lens in direct-action means recognising the diverse and intersecting identities of individuals and communities and ensuring that activism is inclusive and addresses multiple layers of inequality.

Irish Aid Definition

The Praxis project is funded by Irish Aid who define Global Citizenship Education as follows:

Development education is a lifelong educational process which aims to increase public awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. By challenging stereotypes and encouraging independent thinking, development education helps people to critically explore how global justice issues interlink with their everyday lives. Informed and engaged citizens are best placed to address complex social, economic, and environmental issues linked to development. Development education empowers people to analyse, reflect on and challenge at a local and global level, the root causes and consequences of global hunger, poverty, injustice, inequality, and climate change, presenting multiple perspectives on global justice issues.



Sustainable Development Goals reference to Global Education



SDG target 4.7

“By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.”

The Irish Development Education Association (IDEA) Code of Good Practice

IDEA, the Irish Development Education Association, is the national network for Development Education in Ireland and a leading voice for the sector. Members of IDEA have developed the 'Code of Good Practice for Development Education'. It represents a collective agreement to both strengthen and articulate quality Development Education. IDEA's membership is diverse and dynamic, practicing Development Education in a wide range of contexts, and through various approaches. The Code is an expression of what IDEA members have in common: A commitment to protecting the integrity of Development Education through good practice.



The guiding principles of this code can be found in **Appendix 1**.



IDEA's code of good practice is available at: www.ideaonline.ie

GCDE in Higher Education

Integrating GCDE into our education systems is important for several reasons. Firstly, it enriches the educational experience by broadening students' perspectives and enhancing their critical thinking abilities. By engaging with global issues, students develop a deeper understanding of their role in the world and the impact of their actions. This holistic approach to education not only prepares students for careers in a globalised job market but also fosters responsible citizenship from a social justice and human rights perspective.

Secondly, GCDE promotes interdisciplinary learning. Many global challenges, such as climate change and poverty, span multiple fields of study. GCDE encourages collaboration across disciplines, leading to more innovative and comprehensive solutions. This interdisciplinary approach also mirrors the real-world complexities that graduates will face, better preparing them for their professional and civic lives.

Moreover, GCDE contributes to the development of a socially responsible and ethically aware academic community. Educators and institutions that embrace GCDE demonstrate a commitment to fostering an inclusive and equitable learning environment. This commitment extends beyond the classroom, influencing institutional policies and practices to reflect the values of social justice and sustainability.

Finally, higher education institutions play an important role in shaping societal norms, values, and policies. By prioritising GCDE, institutions can lead by example, advocating for policies and practices that support global justice and sustainability. This leadership can inspire broader societal change, amplifying the impact of GCDE beyond the campus.



Figure 3. UCC staff listening intently to one another at the Mystery Box event (G Cotter, 2024).

While this resource can give an account of the Mystery Box Project, it would be impossible to convey the engagement, emotion, and commitment to this event. In Figure 3, for instance, staff are listening intently to one staff member's emotional engagement with the music, literature, and art of Palestine at a time when even at a safe distance in Cork, this staff member was devastated by unfolding genocide in Palestine.

The Mystery Box Challenge

Concept and Objectives

The Mystery Box Challenge was devised by the academic coordinator of the Praxis Project, Dr Gertrude Cotter, a lecturer at the School of Education, UCC. As part of the annual Praxis Global Citizenship Week, her aim was to introduce more staff to the concept of GCDE in a fun and accessible way. She sought to create an innovative educational approach that would be inclusive, engaging staff from all disciplines and departments. The challenge was envisaged as a tool to foster creativity, critical thinking, and problem-solving skills, aligning with the participatory and creative ethos of GCDE.

An invitation was sent out to all staff well in advance of the event, and over one hundred people applied to participate. However, due to the amount of preparation involved (see key learnings), only thirty staff members were invited to attend, on a first come first served basis. Each participant was informed that a mystery box would arrive at their office, containing a set of materials and information related to a global justice theme or topic. Additionally, participants were invited to a secret venue during Praxis Week where they would collaborate with their peers.

The Mystery Box Challenge asked participants to use the contents of their box to create something meaningful, solve a problem, or explore a concept in depth. Participants were provided with instructions on how to utilize the materials and asked to meet on a designated day during Praxis Week to present their creative responses.

Although this event was tailored specifically for GCDE during Praxis Week, the Mystery Box Challenge can easily be adapted to address any global justice issues and can also be adapted to any age group. Educators can use this challenge to offer students immersive, hands-on experiences that promote critical thinking about global issues and encourage them to view themselves as active global citizens. Part 2 of this resource provides examples of how this methodology can be adapted to various educational contexts.

Objectives of the Mystery Box Challenge:

- **Introduce GCDE Concepts:** Provide an accessible introduction to GCDE, encouraging staff to engage with global justice themes.
- **Foster Creativity:** Encourage participants to think creatively by using a variety of materials to explore global issues.
- **Enhance Critical Thinking:** Promote critical thinking and problem-solving as participants analyse and respond to the contents of their mystery boxes.
- **Facilitate Interdisciplinary Collaboration:** Engage staff from different disciplines, fostering interdisciplinary dialogue and solutions to global challenges.
- **Promote Active Engagement:** Encourage participants to take an active role in exploring global citizenship, sustainability, and social justice through hands-on, participatory learning.
- **Create an Inclusive Space:** Develop a methodology that is inclusive of staff from various departments and disciplines, promoting a collaborative and open learning environment.

Invitation sent to all UCC staff by Email



Dear colleagues,

I hope this message finds you well. I would like to announce an event as part of this year's Praxis Week: The GCDE (Global Citizenship and Development Education) Mystery Box Challenge! This event is designed to spark creativity, foster a deeper understanding of global issues, and bring our community together in a fun and meaningful way. Praxis Week will be the week of the 15th of April and I will be sending out a programme of events in due course.

What is the GCDE Mystery Box Challenge?

The GCDE Mystery Box Challenge involves receiving a box filled with various items and prompts related to global justice and sustainable development. Your task will be to use these items to explore, create, and engage with what you find in your box and join us for a friendly presentation of your ideas on Thursday 18th April at 1–3 PM.

How It Works:

- 1. Sign Up: To participate, please respond to this email by the 29th April. This will ensure we can prepare and send your mystery box in time. You can sign up [here](#).*
- 2. Receive Your Mystery Box: A mystery box will be delivered to your office the week before Praxis Week. It will contain items and prompts to guide your exploration and creation. You will enjoy it!*
- 3. Participation: You are encouraged to engage with the items and challenges in your box. Feel free to collaborate with colleagues, document your journey, and prepare to share your insights and creations.*

4. *The Big Reveal – Flash Mob type of Event! On Thursday 18th, we invite you to join us for an event where we will come together to share our experiences and showcase our creative work. The location of this event will be a surprise, revealed only the day before but on campus.*
5. *Reflect and Share: This is an opportunity to reflect on the global issues we face, share our learnings, and inspire each other through our collective creativity.*

Why Participate? This is more than just an activity; it's a chance to step out of our daily routines, engage with pressing global themes, and connect with our colleagues in a unique way. We believe that through this challenge, we can foster a deeper sense of community and global responsibility. We are looking forward to your participation in this exciting week. Let's come together to make a difference, one mystery box at a time!

Thank You

Contributing departments

Over one hundred UCC staff registered to participate in this event. We accepted thirty staff from the following colleges, departments, or schools:

1. Access UCC
2. Access UCC PLUS Programme
3. Alumni and Development
4. Anatomy and Neuroscience
5. Applied Psychology
6. Applied Social Studies. Social Work
7. (Bio)Pharma & MedTech education
8. Business Information Systems
9. College of Medicine and Health
10. Department of Spanish, Portuguese, and Latin American Studies
11. Department of Surgery
12. Equality, Diversity, Inclusion office
13. Focus Team
14. German
15. History
16. International Development
17. Language Centre
18. Language Centre
19. Microbiology
20. Procurement and Contracts
21. Quercus Talented Students' Programme
22. School of Food and Nutritional Sciences
23. School of Law
24. School of Medicine
25. Sociology/ Department of Sociology and Criminology
26. Student Experience Office
27. Tyndall National Institute

PART 1: Building Themes and Teams

Stage 1: Creation and Distribution of the Mystery Boxes

This section describes the early stages, and perhaps the most important stages of the methodology. This first stage involved planning, packing, and posting the mystery boxes.

Each Mystery Box was carefully curated by who selected a variety of materials that included scholarly articles, visual aids, creative expressions, and interactive components. The boxes were designed to represent different aspects of GCDE and anti-racism, challenging participants to think critically and empathetically. For instance, one box might focus on the historical context of racial issues in education, while another could contain materials related to contemporary discussions on intersectionality and social justice.

The boxes were distributed to participants a week before the main event, giving each staff member ample time to explore the contents and prepare for a day of group activities and discussions.

Planning

Have clear Objectives

It is important to be clear about why you are using this methodology. As we will explore in Part 2, the methodology can be adapted to different situations and age groups. Assessing the needs of who you would like to have a conversation with is a first step. We wanted to welcome UCC staff to a creative and ‘mysterious’ event for our annual Praxis week. We had several other activities with students and staff that week, but this event was specifically for staff at UCC, many but not all of whom work in classrooms. Dialoguing with UCC staff is one of the objectives of the Praxis project. We were aware too that as third level staff this was a sophisticated audience, some at the top of their field in their respective disciplines. We were highly aware too that staff are extremely busy, there are many demands on peoples’ time, so we wanted at least part of the activity to happen at lunchtime. We felt that since people were doing some work in advance of the event, that meant they had already engaged at a deeper level. However, for the activity we wanted to do, we felt that it needed two hours. Hence the time was advertised for 1-3 at ‘mystery location’ which would be

announced close to the time. This also gave us time to find a room of a suitable size depending on who registered for the event.

An online registration form was set up and 112 people registered. This in itself was interesting. One staff member replied to the invitation and said 'how could anyone resist that, a mystery box to our office and a mystery location'. We knew that given the amount of work that would be involved in putting the boxes together, the intense discussion needed for each box and sourcing actual materials, most of it recycled, with very little assistance, it would be impossible to make more than 30 boxes, hence we accepted people on a first come, first served basis. We were delighted to see such interest and appreciation of staff who got into the spirit of the event.

Our overall objective of course was to deepen our collective knowledge of and engagement with global justice issues, introduce new people to GCDE and have a deep dialogue about how we could collectively take actions for change. This of course also meant objectives such as promoting critical thinking, fostering collaboration, creative problem solving and interdisciplinary dialogue and action. We hoped that the hand-on, interactive nature of the Mystery Box Challenge, would capture the interest of participants and make learning more engaging and enjoyable. The departments represented were as follows, with some having more than one person:

Start well in advance

As enriching as it was, a lot of work was involved in organising this activity. One of the most important pieces of advice is to start early and give yourself plenty of time to prepare everything. The amount of work involved in understanding our participant needs (with such a range of disciplines), collecting materials for boxes, packing, and delivering the boxes was vastly more time consuming than we expected.

Initial Planning and Timeline Establishment

The success of the Mystery Box activity hinged significantly on meticulous early planning. Given the complexity of coordinating materials, information, and participants from a diverse range of disciplines, establishing a clear and detailed timeline was very important. We recommend starting the planning process at least three to four months in advance. This timeline should include key milestones such as participant recruitment, material collection, box assembly, and distribution.

Understanding Participant Needs

A critical early step involved understanding the needs and backgrounds of our participants. This understanding was crucial in tailoring the contents of the Mystery Boxes to ensure they were both engaging, educational and indeed that they might themselves use this methodology in their own work. In the registration form we did ask participants, to state their department or discipline, so that we could have some understanding of possible interests and areas of expertise. This helped us align the themes of the boxes with the participants' academic and professional landscapes. Organisers could if they wished send a survey to participants to understand their interests even further. It very much depends on your objectives.

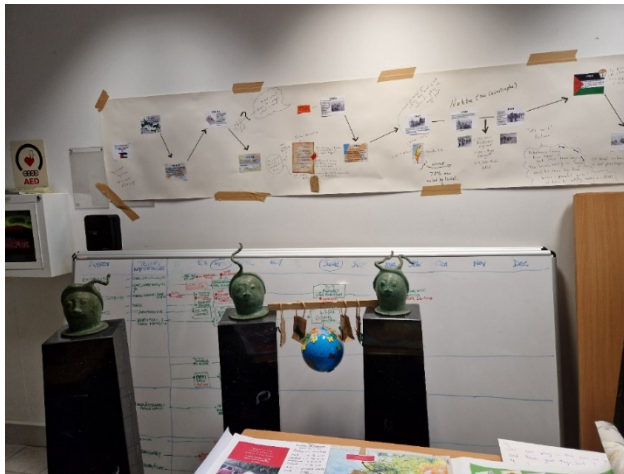


Figure 4. Eimear has created a detailed timeline of the history of Palestinian, Israeli relations (G Cotter, 2024).



Figure 5. Elaine O'Mahoney and colleagues engage with the textile art, music, poetry, and literature of Palestinian resistance. (G Cotter, 2024).

Sourcing and Collecting Materials

Given our commitment to sustainability, we opted to use recycled materials for the contents of the boxes. This eco-friendly approach, while aligned with our values, required us to source materials from various locations. The process involved visiting second-hand shops, offices or homes of staff who volunteered items, and this was much more time-consuming than anticipated.



Figure 6. Samples of materials collected in preparation for the Mystery Box event (G Cotter, 2024).

It takes a lot of time to curate 30 boxes!

Content Development for the Boxes

Planning meaningful, appropriate, and informative content for each box was of course the most important aspect of the preparations. This task involved not only gathering factual information about each theme but also curating artifacts and interactive elements that could stimulate discussion and reflection. Allocating sufficient time for content review and iteration was crucial for achieving the educational goals of the activity. A full description of this phase can be found at 'Stage 2' below.

Preparing For the Exhibition

Booking the Space and Coordinating with Security

One aspect of the Mystery Box event was the public exhibition of the collaborative projects created by the teams. To ensure a smooth execution of this phase, early planning was essential. We coordinated with UCC security staff to secure an appropriate space that was accessible and well-trafficked to maximize exposure and engagement from the broader university community. The choice of location was strategic, intended to invite not just participants but passersby into the dialogue sparked by the exhibition.

Setting Up the Exhibition Area



The logistical preparations for the exhibition were extensive. We procured tables and designed the layout to facilitate easy movement while ensuring that each team's work was displayed prominently. Attention was paid to the flow of traffic through the exhibition area, ensuring that each display could be easily seen and interacted with by attendees.

Figure 7. Mystery Box exhibition area (G Cotter, 2024).

Creating Engaging Visuals

We do of course want to let the wider university community know that we exist. We did not have a pop-up poster before this event but decided that this would be a good time to invest in it. Getting the 'right' message across on this post also took some time. This served not only as an informational piece about the project itself but also as a visual anchor for the exhibition, drawing attention by passers-by and providing context to the displayed works.

Additionally, we used another significant resource which was created by the Praxis Project—a detailed timeline and narrative display outlining the history of development and global citizenship education in Ireland and globally. This display acted as a backdrop for the event, across the exhibition space like a curtain. It provided a historical context to the themes explored in the Mystery Boxes, linking past initiatives to current efforts in global citizenship and development education.

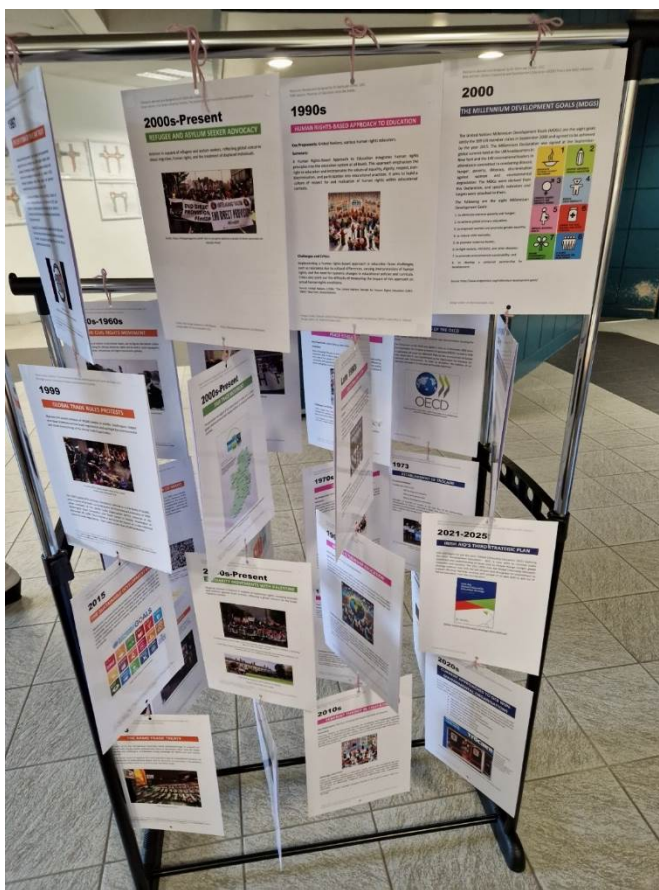


Figure 8. Colour-coded history panels exhibit (G Cotter, 2024).

We pre-prepared an exhibit which gives the history of GCDE locally and internationally, using another resource recently developed. This was a useful reference point for people visiting the stands.

The colour-coded topics were:

Orange: Timeline – Action for Global Justice Internationally

Pink: Timeline – Theories of Education

Blue: Timeline – Government Development Education Policy and NGO Influence

Purple: Timeline – Development Theory

Green: Timeline – Action for Global Justice in Ireland

Curating the Mystery Boxes

Content Development

This section provides a general introduction to the preparation stage. ‘Stage 2’ below provides more detail on the specific boxes which were prepared for our participants. In addition, a more detailed description of how the contents were used by the participants, is explained under ‘Stage 3’.

Creating effective Mystery Boxes for Global Citizenship Education (GCDE) requires careful planning and thoughtful selection of themes and topics. The aim is to choose subjects that not only align with the core principles of GCDE—such as global awareness, social justice, sustainability, and peace—but also resonate with the interests and experiences of the participants. Here are some guidelines for selecting themes and topics:

Relevance to GCDE Principles

Ensure that the themes directly relate to the fundamental principles of GCDE. Topics could include climate change, human rights, global inequality, sustainable development, and cultural diversity. These themes should encourage participants to think critically about global issues and their impact on local and international communities.

Current and Emerging Issues

Select themes that address current global challenges and emerging trends. This keeps the content timely and relevant, and helps participants connect their learning to real-world events. Examples include the impact of the COVID-19 pandemic on global health, the refugee crisis, and the role of technology in sustainable development.

Interdisciplinary Approach

Choose themes that can be explored from multiple disciplinary perspectives. This encourages participants to integrate knowledge from different fields and develop a more comprehensive understanding of complex global issues. For instance, a box on climate change can include elements of science, economics, politics, and ethics.

Participant Engagement

Consider the interests and backgrounds of the participants when selecting themes. Engaging themes that resonate with participants’ personal experiences or academic interests can enhance motivation and involvement. Surveys or preliminary discussions can help identify relevant and exciting topics.

Materials and Resources

Once the themes are selected, the next step is to gather and organize the materials and resources for each Mystery Box. The goal is to provide a diverse and comprehensive set of materials that will facilitate exploration, critical thinking, and creative expression. Here is a list of essential materials and resources to include in each box:

1. **Information Sheets:** Provide background information on the chosen theme, including key facts, statistics, and relevant case studies. These sheets should be concise, informative, and accessible, providing a solid foundation for further exploration.
2. **Artefacts:** Include tangible items related to the theme, such as cultural objects, samples of sustainable products, or replicas of important documents. Artefacts can help bring abstract concepts to life and stimulate curiosity and engagement.
3. **Multimedia Elements:** Incorporate multimedia resources like videos, podcasts, and interactive websites. These elements can provide dynamic and engaging content that complements the written materials. QR codes or USB drives can be used to include digital content.
4. **Reflection Prompts:** Provide a set of questions and prompts to guide participants' reflections on the theme. These prompts should encourage critical thinking and personal connection to the topic. Examples include "How does this issue affect your community?" or "What actions can you take to address this problem?"
5. **Creative Materials:** Supply materials for creative expression, such as markers, paper, clay, or fabric. Encouraging participants to create visual or physical representations of their ideas can enhance engagement and facilitate deeper understanding.
6. **Instructional Guide:** Include clear instructions on how to use the materials in the box. This guide should outline the objectives of the activity, step-by-step instructions, and tips for collaboration and creative problem-solving.
7. **Evaluation Tools:** Provide tools for participants to evaluate their learning and the effectiveness of the activity. This could include feedback forms, self-assessment checklists, or peer review templates.

Examples of Mystery Box materials and resources:



Figure 9. Types of materials included in a Mystery Box: information sheets, artefacts, multimedia elements, reflection prompts, and creative materials (G Cotter, 2024).

Packing and Posting

The packing and delivery of the Mystery Boxes represented a logistical challenge, particularly because of the fragile and varied nature of the box contents. Organising a dedicated space for packing, ensuring each item was securely placed, and scheduling deliveries to accommodate the availability of participants required careful coordination. For future events, having a dedicated team would help manage these tasks more efficiently. Like all well-laid plans, some of the boxes did not, for a variety of reasons, reach their destination. One important learning for the future is that checking with each participant in advance the exact location of their office, and the best place to leave a package, would have been very helpful. While participants did write their addresses, in an institution like a university, confusion can arise. While most of the boxes were eventually delivered, there were one or two that went astray, and this was important because the activity involved teamwork at the event and each box formed part of a larger story.

Managing Attendance: Strategies for Ensuring Participant Presence

In any event, particularly one involving busy staff, there's always a risk of last-minute cancellations or no-shows, which can disrupt the planned activities and dynamics. For the Mystery Box activity, while there were very few people who could not make it, it was always going to be a challenge and with the resources available, it was not always possible to keep on top of communications. From this experience, we've derived several strategies to minimise such occurrences and handle them effectively when they do arise.

Clear communication and reminder systems

One of the most effective ways to ensure participants remember their commitment is to implement a robust system of reminders.

System of reminders for the Mystery Box activity



Advance Confirmation

Ask participants to confirm their attendance several times before the event - when they first sign up, one month before, and one week before the event. This frequent confirmation helps keep the event on their radar.

Calendar Invites

Upon the initial confirmation, send a calendar invite with the event details, including the date, time, location, and a brief description of the event's purpose. Ensure the calendar invite is compatible with common digital calendars like Google, Outlook, and others.

Reminder Emails and Texts

Send reminder emails and, if possible, text messages a week before, a day before, and the morning of the event. These messages should be brief and friendly, serving as a gentle nudge about the upcoming commitment.

Figure 10. Reminders on calendar (R Gonzales, Adobe, 2024).

Overbooking to account for people who may have to drop out

Given the inevitability of some cancellations, consider overbooking the event slightly or at least have colleagues in your own team who can slot into a particular team if needed. It is vital therefore that the participants give adequate notice if they cannot attend, so that the organising team know which box needs to be collected and which aspects of the project will be missing from the team.

We were very lucky to have a great group of people who really entered into the spirit of the event, but it is always better to err on the side of caution!

Mind you if nobody turns up ... you have other options!

Stage 2: Building Themes and Teams

A core objective for this activity was to foster a dynamic, participatory, and immersive experience which would engage participants from the outset and encourage interdisciplinary collaboration. The creation of a variety of themes and teams was central in achieving this, providing a structured yet creative framework for exploring complex global justice issues across social, political, economic, and environmental dimensions. Each participant received a set of instructions in their personal box, and were not aware, until they arrived at the event, that they were part of a team who had a further task to do together.

Prior to the event, participants were assigned to teams, each designated by a specific colour, red, purple, green, blue, and yellow. This assignment was made with careful consideration to ensure that each team was interdisciplinary, combining expertise and perspectives from various academic and administrative sectors of the university. Participants were not informed of their team assignment or the overarching theme until their arrival at the event, adding an element of surprise and excitement on the day of the event.

Each team was aligned with a central theme of GCDE, aiming to cover a broad spectrum of justice issues. The themes were integrated into the Mystery Boxes and the boxes themselves were colour-coded to match the teams. One box was a creative experiment, with a set of random objects in each box, not related to a particular theme, but each box had exactly the same contents. All boxes received a definition of GCDE. This section provides an overview of the five teams and details on the content of each box and each team can be found at Stage 3 below.

Team 1: Forced Migration (Blue Team)



Figure 11. Sample of forced migration output (G Cotter, 2024).

The boxes for the Blue Team explored various aspects of forced migration:

Box 1: Global Flows

Contents: Mini guide to forced migration, world map, wool, pins, canvas, crayons, small white notepad, sticky notes.

Instructions: Participant mapped migration routes, reflecting on global human experiences.

Box 2: Personal Stories of Migration

Contents: Personal stories, fabric, wool, needle and thread, sticky notes, pencils, markers.

Instructions: Create a visual representation of migration stories using fabric and thread.

Box 3: Life in Transit - Refugee Camps

Contents: Materials for tent making, fabric pen, case studies.

Instructions: Construct a small model of a refugee camp and reflect on living conditions.

Box 4: Historical Migration from Ireland

Contents: Historical letters from Irish emigrants, materials for making pockets, poems/letters/video links from migrant communities.

Instructions: Create a memory box reflecting on the historical and emotional parallels of migration.

Box 5: Advocacy and Action

Contents: Advocacy materials, statistics on migrant deaths, case studies of positive contributions by migrants.

Instructions: Craft advocacy messages or artworks highlighting migrant contributions and support.

TEAM 2: ENVIRONMENT (GREEN TEAM)



Figure 12. One of the three planets at the final exhibition (G Cotter, 2024).

The Green Team's boxes focused on environmental impacts and sustainability:

Box 1: Three Planets Challenge (Sustainability and Overconsumption)

Contents:

- Three small globes.
- Symbols for pollution, deforestation, and urban sprawl (stickers or cut-outs).

- Materials for decoration (paint, markers, glue, craft paper).
- Small tags for personal reflections.

Instructions:

Decorate the globes to represent:

- The Earth's current state with environmental challenges.
- A future of overconsumption and degradation.
- A sustainable future.
- Add reflection tags on personal lifestyle changes to avoid the three-planet scenario.

Box 2: What Kind of Climate Activist Are You? (Self-Reflection and Activism)

Contents:

- Collage materials (magazines, photos of climate activists, glue, scissors).
- Pre-printed information on activists (e.g., Greta Thunberg, Wangari Maathai, Bill McKibben).
- Blank quiz templates.
- Markers, coloured paper.

Instructions: Create a collage representing various climate activism approaches. Develop a quiz-style display for visitors to identify their activism style and reflect on personal roles in climate action.

Box 3: Unmasking Greenwashing (Corporate Responsibility)

Contents:

- Information sheets on greenwashing examples (e.g., misleading labels, campaigns).
- Craft materials (adhesive strips, wool, markers).
- Photos or case studies of companies with greenwashing claims.

Instructions: Create a collage connecting examples of greenwashing to their actual environmental impacts. Add prompts for reflection on becoming an informed consumer and avoiding greenwashing.

Box 4: Sustainability in Pharma and Med Tech (Instructional Design Challenge)

Contents:

- Storyboard template.
- Coloured paper, markers.
- Pre-printed information on environmental challenges in pharma and med tech.
- Craft supplies (glue, scissors).

Instructions: Design an educational infographic on sustainability in these sectors. Sketch a storyboard for a short video to teach students about sustainable practices in healthcare and technology.

Team 3: Economic Justice (Red Team)

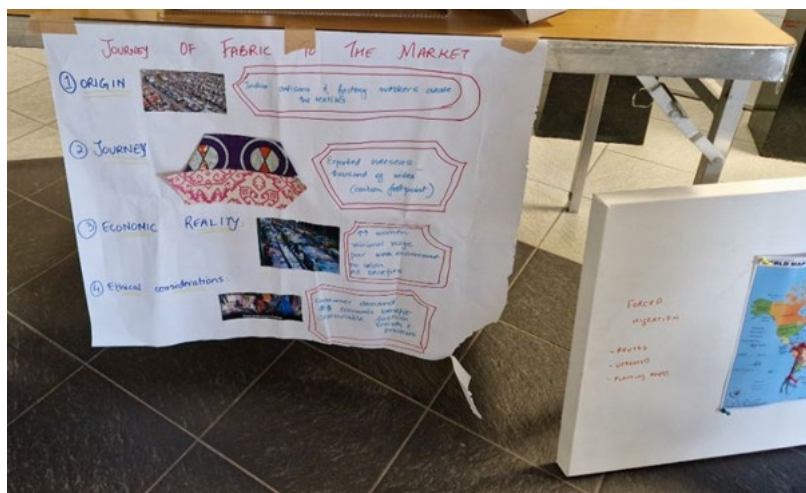


Figure 13. Part of the Economic Justice Team's Exhibition (G Cotter, 2024).

The Red Team's boxes explored economic justice through various lenses:

The Red Team's boxes were curated to explore different facets of economic justice, allowing participants to delve into topics such as global trade, labour conditions, and the often undervalued role of care work. Each box contained specific materials and instructions to guide participants in creating visual representations of these complex themes.

Box 1: Global Supply Chains

Contents: World map, markers, stickers, information cards, string, glue.

Instructions: Using the map and provided materials, create a visual representation of global trade routes, with a focus on products like coffee and electronics. Reflect on how these supply chains highlight the movement of resources and labour from the Global South to the Global North and the human and environmental costs associated with this imbalance.

Box 2: The Textile Industry

Contents: Shoebox, fabric scraps, canvas, glue, markers, reading materials on labour conditions in the fashion industry.

Instructions: Build a collage or display illustrating the environmental and human impacts of the textile industry. Focus on issues such as labour exploitation, low wages, and the environmental waste generated by fast fashion, highlighting how the fashion industry affects workers and ecosystems globally.

Box 3: The Care Economy

Contents: "A Day in the Life" collage images, shoebox, glue, cardboard, marker, reading material on the economic value of care work.

Instructions: Create a visual display that captures the essential role of unpaid care work (e.g., caregiving, domestic tasks) and its often-overlooked economic impact. Use the materials provided to explore questions about societal valuation of care work and reflect on its importance, particularly within households and communities.

Team 4: Palestine (Yellow Team)

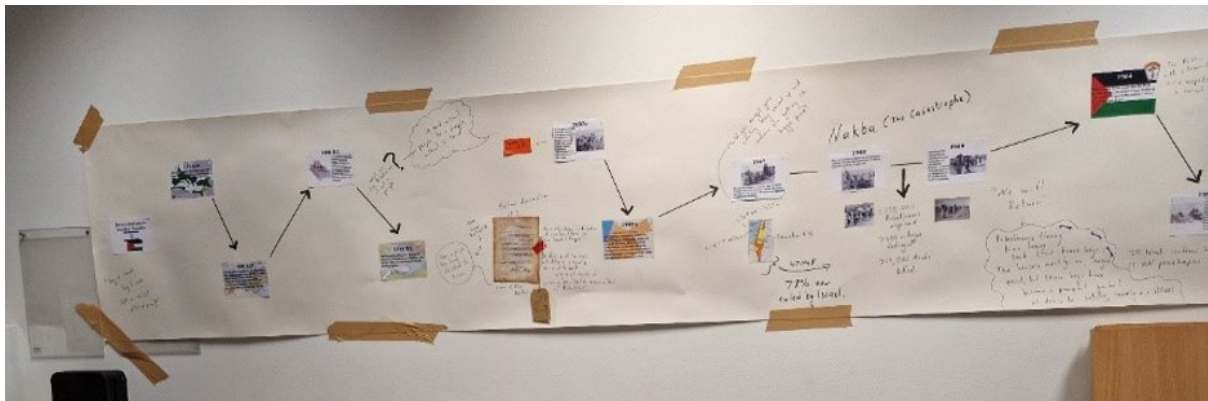


Figure 14. Historical Timeline from the Palestine Exhibition Section (G Cotter, 2024).

For the Palestine Group, two thoughtfully curated boxes allowed participants to engage deeply with the themes of historical context and the role of arts in Palestinian resistance. These boxes provided materials to help participants explore Palestinian history, identity, and resilience through creative expression and research.

Box 1: Historical Context

Contents:

- Long scroll of blank paper for creating a timeline.
- Markers, pencils, and glue.
- Printed images, maps, and replicas of historical documents, such as the Balfour Declaration, UN Partition Plan, and Oslo Accords.
- Brief historical guide with an overview of key events in the Palestinian-Israeli conflict.

Instructions

- **Create a Visual Timeline:** Use the provided materials to construct a timeline highlighting significant events in Palestinian history.
- **Map Annotation:** Incorporate maps showing territorial changes over time, adding notations on how these shifts have affected Palestinian communities.
- **Reflect on Historical Impact:** Write short reflections about the role each event played in shaping the Palestinian experience, noting connections between past events and the present situation.

Box 2: Art and Resistance



Figure 15. Art as Resistance at the Palestine Exhibition Section (G Cotter, 2024).

Contents:

- Reproductions of Palestinian visual art, such as works by Sliman Mansour.
- Excerpts from poems by Mahmoud Darwish and short texts from Ghassan Kanafani's literature.
- Images of Palestinian textiles and patterns, representing traditional embroidery (Tatreez).
- Printed lyrics and background information on Palestinian musicians and bands, like DAM and Reem Kelani.
- Blank canvas, drawing paper, markers, and other artistic supplies

Instructions:

- **Explore Artistic Expressions:** Examine the provided art, poetry, and music, considering how each form expresses themes of resistance, identity, and resilience.
- **Create a Personal Artwork or Collage:** Use inspiration from the materials to produce a creative response, such as a collage, drawing, or written reflection, that represents solidarity with Palestinian resistance and cultural preservation.

- **Reflect on the Power of Art:** Attach a short written statement to your artwork explaining how creative expression serves as a form of resilience and resistance in the Palestinian context.

These two boxes empowered participants to delve into Palestinian history and culture and to create meaningful displays that communicated both the challenges and the enduring strength of the Palestinian people.

Team 5: Stories of Change (Purple team)

Box 1: One Case Study of Change (Collage Creation)

Contents:

- Case study of a rural Kenyan community (printed materials)
- Magazines with images of crops, droughts, and farmers
- Scissors, glue, and coloured paper
- Text block templates for reflections
- Markers and stickers

Instructions:

- Read the case study of a rural Kenyan community transforming its agricultural practices to become more sustainable.
- Use the magazines and materials provided to create a collage that visually represents the community's journey.
- Reflect on and add text blocks about the importance of local leadership, innovation, and women's roles in driving change.

Box 2: Visual Representation of a Personal Story of Change

Contents:

- Journal prompts for self-reflection on environmental activism
- Recycled paper and organic fabric
- Markers, coloured pens, and stickers
- Timeline template

- Small photos of protests and environmental campaigns

Instructions:

- Reflect on your personal story of change as an environmental activist, using the journal prompts provided.
- Create a visual timeline tracing your journey from awareness to action, using the materials in the box.
- Incorporate photos, symbols, and reflections to highlight pivotal moments in your activism journey.

Box 3: Community Change in Action (Interactive Exhibit)

Contents:

- Case study of a textile worker community in Bangladesh (printed materials)
- Fabric scraps and small sewing kit
- Images of workers and factories (before and after reform)
- Cardboard and adhesive strips
- Reflection prompts

Instructions:

- Read the case study of a Bangladeshi community organizing to improve working conditions.
- Use the fabric scraps and images to create a three-dimensional interactive exhibit, illustrating the "before" and "after" scenarios.
- Include reflective prompts to help visitors engage with the story and understand the importance of collective action.

Box 4: Inspirational Quotes and Messages (Basket of Change)

Contents:

- Collection of inspirational quotes and excerpts from speeches
- Stories of global change-makers (printed materials)
- Decorative items such as green leaves, ribbon, and stickers

- Small basket

Instructions:

- Read the provided quotes, stories, and excerpts to gather inspiration.
- Write down key messages of hope, resilience, and transformation on slips of paper.
- Decorate the basket with the materials provided, filling it with the quotes and messages to create a symbolic vessel of change.

Team 6: Framing the World (Orange Team)



Figure 16. Framing the World (G Cotter, 2024).

This was an experimental team. Each participant received a random mix of items including a cup, paper, a pipe stick, colourful sticks, play dough, cardboard, fabric, markers, and other miscellaneous materials. They were asked to create anything they wished with exactly the same materials. When they arrived with their artefacts it was clear that with just the same materials each had made a completely different creative artefact. The idea we wished to explore is if this idea could be used as a starting point for discussion on how we frame the world, depending on our own contexts. We asked participants to reflect on what might have influenced them to create their piece. There was very little instruction and from an organiser perspective this approach was a little risky.

Stage 3: Workshop Day

Discovery and Collaboration

Upon arrival at the event, participants were greeted with their respective team colours and introduced to their teammates. This is the first time they heard that they were in a team. There was a buzz in the room and some pride (rightly so) in the creations each participant brought to the event. There was a little bit of chaos as people found their teams. In part this was because the room we had booked was smaller than we had anticipated when everyone was in the room. However, this was a minor issue as people really got into the spirit of the event.



Photos of the artefacts can be found throughout this resource. What was very evident was that each participant really took their task seriously. People had read deeply into their respective themes and had brought along the most inspiring creations. I think most people in the room were taken aback by the quality of work people had put into this activity. There was an appreciation too of the work that went into preparing the boxes. The artefacts were exceptional, not just to look at but in the deep reflection and ability to articulate their particular 'theme'. They immediately set about working in their teams and there was great excitement in the room. Some refreshments were provided but people were too busy to even think about them.

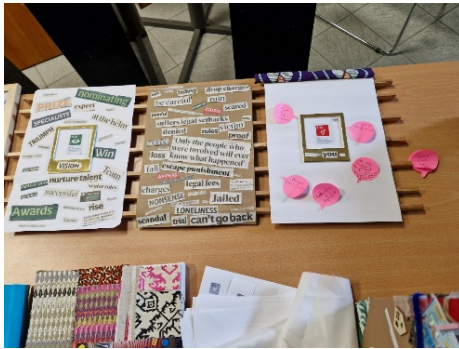
Each team's first task was to explain to the others in their team, what was in their Mystery Box, what the theme was and what they had made with the contents of their box. Each team was given a set of instructions to enable them to work together as a group. Teams 1 – 4 received the same instructions while Team 5 received a slightly different set of instructions. These are explained below.

Groupwork: Teams 1-4

Instructions

Over the first 45-50 minutes please discuss what was in your box, any key learnings you have taken out of the activity.

If possible, bring your artefacts together as one display.



As a group, please prepare a presentation for the second part of the event. Keep it simple. 5-10 minutes. Agree on 6 to 10 key points you want to bring to the wider group. Explain your theme and methodology. Share your key messages. Share your personal reflections on the activity. Also read the 'characteristics' of GCDE again and write down some ways in which you might be able to bring GCDE

approaches into their own teaching, research, projects, policies, office, or life in general. Please bring your artefacts and shared key ideas or messages to the display at the foyer of the O'Rahilly Building.

Groupwork: Team 5

Instructions for Team Collaboration at the Event:

Share and Discuss

Each team member presents their creation. Discuss how everyone used the same materials but created vastly different items. What influenced your decision? What do your artefacts have in common and what is different about them?

Explore Global Citizenship and Development Education Framing

Talk about how different perspectives (or frames) or experiences of the world lead to varied interpretations of the same world – much like in GCDE. Use the alien mask as a metaphor for seeing the world through an entirely different lens.

Read

Take a look at some of the educational frameworks which underpin GCDE. Which one instinctively resonates most with you?

Ideas for discussion

take any social issue that concerns you, local or global e.g. housing, health, war, food insecurity, forced migration, gender inequality, etc. What does taking action on that issue look like if you take a charity approach? What does it look like if you take a social justice perspective or a human rights perspective? Or a post-colonial perspective? Or the perspective which you feel most aligned to?

Group Activity:

- Take a photo of all your individual artefacts so that we can keep them for illustrative purposes.
- Using the paper or card provided can you write your issue of interest in the middle of a page. Take some of the frames that interest you and write/draw what an approach to addressing that challenge might be. If you have time, you might reflect too on how you could apply some of these frames to your own work at UCC. Write notes about this on your collaborative artefact. An example of 'famine' is provided.
- Present this to the wider group and your reflections on the activity.
- Also read the 'characteristics' of GCDE again and write down some ways in which you might be able to bring GCDE approaches into their own teaching, research, projects, policies, office, or life in general.
- Bring your original pieces and your combined artefact to the display stand at the end of the session.



Figure 17. Part of the Economic Justice Team's Collaboration (G Cotter, 2024).

Team Artefacts and Presentations

As explained above, what cannot be replicated in this resource is (1) the palpable excitement in the room as the teams really embraced the task; (2) the quality of the preparatory work carried out by participants and (3) the quality of the team presentations.

The setup encouraged open dialogue and creative brainstorming, with teams huddled around their tables, sketching out concepts and piecing together their individual insights into a cohesive group response. The diversity of academic and professional backgrounds

among the participants enriched the discussions, allowing for a multidimensional exploration of the themes.

Vibrant Group Presentations

Each team was tasked with not only creating a visual or physical representation of their theme but also with presenting their findings and creative process to the entire gathering. The presentations were a highlight, showcasing the depth of understanding and creativity each team brought to their topic.

The quality of these presentations was remarkable, with teams using a mix of traditional and digital media to convey their messages. They presented models and art pieces that symbolized their themes. Their understanding of the issues they had been reading about and how they presented these was of a very high standard. This is not surprising given that this is a group of university educators many of whom are experts in their respective fields. However, such is the nature of this methodology that it is accessible by any age group or level, including children. Learners can engage with the activity at whatever level they are at.

The presentations were not only informative but also engaging, often sparking further discussion and questions from the audience. In some cases, there was also deep emotion, particularly from the group of staff who worked on the theme of Palestine.

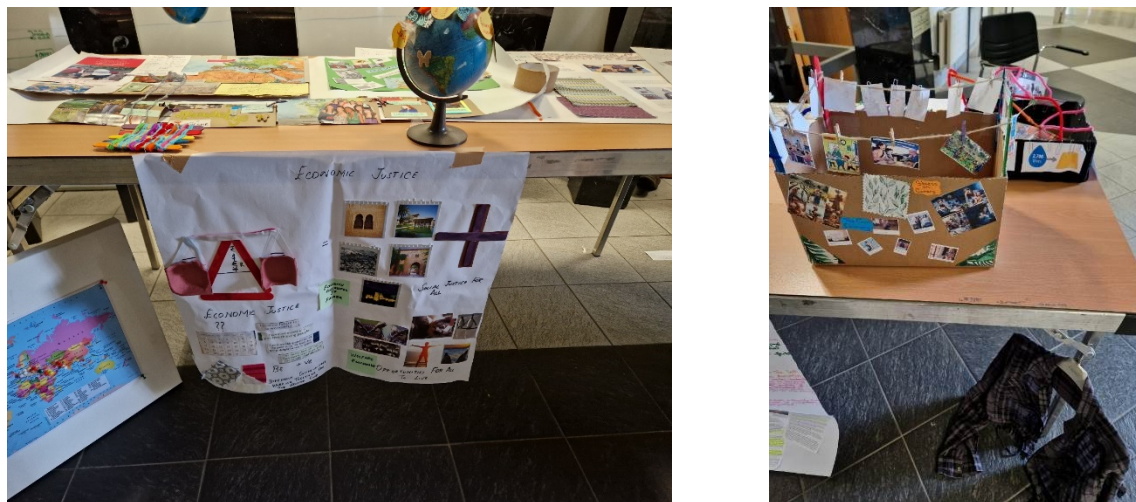


Figure 18. Samples of vibrant group presentations. Mystery Box event (G Cotter, 2024).

Deep Emotional Connections

The exhibition was not only a showcase of intellectual engagement and creative output but also a profound emotional experience, particularly for the group focusing on Palestine. The

current events at the time added a layer of immediacy and urgency to their work, which resonated deeply with both the participants and the visitors. The group's project featured a meticulously crafted timeline that detailed the historical and ongoing issues faced by the Palestinian people, providing a poignant context to the day's discussions.

The emotional depth of this display was palpable, as participants and onlookers alike were moved by the powerful narrative conveyed through the timeline. This group's ability to encapsulate such a complex and heartrending topic in a comprehensive and accessible manner was one of the standout moments of the exhibition, highlighting the capacity of the Mystery Box methodology to handle sensitive and charged topics with care and depth.

Two participants in particular, deeply committed activists involved in Palestinian rights, found a kind of solace and grounding in the way the materials were presented to them. Recognising their fatigue and emotional investment in the issues, the organisers had included elements of Palestinian arts, music, and textiles in the boxes. These components were intended to provide a connection to the culture's rich heritage and resilience, as well as resistance.

This approach allowed them to engage with the theme of resistance in a manner that was both affirming and rejuvenating. By interacting with cultural artifacts that celebrated the beauty and strength of Palestinian identity, they could appreciate the resilience embedded in artistic expressions and traditional crafts.

The emotional engagement and the use of cultural artifacts in the Palestine-focused display were powerful reminders of the human aspects behind global education and activism. This approach not only enhanced the educational impact of the exhibition but also fostered a supportive community atmosphere. Participants left the event not just with increased knowledge and awareness but with a renewed sense of connection and purpose, inspired by the stories and resilience witnessed during the exhibition.

Bringing Collaborative Pieces to the Public Exhibition

Following the group presentations, the teams prepared to move their collaborative projects to the designated exhibition space. This transition was carried out with a sense of pride and accomplishment, as each team worked together to ensure their project was displayed to its best advantage.

The exhibition space was a busy place as teams arranged their displays, with some making last-minute adjustments to ensure their messages were clearly communicated. The arrangement of the exhibition allowed for a natural flow of visitors, who moved from one display to another, engaging with the teams and asking questions.

The presence of the historical timeline and narrative display on the history of development and global citizenship provided a rich backdrop to the contemporary issues addressed in the team projects. This setup not only contextualised the issues within a broader historical framework but also highlighted the ongoing relevance and urgency of addressing global justice and education.

Reflecting on the Exhibition's Impact

The exhibition not only served as a culmination of the day's activities but also as a public forum for disseminating the insights and learning derived from the Mystery Box challenge. The quality of discussion and the level of engagement from both participants and visitors were testament to the effectiveness of the methodology and the commitment of everyone involved.

Feedback from participants indicated that the opportunity to bring their collaborative pieces to a public audience was particularly rewarding. It allowed them to share their newly gained knowledge and perspectives with a broader audience, extending the impact of their learning and fostering a community-wide dialogue on important global issues.

Furthermore, the exhibition space became a site of empathy and understanding, where visitors could gain a deeper appreciation of the personal and collective struggles involved in global justice movements. The Palestinian group's display, enriched with cultural artifacts, became a focal point for discussions about the power of art and culture in sustaining spirits and fostering resilience in the face of adversity.

In summary, the energy, collaboration, and creativity displayed during the group work and exhibition were indicative of a deeply engaging and successful event. The participants' ability to transform their learning into compelling presentations and exhibits demonstrated the profound impact of the Mystery Box activity on their understanding of global citizenship and development education.

Collaborative Projects

Team 1: The Forced Migration Group's Joint Project

The participants in the **Forced Migration** group engaged deeply with the materials in their mystery boxes, exploring the global and personal dimensions of forced migration. Their individual artefacts and reflections came together in a cohesive, powerful display highlighting the complexities and human costs of displacement.

Box 1: Global Flows

This participant created a visual map of migration routes using wool and pins to connect countries of origin and destination. The map was annotated with labels such as "war-torn," "climate refugees," and "economic migration." The participant reflected on how these forced migrations are not just statistics but involve real human lives, and how global inequalities drive such movements. Around the map, they wrote phrases such as "seeking safety," "home lost," and "resilience."

Collaborative Contribution: This map formed the centrepiece of the group display, visually representing the scale and complexity of forced migration. The participant's reflections led to discussions within the group about the need for better international protections for displaced persons and more equitable global systems.

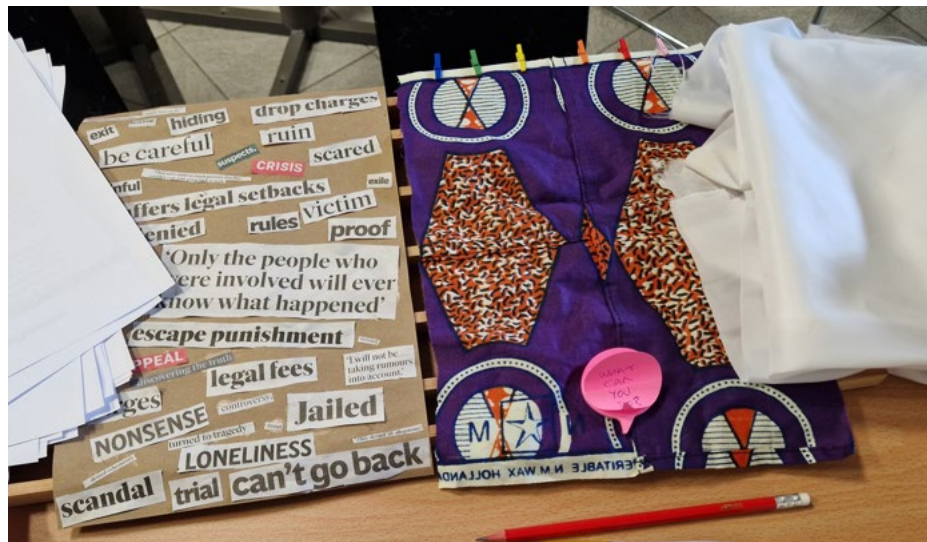


Figure 19. Part of the Forced Migration Team's Exhibit (G Cotter, 2024).

Box 2: Personal Stories of Migration (Textile)

Another participant used fabric and simple stitching to visually depict the personal stories of refugees fleeing conflict. A story that stood out was that of a young girl from Syria who had

lost her family home. The participant stitched an image of a broken house with the words "Where is home?" written around it, symbolizing the loss and uncertainty experienced by refugees.

Collaborative Contribution: The textile piece was displayed alongside the map, adding a personal, emotional layer to the global migration story. The group discussed the importance of telling individual stories to humanize the statistics often associated with migration. They also considered how to raise awareness in educational settings about the lived experiences of refugees.

Box 3: Listening to Refugee Voices (Shelter Model)

This participant built a small model of a refugee shelter using the materials provided in their box. On the shelter's walls, they wrote phrases such as "We want safety" and "Hope for the future," drawn from the real-life stories they had read. Inside the tent, they placed notes written in the voices of refugees, expressing their fears, hopes, and demands for a better future.

Collaborative Contribution: The shelter model became a focal point in the group's display, representing both the physical and emotional hardships of forced migration. The group reflected on how providing shelter is only one part of the solution, and that refugees need much more in terms of psychological support, legal protections, and long-term opportunities for rebuilding their lives.



Figure 20. Sample of collaborative contribution, Mystery Box event (G Cotter, 2024).

Box 4: Letters from the Irish Diaspora (Memory Box)

The final participant used historical letters from Irish emigrants to draw parallels between past and present forms of migration. They created a memory box decorated with phrases like "Longing for home" and "Separated by distance," linking the historical experiences of Irish emigrants with the modern-day refugee crisis. The letters were placed in envelopes, with additional reflections written on the outside about how migration has always been part of human history.

Collaborative Contribution: The memory box, placed next to the shelter model, served as a reminder that migration is a shared human experience, one that connects people across generations and geographies. The group discussed how this historical perspective could help people today better understand and empathize with the plight of modern refugees.

Group Collaboration and Final Display

After sharing their individual artefacts, the group worked together to create a cohesive display that combined global, personal, and historical perspectives on forced migration:

- **Central Map:** The map with migration routes became the centre of the display, symbolizing the global scale of forced migration. The wool and pins highlighted the connections between different regions and the shared challenges faced by displaced people.
- **Personal Stories:** The stitched textile piece and the shelter model were placed around the map, providing a human face to the global migration patterns. These artefacts helped viewers connect emotionally with the issue.
- **Historical Context:** The memory box offered a historical perspective, reminding viewers that migration is not a new phenomenon but one that has shaped societies for centuries.
- **Key Reflections:** The group added reflection notes around the display, asking questions like "What can we do to support refugees?" and "How do we ensure safe and dignified migration?" They also included a collective action plan, suggesting concrete steps such as supporting local refugee organisations, advocating for better international refugee protections, and raising awareness through education.

Team 2: The Environmental Group's Join Project

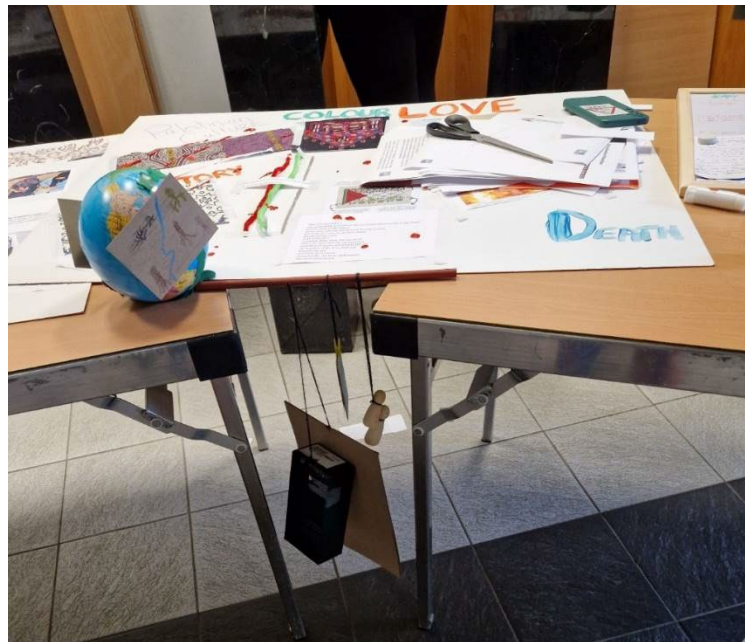


Figure 21. Sample of 'Environment Team' display. Mystery box event (G Cotter, 2024).

The **Environmental Group** worked with a variety of themes related to environmental sustainability, climate change, and ecological responsibility. Each participant explored a different environmental issue, using creative materials and reflective practices to express their understanding of global environmental challenges and potential solutions. The group's collaborative work emphasized the need for immediate action, both personal and collective, to address environmental crises.

Box 1: Three Planets Challenge (Sustainability and Overconsumption)

The first participant focused on the concept that if everyone lived with the consumption levels of the wealthiest nations, we would need the resources of three planets to sustain our lifestyles. Using three small globes provided in the box, they created a visual display illustrating the difference between sustainable living, overconsumption, and a vision for a sustainable future.

- **Globe 1** was decorated to represent the Earth's current state, with symbols of pollution, deforestation, and urban sprawl.
- **Globe 2** illustrated what the world would look like if we continued consuming at unsustainable rates, showing a degraded and barren planet.
- **Globe 3** represented a possible future where humans live in harmony with nature, using clean energy, recycling, and preserving natural ecosystems.

- **Collaborative Contribution:** This visual display became the centrepiece of the group’s final exhibition, helping visitors understand the dire consequences of overconsumption. The participant also added small tags with personal reflections on how individual lifestyle changes, such as reducing waste and conserving energy, could help avoid the three-planet scenario.



Figure 22. Sample of three planets challenge presentation. Mystery Box event (G Cotter, 2024).

Box 2: What Kind of Climate Activist Are You? (Self-Reflection and Activism)

The second participant’s box encouraged self-reflection on the different roles people can play in the climate movement. The participant engaged with the provided materials to create a collage featuring well-known climate activists like Greta Thunberg, Wangari Maathai, and Bill McKibben, each representing different approaches to activism—from grassroots organizing to political advocacy.

- Using the materials in the box, they created an interactive quiz-style display, where visitors could reflect on what type of climate activist they are or aspire to be.

- They also added their own reflection on their personal role in climate activism, noting their strengths and areas for growth.

Collaborative Contribution: This interactive element invited visitors to engage directly with the theme of activism, encouraging them to think about how they could take action for the environment. The quiz results were displayed alongside the personal reflections of the participant, creating a thought-provoking conversation starter within the group's exhibit.

Box 3: Unmasking Greenwashing (Corporate Responsibility)

The third participant's box focused on greenwashing—where companies falsely advertise their products or services as environmentally friendly. This participant created an informative display that combined key messages from the provided information sheets with their personal reflections. The craft materials were used to design a large collage highlighting examples of greenwashing from real companies, such as misleading labels and marketing campaigns.

- The participant used adhesive strips and wool to connect these examples with the real environmental impacts they hide, such as continued deforestation and pollution.
- Reflection prompts helped the participant critically engage with the topic, and they added notes about how individuals can become more informed consumers to avoid falling for greenwashing tactics.

Collaborative Contribution: This visual and informative display formed part of the group's exhibition, helping visitors recognize the importance of holding corporations accountable for their environmental claims. The participant also included suggestions for actions visitors could take, such as supporting certified ethical brands and reducing consumption of single-use plastics.

Box 4: Sustainability in Pharma and Med Tech (Instructional Design Challenge)

The fourth participant was an instructional designer who was tasked with creating an educational tool based on sustainability principles in the pharmaceutical and medical technology sectors. Using the provided craft materials and storyboard template, they developed a basic outline for an educational infographic aimed at raising awareness of the environmental impact of these industries and promoting sustainable practices.

- The participant used coloured paper and markers to design a visual guide showing the environmental challenges in these sectors, such as the disposal of medical waste and the carbon footprint of pharmaceutical production.

- They also sketched a storyboard for a short instructional video that could be used in higher education settings to teach students about sustainable practices in the pharma and med tech industries.

Collaborative Contribution: This creative and informative piece was displayed alongside the other participants' work, offering visitors insights into the specific challenges of sustainability in healthcare and technology. The participant also included a reflection on the role of education in promoting sustainability and how institutions can adopt greener practices.

Group Collaboration and Final Display

The **Environmental Group** created a cohesive and impactful display, which highlighted various aspects of environmental responsibility. By working together, the group produced a multi-faceted exhibit that emphasized both individual actions and systemic changes needed to address the climate crisis.

- **Three-Planet Display:** The globes were placed at the centre of the group's exhibition, serving as a powerful visual representation of the urgent need for sustainable consumption and the consequences of overconsumption.
- **Activism Collage and Interactive Quiz:** The climate activist collage, paired with the interactive quiz, invited visitors to reflect on their role in the climate movement and what type of activism aligns with their values. This interactive element was placed near the centre of the exhibit, encouraging engagement and personal reflection.
- **Greenwashing Collage:** The greenwashing collage provided a critical perspective on corporate responsibility and consumer awareness. This part of the exhibit was designed to provoke thought about how businesses can mislead the public and what can be done to promote genuine sustainability.
- **Sustainability in Pharma and Med Tech Educational Tool:** The instructional design challenge was displayed as a storyboard, offering a practical example of how sustainability can be integrated into professional sectors like healthcare and technology. The group used this as a discussion point for how education can drive change within industries.

Group Reflection and Discussion

Throughout their collaboration, the group engaged in deep discussions about the importance of environmental justice and the intersection of individual responsibility and corporate accountability. Key themes that emerged included:

The Urgency of Action: The group agreed that the climate crisis requires immediate action on both personal and systemic levels. They emphasized that while individual actions, like reducing waste and conserving energy, are important, broader structural changes are necessary to make a significant impact.

The Role of Education in Sustainability: The group reflected on the importance of education in promoting sustainable practices. They discussed how institutions, especially in sectors like healthcare and technology, can integrate sustainability into their curricula and training programmes to prepare future professionals for environmentally responsible careers.

Consumer Awareness and Corporate Responsibility: The discussions around greenwashing highlighted the need for consumers to be more informed and critical of corporate sustainability claims. The group discussed the power of collective action in holding corporations accountable and the role of governments and regulatory bodies in ensuring truthful marketing practices.

Activism as a Spectrum: The group's discussion around climate activism revealed that there is no one-size-fits-all approach to making a difference. They acknowledged that everyone can contribute in their own way, whether through grassroots organizing, policy advocacy, or education.

Calls to Action

The **Environmental Group** wanted to leave visitors with actionable steps they could take to contribute to environmental justice. They proposed several ideas for how individuals and institutions could get involved:

1. **Reduce, Reuse, and Recycle:** The group emphasized the importance of reducing waste in daily life and supporting circular economy initiatives. They encouraged visitors to rethink their consumption habits, particularly in terms of single-use plastics and fast fashion.
2. **Support Sustainable Businesses:** The group urged visitors to support companies that prioritize sustainability and ethical practices. They also highlighted the importance of advocating for stronger regulations on corporate environmental claims to combat greenwashing.
3. **Engage in Climate Activism:** The group invited visitors to explore their role in the climate movement, whether through joining local environmental groups, advocating for policy changes, or simply making more sustainable choices in their personal lives.
4. **Push for Institutional Change:** For educators and professionals, the group emphasized the need to push for sustainability initiatives within institutions.

Whether it's reducing the carbon footprint of university campuses or promoting sustainable practices in industries like healthcare, collective action within institutions can lead to significant change.

Conclusion

The **Environmental Group** successfully created a powerful and interactive exhibition that emphasized the importance of personal responsibility, corporate accountability, and systemic change in addressing environmental challenges. Through their creative artefacts, they engaged visitors in a meaningful dialogue about the future of our planet and the steps we can all take to ensure a more sustainable and just world.

Their collaborative work demonstrated that environmental justice is not just an individual responsibility but a collective effort that requires action from all levels of society. By focusing on both practical solutions and reflective learning, the group provided a comprehensive and inspiring look at how we can all contribute to a more sustainable future.

Team 3: The Economic Justice Group's Joint Project

The **Economic Justice** group explored the complexities of global supply chains, human development, and care economies. Through their artefacts, they highlighted the inequalities embedded in these systems and proposed actionable steps toward a more just and equitable world.

Box 1: Global Trade (Supply Chains)

This participant used a world map and wool to illustrate global trade routes, focusing on products such as coffee and smartphones. They created a web of connections that showed how resources and labour from the Global South support consumption in wealthier countries. Around the map, they added cut-out images of factories, shipping containers, and people working in poor conditions, annotated with facts about low wages and environmental degradation.

Collaborative Contribution: The map served as the foundation for the group's final display. It demonstrated the interconnectedness of global economies and the often-unseen human cost of cheap consumer goods. The group reflected on how they could raise awareness of ethical consumption and fair-trade practices.

Box 2: The Textile Industry (Shoebox and Fabric Display)

This participant filled a shoebox with fabric scraps to symbolize the waste and environmental impact of the fast fashion industry. The box was covered with images and statistics about labour exploitation, including quotes from textile workers in Bangladesh who earn far below a living wage. The participant added their own reflections on the environmental harm caused by textile production and the need for more sustainable fashion choices.

Collaborative Contribution: The shoebox was placed next to the global trade map, representing the environmental and human costs of consumerism. The group discussed how to encourage more sustainable and ethical fashion choices, from supporting second-hand stores to advocating for corporate responsibility in the fashion industry.



Figure 23. Sample of sustainable and ethical fashion garment (G Cotter, 2024).

Box 3: The Care Economy (Invisible Labour)

This participant created a collage on the value of unpaid care work, using images of caregivers, mothers, and community workers. They calculated the economic value of a caregiver's unpaid work and displayed the figure on a large piece of cardboard, challenging the audience to rethink how society values (or undervalues) care work. Alongside the collage, they wrote, "What would happen if caregivers went on strike?" to provoke thought about the essential nature of this invisible labour.

Collaborative Contribution: The collage was placed near the shoebox and global trade map, symbolizing the broader inequalities in economic systems. The group reflected on how care work is undervalued, particularly for women, and discussed ways to advocate for better recognition and support for caregivers.

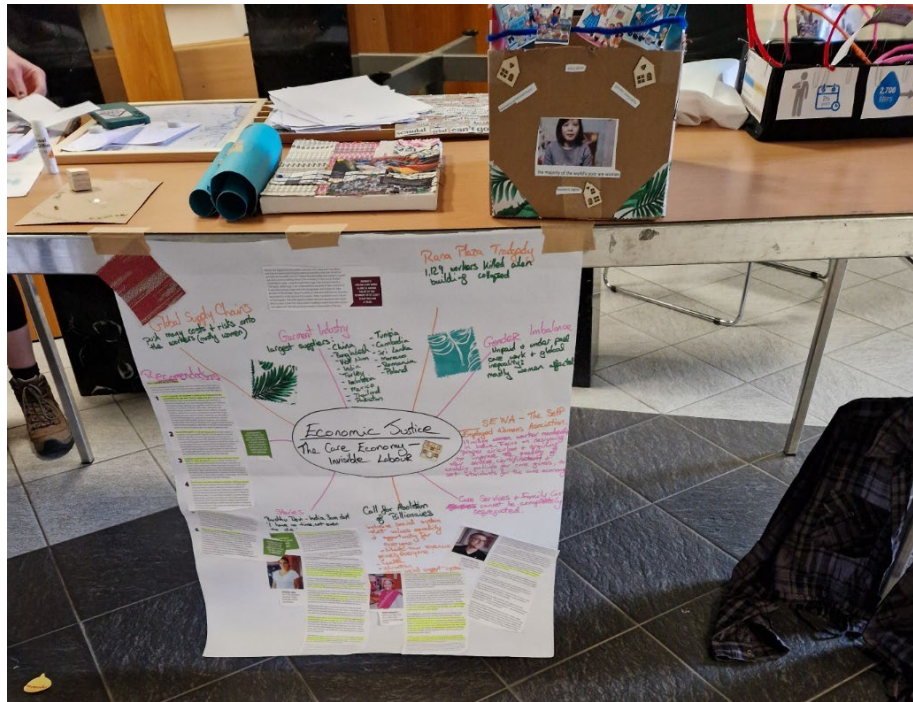


Figure 24. The Care Economy collage. Mystery Box event (G Cotter, 2024).

Group Collaboration and Final Display

The Economic Justice group created a visually impactful display that illustrated the interconnections between global trade, environmental degradation, and labour exploitation:

Central Web

The global trade map was the centrepiece, showing how products and labour move through global supply chains.

Labour and Waste

The shoebox filled with fabric scraps and the collage on care work highlighted the human and environmental costs of economic systems.

Collective Reflection

The group wrote reflection notes on the importance of ethical consumption and fair-trade practices. They also proposed actions such as supporting sustainable fashion, advocating for better wages for textile workers, and raising awareness of the invisible labour economy.

Action Plan

The group suggested actions for visitors, such as buying ethically sourced products, supporting fair trade organisations, and advocating for policy changes that address wage inequalities and environmental sustainability.



Figure 25. Sample of Economic Justice final display. Mystery Box event (G Cotter, 2024).

TEAM 4: the Palestine Group's Joint Project

The two participants each shared their respective artefacts and ideas, choosing a setup that flowed naturally from historical context to cultural expression. Their collaborative display was arranged as follows:

Historical timeline

One participant had crafted a long scroll timeline filled with maps, dates, and images documenting significant events in Palestinian history, from the Balfour Declaration to contemporary issues. As visitors moved along the scroll, they were able to follow the

historical trajectory of the Palestinian struggle, gaining a contextual foundation for understanding present-day issues.

The timeline was placed as the starting point, grounding viewers in the events that have shaped Palestinian identity and resilience over time.

Art as Resistance

The second participant created an art display inspired by the contents of their box, which included reproductions of Palestinian art, excerpts from Mahmoud Darwish's poetry, and images of traditional embroidered textiles. This section emphasized how art serves as both a mode of cultural preservation and a means of resistance.

They also created a small piece of their own, stitching phrases like "We Exist" and "Land and Identity" onto a piece of fabric, symbolizing the resilience of Palestinian identity. This handmade artefact, accompanied by a reflection on the role of art in political resistance, underscored the deep emotional connection between cultural expression and survival.

Reflection Prompts and Discussion

To foster audience engagement, the participants placed reflection prompts and questions around the display, asking viewers to consider ideas such as: "How does history shape identity?" and "What role does art play in resistance?" These prompts encouraged visitors to think more deeply about the connection between history, identity, and resilience in the Palestinian experience

Presentation and Emotional Impact

When it was time to present to the wider group, the two participants delivered a moving and insightful presentation. They led the audience through the timeline, explaining each major event and its relevance to today's Palestinian experience. The timeline, combined with personal reflections on the artefacts, painted a vivid picture of both historical context and individual resilience.

The portion of the presentation focused on art as a form of resistance resonated especially strongly. The participant who had worked with the artistic artefacts spoke about the significance of Palestinian cultural expressions – from embroidery to poetry – in maintaining a sense of identity amidst occupation and displacement. This part of the presentation struck an emotional chord with the audience, who were visibly moved by the connection between art, memory, and resilience.

Exhibition Setup and Public Engagement

Following their presentation, the Palestine Group set up their display in the public exhibition area. Their combination of historical and cultural artefacts attracted a steady flow of visitors, many of whom lingered to study the timeline and reflect on the art pieces. The timeline provided essential historical context, while the art display allowed for a more personal, emotional engagement with Palestinian culture.

The Palestine Group engaged in conversations with attendees, discussing themes of resilience, identity, and the power of cultural preservation. These dialogues created a meaningful exchange, with visitors sharing their own reflections and expressing empathy for the Palestinian experience.

Reflection and Lasting Impact

Through their display and discussions, the Palestine Group succeeded in conveying the complexity of the Palestinian struggle and the strength found in cultural preservation. Their work emphasized how history, art, and personal stories can intersect to tell a powerful narrative of resilience. The participants left a lasting impression on both their peers and the broader audience, illustrating how cultural expression can serve as a profound form of resistance and a means to foster understanding and solidarity.

Group Reflection and Discussion

The Palestine group engaged in deep discussions throughout the process, reflecting on their own roles in supporting Palestinian justice and the broader implications of cultural resistance. They highlighted several key themes in their reflections:

The Power of Storytelling

The group agreed that personal stories and cultural artefacts are essential in humanizing the Palestinian struggle. By sharing individual experiences of resistance, they hoped to inspire empathy and solidarity.

Cultural Preservation as Resistance

The group emphasized that cultural practices, like embroidery, music, and poetry, are not just forms of expression but vital acts of defiance against erasure. Keeping these traditions alive is a way to resist occupation and assert Palestinian identity.

The Importance of Historical Knowledge

Understanding the historical roots of the conflict was a central theme in the group's discussions. They reflected on how educating others about the timeline of Palestinian history is crucial to countering misinformation and apathy.

Calls to Action

The group discussed how their display could inspire others to take action, whether through advocacy, supporting Palestinian art and culture, or educating others about the conflict. They proposed several actions, including signing petitions, attending solidarity events, and using art to raise awareness about Palestinian justice.

Conclusion

The Palestine group's collaborative project was a powerful testament to the resilience and creativity of the Palestinian people. By combining history, personal stories, and artistic expression, they created a display that not only educated visitors about the Palestinian struggle but also invited them to engage emotionally and take action. The group's use of art, craft, and personal reflection showcased how cultural expression can be a potent form of resistance, inspiring hope, and solidarity in the face of oppression.

Team 5: The 'Stories of Change' Joint Project

Example of the Stories of Change Group's Joint Project

The **Stories of Change** group worked with the theme of transformation through action, focusing on global and personal narratives that demonstrated how individuals and communities can drive meaningful change in their lives and the world around them. Each participant explored a different "story of change," using creative expression and critical reflection to highlight the various ways people have responded to social, environmental, and political challenges.

Box 1: One Case Study of Change (Collage Creation)

This participant worked with a detailed case study of grassroots change. The story involved a rural community in Kenya that transformed its local agricultural practices to become more sustainable and resilient to climate change. The participant created a collage using materials from magazines, cutting out images of crops, drought-affected areas, and local farmers adopting new technologies. They also added text blocks reflecting on the importance of local leadership, innovation, and the role of women in this transformation.

Collaborative Contribution: This collage was placed at the centre of the group's final display, visually capturing the community's transformation. The participant's reflections on how local knowledge and grassroots leadership are crucial in driving sustainable change

sparked group discussions on the importance of supporting community-led initiatives in global justice efforts.

Box 2: Visual Representation of a Personal Story of Change

The second participant focused on a personal story of change, reflecting on their own experience as an environmental activist. They created a visual timeline tracing their journey from initial awareness of climate change to becoming an active member of environmental advocacy groups. The artefact included photographs of protests, journal entries from pivotal moments, and a diagram of how personal actions contribute to larger systemic change. The participant also used materials such as recycled paper and organic fabric to symbolize their commitment to sustainability.

Collaborative Contribution: This personal story of change was a key element in the group's display, emphasizing the idea that change starts with individual action. The group reflected on how personal stories can inspire others and how sharing these experiences can build solidarity among people working for social and environmental justice.

Box 3: Community Change in Action (Interactive Exhibit)



Figure 26. The Anwaj Foundation Bangladesh. Available at: <https://awajfoundation.org/project/>.

The third participant's box contained a case study of a community in Bangladesh that successfully organized to improve working conditions in the textile industry. This participant focused on creating an interactive exhibit to showcase how collective action can lead to significant improvements in labour rights and safety standards. They used fabric scraps and images of factory workers to build a three-dimensional display that illustrated the "before" and "after" scenarios—comparing unsafe working conditions with the reformed workplace environment.

Collaborative Contribution: This interactive exhibit invited visitors to engage with the story of change by physically manipulating the display, moving fabric pieces and images to show the transformation that took place. The group discussed how this hands-on element helped

people understand the real-world impact of grassroots movements and the importance of collective action in advocating for economic justice.

Box 4: Inspirational Quotes and Messages (Basket of Change)

The fourth participant compiled a collection of inspirational quotes, excerpts from speeches, and short stories of change-makers from around the world. These included quotes from figures like Wangari Maathai, Nelson Mandela, and Malala Yousafzai, as well as stories of unsung heroes who led small but impactful changes in their communities. The participant used a basket as a symbolic vessel, filled with messages of hope, resilience, and transformation, and decorated it with green leaves and earth tones to represent growth and renewal.

Collaborative Contribution: The basket of change was placed near the interactive exhibit, where visitors were encouraged to take a quote or message with them as a reminder of the power of individual and collective action. This added a reflective and emotional layer to the group's display, inspiring visitors to think about how they could contribute to change in their own lives and communities.

Group Collaboration and Final Display

The **Stories of Change** group's final exhibition was a dynamic and interactive space where visitors could explore both personal and community-driven change. Each artefact was arranged in a way that invited reflection, engagement, and inspiration.

- **Collage of Community Transformation:** At the centre of the display was the collage depicting the Kenyan agricultural community's transformation. This piece served as a visual narrative of how local leadership, innovation, and community collaboration can create resilience in the face of global challenges like climate change.
- **Personal Story Timeline:** The timeline reflecting the participant's personal journey as an environmental activist was placed alongside the community transformation collage. This juxtaposition highlighted the connection between personal and community actions, showing how individual commitment can influence broader societal change.
- **Interactive Exhibit on Textile Industry Reform:** The interactive fabric exhibit became a key attraction for visitors, allowing them to engage physically with the story of workers' rights and collective action in the textile industry. This hands-on element drew attention to the importance of systemic change in economic justice.
- **Basket of Inspirational Quotes and Messages:** The basket of change added a deeply emotional and reflective component to the group's display. Visitors were

encouraged to take a quote or message with them, symbolizing the idea that change is an ongoing process, and everyone has a role to play.

Group Reflection and Discussion

Throughout the process, the group members engaged in meaningful discussions about what drives change, both at the individual and collective levels. Their reflections revealed several key insights:

Grassroots Change as a Driver of Systemic Transformation: The group emphasized that change often starts at the grassroots level, where local leaders and communities organize to address their specific challenges. They discussed how these smaller-scale efforts can ripple outwards to influence broader systemic reforms.

The Power of Personal Narratives: The participants reflected on how personal stories, like the one shared by the environmental activist, can inspire others to take action. They agreed that sharing personal experiences can build empathy and motivate people to join larger movements for justice and equity.

Collective Action and Collaboration: The group's discussion highlighted the importance of collective action in achieving meaningful change. Whether in labour rights, environmental justice, or other global issues, collaboration and solidarity are essential for creating lasting impact.

Inspiration and Empowerment: Through their artefacts and discussions, the group agreed that one of the most powerful outcomes of the event was the sense of empowerment it gave participants and visitors. By showcasing stories of change, they hoped to inspire others to recognize their potential to make a difference.

Calls to Action

The **Stories of Change** group wanted their exhibition to not only educate but also inspire action. As part of their display, they proposed several ways visitors could get involved:

1. **Support Grassroots Movements:** The group encouraged visitors to learn more about and support grassroots movements in areas such as environmental justice, labour rights, and community development.
2. **Amplify Personal Stories:** The group highlighted the importance of sharing personal stories of change to inspire others. They proposed creating a digital platform or social media campaign where people could share their own journeys of transformation and activism.

3. **Engage in Local Change Initiatives:** The participants emphasized that change doesn't have to be global to be impactful. They encouraged visitors to get involved in local initiatives, whether through volunteering, advocating for policy changes, or supporting community-led projects.

Conclusion

The **Stories of Change** group's collaborative project was an inspiring mix of personal and community narratives, emphasizing that change is possible at all levels—from individual actions to large-scale collective movements. Through their use of interactive elements, creative expression, and reflective discussions, the group successfully demonstrated how stories of change can inspire others to take action and become part of the ongoing global efforts for justice and sustainability.

Their final display invited visitors not only to learn from the stories presented but to see themselves as agents of change in their own lives and communities, empowering them to take the first step toward making a difference.



Figure 27. Stories of change (G Cotter, 2024).

Team 6: Framing the World Team (Orange Team)

The "Framing the World" team was designed as an experimental group, aiming to explore how different individuals interpret and create with the same set of materials. Each participant in this team received a random mix of everyday items: a cup, paper, a pipe cleaner, colourful sticks, play dough, cardboard, fabric, markers, and other miscellaneous craft materials. The task was simple: they were given no specific instructions other than to create whatever they wanted using exactly the same materials. When the team arrived with their completed artefacts, it became immediately clear that, despite having the same materials, each person had produced something completely different. The goal of this exercise was to spark a discussion about how we "frame" the world based on our unique perspectives, backgrounds, and experiences. The idea was that the different creations would serve as a metaphor for how individuals, even when given the same resources, can interpret and produce vastly different results depending on their context, upbringing, and worldview. However, despite the excitement and intrigue surrounding this idea, the exercise didn't unfold as expected. Several unexpected participants joined the group, some of whom had limited English proficiency, which made communication difficult. This added a layer of complexity to what was already an ambitious, abstract concept. The leap from creating artefacts to discussing theoretical framing in global citizenship and development education (GCDE) was simply too large for this group. In retrospect, the approach was perhaps too ambitious for the audience. The theoretical connection between the artefacts and the broader discussion about framing and worldviews was not as intuitive or accessible as initially hoped. Without enough structured guidance or context, the participants struggled to connect their creative outputs to the deeper questions about how their personal experiences shape the way they view the world. The plan had been to use the artefacts as a starting point to engage participants in a discussion about framing the world through a GCDE lens—how we all bring our own biases, backgrounds, and lenses to global justice issues. The goal was to have them reflect on what influenced their creations and then tie that reflection back to how we perceive and engage with global challenges. Unfortunately, this theoretical framing proved too abstract, and the group did not engage with the concept in the way the organizers had hoped. Despite the challenges, this experience provided valuable lessons. For future iterations of this activity, it may be necessary to provide clearer instructions or more concrete examples of how the participants' creations relate to broader concepts in GCDE. A more guided facilitation could help bridge the gap between the creative task and the theoretical discussion. In conclusion, while the activity was a fascinating experiment in theory, it became evident that it required more structure and support to help participants make the leap from creative expression to complex theoretical discussions. With some adjustments, this approach has the potential to work well in future settings, but in this case, it was a learning experience for both the participants and the organisers.

Public Exhibition

Following the internal team presentations, each group displayed their projects at a public exhibition strategically located in a high-traffic area of University College Cork. The setup included prepared tables, a standing pop-up, and a 'curtain' display that narrated the history of GCDE both in Ireland and internationally. This public exhibition allowed the wider university community to engage with the works, further extending the impact of the activity beyond the participants.

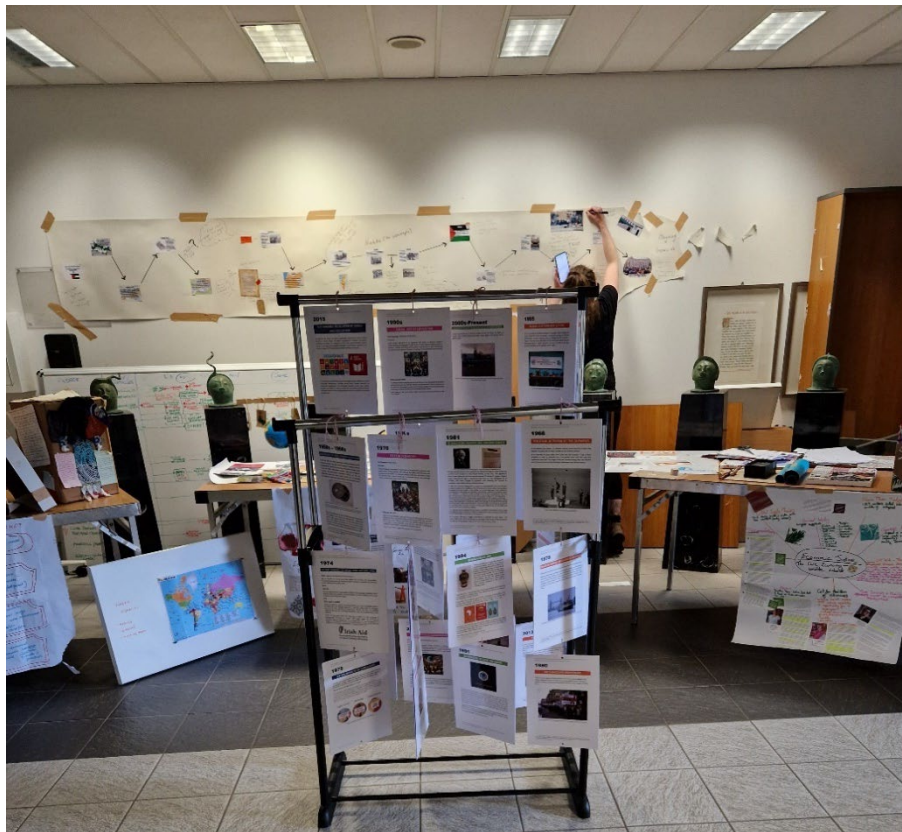


Figure 28. Mystery Box exhibition with resources in the foreground (G Cotter, 2024).



Figure 29. Set up of the exhibition for the Mystery Box event (G Cotter, 2024).

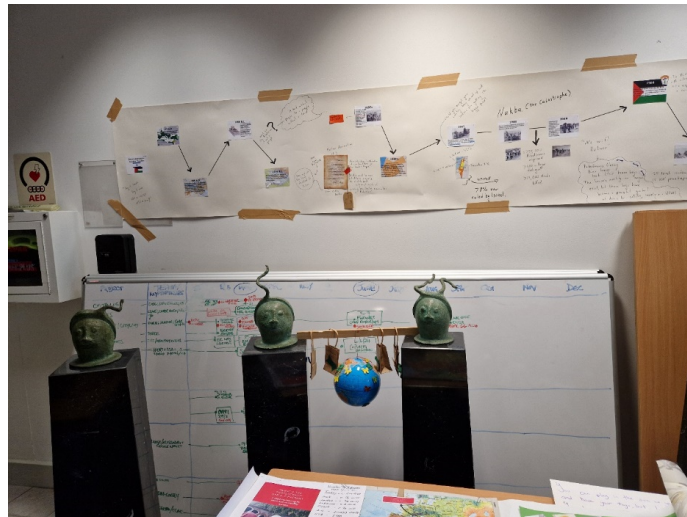


Figure 30. Final products at Mystery Box exhibition (G Cotter, 2024).

Stage 4: Evaluating the Impact and Ongoing Connection

Evaluation of the Mystery Box Challenge: Survey Findings and Reflections

The Mystery Box Challenge received valuable feedback from 20 participants through a survey that evaluated their experience of the event. The responses highlighted the event's strengths, particularly its creativity, interdisciplinary collaboration, and its ability to inspire deeper engagement with global justice issues. This section outlines the key findings, supported by direct quotes from the participants, and provides recommendations for future improvements.

1. Overall Experience and Learning Outcomes

The Mystery Box Challenge was rated highly by participants, with 65% rating it as "Excellent," 30% as "Very Good," and 5% as "Good." This overwhelmingly positive response indicates that the event was successful in achieving its goals of fostering critical engagement with global citizenship and development education (GCDE) themes.

Participant Evaluation of Event (20 respondents)

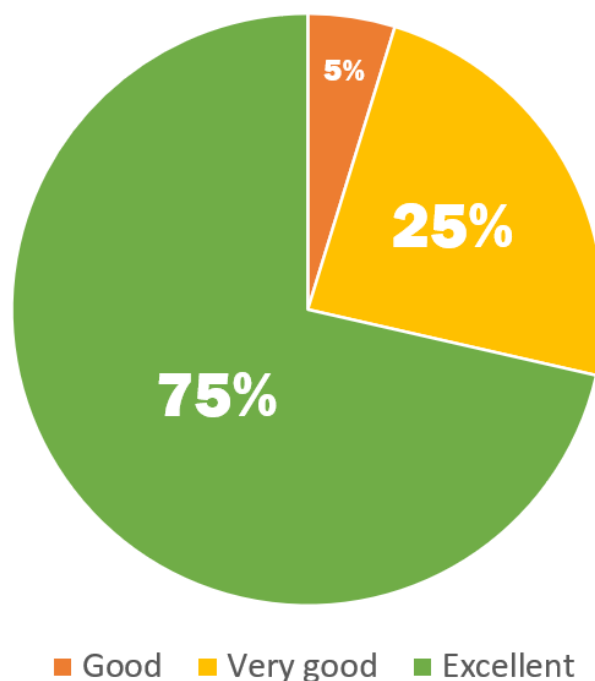


Figure 31. Overall evaluation chart demonstrating 70% of excellent opinions (G Cotter, 2024).

Engagement and Enjoyment

Many participants appreciated the creative and open-ended nature of the challenge. One participant shared, "*I loved the 'mystery' nature & the freedom to be creative. Loved learning from others*", while another emphasized the passion and creativity on display, saying, "*Really enjoyed the passion and creativity on display to highlight many global injustices*".

Collaboration and Networking

The event provided a platform for networking and collaboration, with one respondent highlighting, "*Networking and knowing everyone's perceptions*," as a key takeaway. Another added, "*Finding out who else is interested in things like this. The creativity and educational aspect.*"

2. Facilitating Critical Thinking

The Mystery Box Challenge successfully pushed participants to think critically about global issues and reflect on their roles in addressing them. The hands-on, interdisciplinary approach allowed for deeper exploration of the complex themes presented in the mystery boxes.

Diverse Perspectives

Participants found value in exploring diverse perspectives on the same overarching theme. One participant noted, "*The mystery and challenge, then coming into the room and finding others had the same over-arching topic but had come at it in a different way—lots of perspectives.*" This highlights how the challenge facilitated critical discussions and allowed participants to approach global justice issues from multiple angles.

Creative and Informal Learning

The informal and creative approach of the challenge was particularly well-received, as reflected by this comment: "*The variety of different issues tackled, the creative element and the informal nature of it.*" The flexibility of the format encouraged participants to engage critically and creatively with the themes, fostering a more holistic learning experience.

3. Interdisciplinary Collaboration and Community Building

The challenge's interdisciplinary nature was a major strength, bringing together participants from various fields and encouraging collaboration across disciplines. This led to rich, varied discussions and enhanced the learning experience for many.

Collaboration Across Disciplines

Participants appreciated the opportunity to engage with colleagues from different academic backgrounds, as one participant mentioned, *"During the event, it was interesting to share ideas in a group with colleagues from other disciplines."* This cross-disciplinary collaboration helped deepen understanding of the global justice themes addressed in the challenge.

Sense of Community

The event also fostered a strong sense of community among participants. One respondent noted, *"Positivity and honesty from everyone involved,"* which speaks to the supportive and inclusive environment that the challenge created.

4. Action-Oriented Learning and Inspiration

The Mystery Box Challenge not only facilitated learning but also inspired participants to take further action on global justice issues. Many felt empowered by the event, recognizing the importance of continuing their engagement beyond the challenge.

Inspiration for Action

Several participants indicated that the challenge motivated them to reflect on their own roles in addressing global justice issues. One participant remarked, *"The variety and lack of judgement,"* highlighting how the event fostered an environment where participants could freely explore ideas and be inspired to take action.

5. Challenges and Areas for Improvement

While the event was widely praised, participants also provided constructive feedback on areas that could be improved in future iterations.

Time and Space Constraints

Several respondents felt that more time and a larger venue would enhance the event. One participant suggested, *"A larger venue might have helped for the group work,"*

while another mentioned, *"We needed more time for reading and processing the sheets with the short descriptions."* A larger space would also allow participants to better view the projects and engage more fully with each other's work.

Clearer Instructions

A few participants indicated that clearer instructions before and during the event would improve the experience, particularly for those unfamiliar with the format. One suggestion was, *"Clearer instructions about what to do with the box and what happens next if it doesn't arrive."*

6. Key Takeaways and Recommendations

The survey revealed several key takeaways that can guide future iterations of the Mystery Box Challenge:

Creative and Critical Engagement: The event successfully engaged participants both creatively and critically, offering an innovative way to explore global justice issues. The hands-on approach combined with interdisciplinary collaboration allowed participants to deeply engage with the themes.

Community and Collaboration: The event fostered a sense of community and collaboration, with participants valuing the opportunity to engage with colleagues from different disciplines. This interdisciplinary exchange enriched the learning experience and broadened participants' perspectives.

Inspiration for Action: The challenge inspired many participants to take further action on global justice issues, demonstrating its effectiveness as an action-oriented learning tool.

Recommendations for Future Events

Based on the survey feedback, the following recommendations are made for future iterations of the Mystery Box Challenge:

Extend Time for Reflection and Discussion: Allow more time for participants to engage with the materials in their mystery boxes and collaborate with their groups. This will deepen the learning experience and facilitate more meaningful discussions.

Provide Larger Venues: Ensure that the venue is large enough to accommodate the group and allow for more interaction between participants. A bigger space would also allow for better presentations and more opportunities for networking.

Clarify Instructions: Provide clearer instructions for participants before and during the event, particularly for those who are new to the format. This includes offering guidance on what to do if a mystery box doesn't arrive or how to proceed once they receive their box.

Conclusion

The Mystery Box Challenge was highly successful in engaging participants with GCDE themes in a creative, collaborative, and action-oriented way. With overwhelmingly positive feedback and constructive suggestions for improvement, the challenge stands as a powerful tool for fostering critical thinking, interdisciplinary learning, and inspiring action on global justice issues.

Stage 5: Deeper Reflection by Participants

Several months after the Mystery Box Challenge, participants from various departments reflected deeply on their experiences, providing rich insights into how the event impacted their perspectives on global justice issues and how it continues to influence their professional practice. These reflections from participants in different disciplines highlight their engagement with the themes of forced migration, economic justice, and cultural resistance. Here are some examples:

Reflection 1: Dr Ceire Broderick and Dr Blanca Escudero Fontan (Department of Spanish, Portuguese, and Latin American Studies)

Ceire and Blanca chose to participate in the Mystery Box Challenge because they were eager to deepen their understanding of forced migration. *"We wanted to gain insight into the broader objectives of development and hear the perspectives of UCC staff on these critical issues,"* they shared. Their expectations were fully met, especially through hearing firsthand refugee accounts, which expanded their understanding of the complexities beyond just physical displacement. *"The event really opened our eyes to the emotional and psychological impacts of being uprooted,"* they noted. These personal stories humanized the refugee experience, moving beyond statistics to reveal the real struggles behind the data.

Their mystery box contained materials for tent-making, as well as refugee stories, which they divided between them based on the emotional impact each story had. *"We focused on the priorities that should support forced migration refugees,"* they reflected. Through this activity, they realized the need for long-term solutions, rather than temporary fixes, and felt inspired to advocate for educational opportunities and sustainable solutions for displaced individuals.

For Ceire and Blanca, the Mystery Box Challenge was an opportunity to consider how they might integrate the principles of Global Citizenship and Development Education (GCDE) into their teaching. They plan to introduce real-world examples and case studies into their curriculum, using personal narratives to foster empathy among their students. Additionally, they aim to focus on policies and initiatives at UCC that promote diversity, inclusion, and awareness of global issues.

Reflection 2: Dr Stephen Thornhill (International Development)

For Stephen Thornhill, the Mystery Box Challenge provided a fresh way to engage with complex global justice issues. As a lecturer in International Development, he was already familiar with many of the topics covered, but the hands-on, creative nature of the challenge allowed him to approach them from a different perspective. *"The way we were able to approach complex topics, like sustainability and economic inequality, through creative, hands-on activities was something I didn't realize I needed until I was in it,"* Stephen shared.

His team worked on the theme of economic justice, specifically focusing on how development challenges like food security and access to water can be addressed through collaborative, creative solutions. *"This methodology forced us to think outside of the academic bubble and come up with real-world, actionable solutions,"* Stephen reflected. The tactile nature of the mystery box encouraged deeper reflection on the material and fostered an innovative approach to problem-solving.

Stephen intends to incorporate this approach into his teaching by using similar activities with his students. He plans to design mystery boxes that focus on specific development challenges, encouraging students to work through these issues in teams. *"It's a fantastic way to connect global problems with practical action,"* he said, noting that this method allows students to engage more critically with the issues they study.

Reflection 3: Ms. Mary McNicholas (Law and Medicine)

Mary McNicholas attended the event with the expectation of deepening her understanding of global justice in an interactive, engaging way. *"I wanted to connect with a diverse group of people who are passionate about making a positive impact on the world, and I was not disappointed,"* she explained. The event exceeded her expectations, especially in terms of how it combined comprehensive knowledge with hands-on learning.

Mary's team focused on the theme of economic justice, specifically examining the Care Economy. *"Care work is essential to the functioning of society, yet it is consistently undervalued and underpaid,"* she reflected. The contents of her mystery box—a shoebox, collage materials, and reading materials about the Care Economy—helped

her team construct a visual and physical representation of the challenges faced by care workers. They created a diorama that depicted the daily life of a care worker, highlighting the long hours, emotional labour, and physical demands of the job.

“The themes we worked on really challenged my understanding of global justice issues,” Mary noted. The undervaluation of care work, gender inequality in the care sector, and the economic contributions of care workers were all key topics her team explored. These themes expanded her perspective on economic justice, prompting her to consider how she might advocate for policy changes that address the systemic undervaluation of care work.

Looking ahead, Mary plans to integrate the principles of GCDE into her professional practice by advocating for gender equity and economic justice in her work at UCC. She also aims to raise awareness about the value of care work through educational workshops and public speaking engagements, ensuring that the conversations started during the Mystery Box Challenge continue to inspire action.

Reflection 4: Dr Sanaa Khabaar (Language Centre)

Dr Sanaa Khabaar from the Language Centre appreciated the Mystery Box Challenge for its creative approach to exploring global justice issues. *“The hands-on element really stood out to me,”* she shared. The tactile nature of the challenge allowed her to engage deeply with the material, and she enjoyed how it brought out different perspectives on the themes explored.

Dr Khabaar worked on a theme related to cultural resistance and was particularly struck by the stories and narratives included in her mystery box. *“The personal stories humanized the issues in a way that purely academic material often doesn’t,”* she reflected. This approach allowed her to explore global justice issues with a sense of empathy and personal connection.

For Dr Khabaar, the event provided valuable insights into how she might incorporate these themes into her language teaching. She plans to use global narratives, such as stories from refugee communities or literature that addresses human rights, to foster a deeper understanding of the world in her students. *“It’s a great way to teach language while also fostering empathy and global understanding,”* she said.

Reflection 5: Ms Elaine O'Mahoney (Quercus Talented Students' Programme)

Elaine O'Mahoney participated in the Mystery Box Challenge because it presented a unique and creative approach to exploring global issues. *"I thought the idea was different, and it's good to get away from the office and do something new,"* she reflected. Her interest in different cultures and the opportunity to engage in something both educational and fun drew her to the event. *"My expectations were completely surpassed,"* she said, especially impressed by the creativity and imagination that her colleagues brought to the challenge. Each group or individual presented what they had created with their mystery box contents, and Elaine found herself captivated by the diversity of interpretations and the deep engagement everyone displayed.

Elaine's mystery box was focused on Palestine and revolutionary art, arriving at a particularly poignant moment as Palestinians were facing significant violence in Gaza. *"The box gave me hope,"* she said, noting how the items, including Palestinian music, poetry, stories, and textiles, portrayed the resilience and strength of the Palestinian people. One particular poem about a prisoner likened their struggle to the endurance of an olive tree, long-rooted and capable of surviving even in the harshest environments. The box also contained a powerful song, ***Who is the Terrorist?***, which confronted the injustices faced by Palestinians and the misrepresentation of their resistance.

Reflecting on the themes she explored, Elaine noted that the event emphasized how art can serve as a form of resistance. *"No matter how much an occupier might try to take lives or land, they can never take away culture, history, or memories,"* she observed. The challenge allowed her to connect with the emotional and human dimensions of global justice issues in a way that traditional academic discussions often do not.

Elaine left the event with a broader understanding of how global issues like the Palestinian struggle can be integrated into her professional practice. Working in a scholarship setting with Active Citizenship scholars, she envisions organizing question nights around activism for students interested in human rights and climate activism. By creating opportunities for students to learn from each other's experiences and engage with global issues, Elaine aims to inspire a new generation of vocal and active participants in global justice movements.

Ultimately, Elaine found the hands-on and creative methodology of the Mystery Box Challenge to be a powerful tool for deepening engagement with complex global issues. *"When you work with your hands, it makes you think about things more deeply,"* she said, appreciating how the event allowed her to explore difficult topics in an accessible and engaging way. The emotional connections made through the experience—

both joyful and sorrowful—left a lasting impact on her, and she hopes to bring that same depth of engagement into her own work.

These reflections demonstrate the powerful impact of the Mystery Box Challenge, showing how participants from different disciplines were able to connect deeply with global justice issues. The hands-on, creative nature of the event fostered collaboration, critical thinking, and empathy, leaving participants with a renewed sense of purpose and commitment to integrating the principles of GCDE into their professional practice.

PART 2: Application of this Methodology for Educators



Figure 32. Mystery Box (R Gonzales, Adobe, 2024).

The Mystery Box Challenge offers third-level educators a dynamic and creative way to bring Global Citizenship and Development Education (GCDE) into their classrooms or workshops. By introducing complex global issues in an engaging, hands-on format, this methodology can help students develop a deeper understanding of global justice themes while fostering critical thinking, interdisciplinary learning, and action-oriented outcomes.

In this section you will find examples of ways in which you might use the Mystery Box concept and adapt it to your own context. In addition, you will find some lesson plan examples in **Appendix 3**.

2.1. Bringing the Mystery Box Challenge to Higher Education

For educators in higher education, the Mystery Box Challenge can be a powerful tool to introduce students to GCDE in a meaningful and impactful way. Here are some examples of how the methodology could be implemented:

As a standalone project

In a course on global justice, international relations, or social responsibility, the Mystery Box Challenge can serve as a central project that spans several weeks. Each box would contain materials related to a specific GCDE theme (e.g., migration, climate change, economic inequality). Students would work individually or in groups to explore their assigned theme, create a project based on the contents of the box, and present their findings in a final class session or public exhibition.

As part of an existing course

The Mystery Box Challenge can be seamlessly integrated into any course with a focus on global issues, development, or ethics. For instance, in a political science class, a mystery box on international human rights could be used to encourage students to investigate the legal, social, and cultural dimensions of a case study. In a business course, students could analyse the ethical implications of global supply chains and propose sustainable business solutions.

In interdisciplinary courses or workshops

The collaborative nature of the Mystery Box Challenge makes it an excellent fit for interdisciplinary learning environments. In a university-wide initiative like Praxis Week, educators from different departments can collaborate to use mystery boxes to introduce students to GCDE from multiple perspectives. For example, a box could combine elements of sociology, environmental science, and economics to explore the global impacts of climate change, encouraging students from diverse disciplines to collaborate on creative solutions.

Examples Across Disciplines:

- **Social Studies/History:** Use the challenge to examine historical and contemporary global issues such as migration, colonialism, or conflict. Mystery boxes can include historical documents, case studies, or artifacts, allowing students to critically assess how past events shape modern society.
- **Environmental Science:** Tailor the boxes to focus on sustainability, biodiversity, and climate change. Students can be tasked with mapping global environmental challenges, creating models of sustainable solutions, or exploring the links between social justice and environmental degradation.

- **Economics/Business:** Analyse global economic systems, focusing on fair trade, corporate social responsibility, or economic justice. Students could investigate the ethical dimensions of production and consumption or design business models that prioritize sustainability and social justice.
- **Art and Design:** Engage students in creative expressions of cultural identity, resistance, and global justice. Mystery boxes can include materials that inspire visual or multimedia projects, allowing students to explore global themes through artistic representation.
- **Language and Literature:** Encourage students to explore global perspectives through literature, poetry, or storytelling. Boxes can include works from marginalized voices or different cultures, fostering empathy and cross-cultural understanding through narrative exploration.

2.2. Facilitating Critical Thinking

The Mystery Box Challenge is designed to push students beyond surface-level engagement, fostering deep critical thinking and analysis. Through this methodology, students are not merely passive receivers of information, they actively engage with the contents of their mystery boxes, analyse their relevance to global themes, and apply their findings to real-world issues.

Educators can enhance critical thinking by encouraging students to:

- **Analyse the contents of the box:** What do the materials suggest about the theme? How do they connect to broader global challenges?
- **Critique global power dynamics:** Who benefits from current systems? Who is marginalized or oppressed? Students can examine issues such as wealth inequality, environmental degradation, or human rights abuses through this critical lens.
- **Reflect on personal responsibility:** How are they, as global citizens, implicated in these issues? What actions can they take to address these challenges?

The reflective aspect of the challenge allows students to articulate their thoughts through group discussions, presentations, or written reflections, deepening their engagement with GCDE themes.

2.3. Encouraging Action-Oriented Learning

One of the core principles of GCDE is to inspire students not just to learn about global issues but to take informed action to address them. The Mystery Box Challenge naturally lends itself to action-oriented learning, allowing students to move from theoretical understanding to practical solutions.

Educators can use the challenge to:

- **Encourage advocacy:** After exploring their mystery box theme, students can create campaigns, presentations, or social media projects to raise awareness about the issue.
- **Propose solutions:** Students can develop proposals for real-world initiatives or community projects that address the global challenges highlighted in their boxes.
- **Engage in service learning:** Partner with local NGOs or community Organisations to allow students to apply their knowledge in practical ways, whether through volunteer work, fundraising, or organizing events that address the issues they've explored.

This approach helps students feel empowered and capable of contributing to positive change, reinforcing the belief that they can be proactive global citizens.

2.4. Adapting the Methodology for Other Educational Settings



Figure 33. Primary school students walking to school (R Gonzales, Adobe, 2024).

While the Mystery Box Challenge was initially designed for university-level students, it is highly adaptable for use in primary and secondary schools, as well as community and youth groups.

Primary Schools:

- For younger learners, the complexity of the themes should be simplified to focus on age-appropriate global issues, such as environmental sustainability (e.g., “How can we help save the planet?”) or social inclusion (e.g., “What does it mean to be kind and fair to others?”).
- The contents of the mystery boxes can include picture cards, simple fact sheets, craft materials, and games to help children engage with the themes in a hands-on and playful manner.
- Educators can guide students in creating artwork, posters, or simple projects that reflect their learning, encouraging teamwork and creativity.

Secondary Schools:

- Secondary students can handle more complex topics, such as climate change, human rights, or global poverty. The challenge can be integrated into subjects like geography, history, or civics to provide students with a practical approach to learning about global issues.
- Boxes could include newspaper articles, case studies, interactive materials, and prompts for students to conduct their own research or discussions.
- Encourage group projects that require students to present solutions or propose action plans for global challenges, fostering leadership, critical thinking, and presentation skills.

Community and Youth Groups:

- For informal education settings, such as youth groups or community Organisations, the Mystery Box Challenge can be a powerful way to engage young people with global justice issues in a creative and collaborative way.
- Tailor the boxes to themes relevant to the community or the group's interests, such as social justice, environmental action, or global interconnectedness.
- Use the challenge to spark discussions, group projects, or community actions, providing a platform for young people to share their voices and take action on the issues they care about.

2.5. Using the Mystery Box Challenge to Introduce GCDE

Whether at a university, school, or community level, the Mystery Box Challenge serves as an excellent introduction to the key themes of GCDE. By offering a participatory, interdisciplinary approach, it helps learners connect the dots between local and global challenges, encouraging them to view themselves as part of a wider global community.

In universities, as seen in the UCC Praxis Project, the methodology can be used to introduce staff and students to GCDE concepts in an engaging way, prompting dialogue, reflection, and action. Educators can create boxes around specific global themes, host GCDE workshops, or integrate the challenge into existing courses to foster a deeper understanding of global justice, sustainability, and human rights.

2.6. Embedding GCDE into the Curriculum

Finally, the Mystery Box Challenge is an excellent tool for embedding GCDE into existing curricula across a wide range of subjects. It can be used as a standalone project, part of a course, or integrated into lesson plans across disciplines.

By applying this methodology, educators can create learning environments that encourage critical thinking, interdisciplinary collaboration, and action, ultimately fostering a more informed, engaged, and proactive student body equipped to address the global challenges of today and tomorrow.

Appendices

Appendix 1: IDEA Code of Good Practice

In August 2023, IDEA outlined several guiding principles and indicators to enhance knowledge and engagement in Global Development Education within Ireland. These are structured to foster a deep understanding of global interdependencies and actively challenge inequalities and injustices at both local and global levels. Here is a detailed narrative of these guidelines:

01: Contribute to Knowledge in Ireland about Global Development

We strive to examine the connections between the lives of people in Ireland and those around the globe, involving local and global actors in this exploration. It is crucial to critically engage with various models of development, encompassing both dominant and alternative perspectives, and to consciously address any biases and subjectivity in our understanding of global development.

02: Explore the Root Causes of Local and Global Injustices

At the heart of our educational processes, we ensure an analysis of the cause and effect of injustices, exploring what drives global justice. As practitioners and learners, we delve into our roles as global citizens, being responsive to issues of justice and equality in Ireland and making connections that are globally relevant.

03: Be Explicit about the Ethos of Development Education

Our approach is founded on the principles of global solidarity, empathy, partnership, and challenging unequal power relations. We encourage participants to see themselves as active global citizens working together for global change, not merely 'helping others'. Critical questioning about power dynamics is central to our education practice, focusing on understanding who gains and who loses in the issues we discuss.

04: Encourage Critical Thinking

We include diverse and challenging perspectives from both local and global contexts in our exploration of justice issues and seek solutions that are just and equitable. This involves creating safe spaces for open and respectful dialogue and building confidence in addressing controversial issues.

05: Use Participatory, Creative Approaches

Our educational practice prioritizes participative methodologies that place learners at the centre of the educational process. We continuously and critically reflect on our approach to ensure it truly reflects our Development Education ethos and creates a learning environment that is relevant and appropriate for the groups we work with.

06: Produce and Use Quality Resources and Materials

In producing resources, we commit to maintaining high standards by testing and piloting these resources during development. We use up-to-date, accurate, and balanced resources from varied and reliable sources, including those from the communities under discussion. Monitoring and evaluating the use of these resources helps us understand engagement levels and associated learning, ensuring we address any potential biases and challenge stereotypes, sensationalism, and discrimination.

07: Build Knowledge, Skills, and Attitudes for Informed Action

We encourage informed action based on the participants' learning and understanding of the impacts of their actions. Drawing from the experience of those affected by the issues, we design and co-create actions that are informed and thoughtful. Supporting participants to develop a range of approaches and skills to target relevant audiences is crucial, as is collaborating with other networks or collective actions.

08: Imagine and Explore Solutions for a Better World

We actively examine the driving forces behind global justice and equality and support participants to imagine and explore sustainable and fairer ways of living.

09: Actively and Consistently Reflect and Learn

Our Development Education practice is shaped by ongoing reflection and learning from both our activities and participants' feedback. We ensure quality monitoring and evaluation are in place and share our successes and learnings with other Development Education actors to strengthen our practice.

10: Have a Clear Development Education Strategy and Action Plan

Our organization maintains a current Development Education strategy that integrates seamlessly with our overall work. We commit resources, both financial and human, to Development Education and support professional development and learning in this field.

11: Reflect the Key Values of Development Education

We act out of an awareness of the importance of diversity and inclusion in our recruitment and decision-making processes. All forms of discrimination are challenged within our

organization and those we work with. Our commitment to sustainability is demonstrated throughout our policies and practices, and we build capacity for anti-oppressive, anti-racist, and decolonial practices.

12: Advocate for Quality Development Education

We advocate for quality Development Education for all learners in Ireland, ensuring it is adequately funded and aligned with Sustainable Development Goal target 4.7. Our efforts include mainstreaming Development Education within our organization and lobbying for adequate support from donors and policymakers.

Appendix 2: Lesson Plans and Classroom Activities

Get started with sample lesson plans and activities designed for primary, secondary, and university-level students that incorporate the Mystery Box Challenge or other Global Citizenship and Development Education (GCDE) methodologies. These activities are designed to foster engagement, creativity, and critical thinking, helping students connect classroom learning to global justice themes.

Sample Lesson Plans:

1. Exploring Migration Through Storytelling

In this lesson, students use the mystery box concept to delve into the history and impact of migration. Each mystery box contains artifacts, documents, or stories related to migration. Students will create multimedia projects, such as videos, presentations, or digital storytelling that tell personal or historical migration stories, highlighting the human dimension of migration.

Target Audience: Secondary or University-level students

Learning Goals: To develop empathy, understand the reasons behind migration, and explore its global impact.

2. The Global Impact of Fast Fashion

Students will investigate the global clothing supply chain, exploring its environmental, social, and ethical impacts. Using materials from their mystery boxes, they will research how fast fashion affects workers, the environment, and economies. The activity concludes with students developing awareness campaigns or initiatives for sustainable fashion.

Target Audience: Secondary or University-level students

Learning Goals: To critically analyse global supply chains and understand the ethics of consumption and sustainability.

Group Activities:

1. Role-play a United Nations Session on Climate Change

In this group activity, students are assigned the roles of different countries, NGOs, and corporations. Together, they debate climate change solutions and develop a collaborative action plan. The mystery boxes may contain position papers, policy ideas, or data relevant to their assigned roles, helping them craft informed arguments.

Target Audience: Secondary or University-level students

Learning Goals: To enhance understanding of global cooperation, negotiation skills, and climate justice.

2. Design a Sustainable City

In this creative group challenge, students use materials from their mystery boxes to design a model city that addresses global justice themes like sustainability, economic equality, and human rights. Each group must consider environmental impact, social inclusivity, and economic fairness when planning their city.

Target Audience: Primary, Secondary, or University-level students

Learning Goals: To encourage collaboration, creativity, and understanding of global issues in urban planning and sustainability.

Reflection and Assessment Tools

Reflection and assessment are key to fostering deeper understanding and encouraging students to internalize GCDE themes. These tools are designed to help students think critically about their experiences and provide educators with methods to evaluate student engagement and progress.

Student Reflection Guides:

Use these templates to guide students through a structured reflection process, helping them articulate what they've learned and consider how they can apply it to real-world challenges.

Example Reflection Questions:

- *"How has your understanding of global justice changed through this activity?"*
Encourage students to reflect on how their perception of global issues has shifted, whether it's regarding migration, environmental justice, or economic inequality.
- *"What actions can you take to address the issues raised in the Mystery Box Challenge?"*
Guide students in considering how they can translate their learning into tangible actions, either through personal lifestyle changes, activism, or community engagement.

Methods for Assessing GCDE Projects:

Provide educators with a method to assess students' work in key areas related to GCDE. This method can help evaluate not only the content of their projects but also the process of critical thinking, creativity, and collaboration.

Assessment Criteria:

Creativity

How original and innovative were the students in approaching the challenge? Did they find creative ways to present their ideas or solutions?

Critical Thinking

How well did the students analyse the issues presented in their mystery boxes? Did they show depth in understanding global justice themes?

Collaboration

For group projects, assess how well the students worked together to achieve a common goal. Were they able to communicate effectively and share responsibilities?

Application to Real-World Problems

How well did the students connect the global issues explored in their projects to real-world challenges? Did they propose actionable solutions or insights?

Appendix 3: Additional Resources

A. Non-Governmental Organisations (NGOs)

1. **Afri (Action from Ireland):** Works on peace, justice, and human rights, promoting GCDE through educational resources and workshops on global peace and solidarity.
Available at <www.afri.ie>
2. **AkiDwa:** Advocates for migrant women's rights and provides resources for educators on interculturalism and social inclusion.
Available at <www.akidwa.ie>
3. **An Taisce:** Promotes environmental education through programmes like Green Schools and supports sustainability education.
Available at <www.antaisce.org>
4. **Comhlámh:** Works on global justice and international development issues, providing resources for educators to explore volunteerism and global citizenship.
Available at <www.comhlamh.org>
5. **Concern Worldwide:** Focuses on poverty, hunger, and humanitarian issues, providing educational materials and workshops for educators to promote global awareness.
Available at <www.concern.net>
6. **Eco-Unesco:** Focuses on environmental education and youth work, offering resources to educators to teach about sustainability and environmental action.
Available at <www.ecounesco.ie>
7. **Engineers Without Borders Ireland:** Works on global development issues through engineering, offering educational resources to integrate sustainability and global challenges into STEM subjects.
Available at <www.ewb-ireland.org>
8. **Financial Justice Ireland:** Focuses on global financial justice, providing educational tools on topics like debt, trade, and tax justice for use in schools and universities.
Available at <www.financialjustice.ie>
9. **Friends of the Earth Ireland:** Focuses on environmental justice and sustainability, providing educational resources for teachers and community groups on climate action and sustainability.
Available at <www.foe.ie>

10. **Galway One World Centre:** Promotes social justice and global education through workshops, events, and educational materials.
Available at <www.galwayowc.org>
11. **Gaisce – The President’s Award:** A youth development programme focused on personal growth, leadership, and community engagement, offering tools for educators to foster global citizenship.
Available at <www.gaisce.ie>
12. **Global Action Plan:** Promotes environmental sustainability and climate action, providing resources and programmes for schools and community groups.
Available at <www.globalactionplan.ie>
13. **Latin American Solidarity Centre (LASC):** Works on solidarity with Latin America, offering resources and training on Latin American development issues.
Available at <www.lasc.ie>
14. **National Youth Council of Ireland (NYCI):** Works on empowering young people in Ireland to engage with global justice, sustainability, and youth activism, providing resources and training for educators working with youth.
Available at <www.youth.ie>
15. **Oxfam Ireland:** Provides resources on global inequality, poverty, and social justice issues, with a strong focus on supporting teachers in delivering Development Education.
Available at <www.oxfamireland.org>
16. **Proudly Made in Africa:** Focuses on ethical trade and sustainable development in Africa, offering educators resources to teach about fair trade and ethical production.
Available at <www.proudlymadeinafrica.org>
17. **Self Help Africa:** Focuses on empowering African communities through sustainable farming, providing educators with resources to teach about sustainable development, agriculture, and global food systems.
Available at <www.selfhelpafrica.org>
18. **Serve:** Works on youth development and global solidarity through volunteering and educational programmes, offering opportunities for students and educators.
Available at <www.serve.ie>
19. **Suas:** Focuses on literacy and education in disadvantaged communities globally, offering volunteer opportunities and resources for GCDE.
Available at <www.suas.ie>

20. **Trócaire:** Promotes social justice and environmental sustainability through education programmes, including resources for primary, secondary, and third-level educators.
Available at <www.trocaire.org>
21. **Ubuntu Network:** Supports Development Education within teacher education at the primary and secondary levels in Ireland, offering resources and training.
Available at <www.ubuntu.ie>
22. **Voluntary Services International (VSI):** Focuses on volunteerism and peace, offering resources for educators to integrate volunteering and active citizenship into curricula.
Available at <www.vsi.ie>
23. **Waterford Sustainable Living Initiative:** Focuses on sustainable development and environmental education in the Waterford area.
Available at <<https://slewaterford.ie/>>
24. **YMCA Ireland:** Works with young people on social justice and leadership, offering resources for educators on youth engagement with global issues.
Available at <www.ymca.ie>

B.State, Educational and Public Sector Organisations

1. **Educate Together:** Supports schools in delivering ethical and inclusive education, with a strong emphasis on global citizenship and development education.
Available at <www.educatetogether.ie>
2. **Irish Aid:** The Irish government's programme for overseas development, providing grants and resources for development education projects in schools and communities.
Available at <www.irishaid.ie>
3. **Saolta:** A national programme for community educators, supporting sustainable development and global citizenship through training and resources.
Available at <www.saolta.ie>

C.Multimedia Resources

Incorporate visual and audio content to engage students in GCDE themes in more dynamic and creative ways.

Documentaries and Short Films:

- *The True Cost*: Explores the global impact of the fashion industry on workers and the environment.
Available at <<https://truecostmovie.com/>>
- *13th* by Ava DuVernay: A powerful documentary that delves into the history of racial inequality in the U.S. and the criminal justice system.
Available at <<https://www.youtube.com/watch?v=krfcq5pF8u8>>
- *Human Flow* by Ai Weiwei: A visually stunning film on the global refugee crisis.
Available at <<http://www.humanflow.com/>>
- *This Changes Everything* by Avi Lewis: A documentary that looks at how climate change intersects with global justice and inequality.
Available at <<https://thischangeseverything.org/the-documentary/>>

Podcasts:

- *Global GoalsCast*: Focuses on the UN Sustainable Development Goals (SDGs) and how individuals and communities can contribute to their achievement.
Available at <<https://globalgoalscast.org/>>
- *The Real Story* by BBC World Service: Offers in-depth analysis of global issues from various interdisciplinary perspectives.
Available at <<https://www.bbc.co.uk/programmes/p02dbd4m>>

Global Educator Network:

- Global Campaign for Education (GCE): A network advocating for inclusive, quality education for all.
Available at <<https://campaignforeducation.org/en/>>

D. Advocacy and Action Guides

Empower students to take action on global issues through advocacy and service learning.

Advocacy Resources:

- Amnesty International's Guide to Advocacy: Provides students with steps to create impactful advocacy campaigns on human rights.

- Global Citizen’s Action Guide: Offers practical advice on how students can take meaningful action on global issues, from organizing campaigns to lobbying policymakers.

E. Digital Tools for Learning and Collaboration

Incorporate digital tools to facilitate collaboration, especially in hybrid or online learning environments.

Collaboration Tools:

- *Padlet*: An online tool for brainstorming and collaboration, useful for group work and project planning.
- *Miro*: An interactive whiteboard platform that allows students to visually map out ideas and create shared projects.
- *Google Classroom*: An easy way to organize group work, assign tasks, and facilitate online discussions.

F. Resources for Educators’ Professional Development

Help educators continue their journey into GCDE with resources that support their ongoing learning and professional growth.

Courses on GCDE and Global Justice:

- UNESCO’s Global Citizenship Education online courses: Free professional development opportunities for educators who want to integrate GCDE into their teaching.
- IDEA’s Development Education courses: In-depth programmes that cover key aspects of GCDE, aimed at both beginner and experienced educators.

Digital Badges and Certificates: Encourage educators to pursue certifications or digital badges in GCDE to further formalize their engagement and teaching in this area. For example:

- Praxis Digital Badge in GCDE for third-level educators: A programme offering training and recognition for educators who wish to embed GCDE themes into their work.