

GLOBAL DIMENSION KEY STAGE 3 & 4 RESOURCE BOX

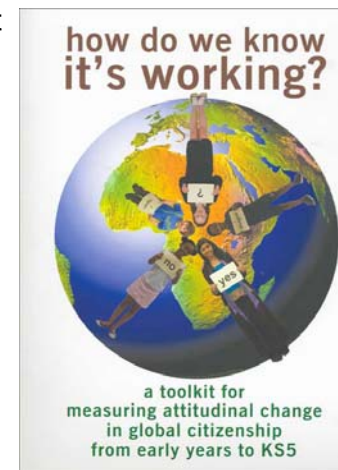
How do we know its working

This toolkit aims to help teachers target their efforts to deliver Global Citizenship effectively and measure the impact of their teaching.

It grew out of RISC's Global Schools project, which involved six schools (four primary and two secondary) in Berkshire and Oxfordshire. They developed these activities as a baseline audit to measure pupils' knowledge, attitudes and values at the start of the project. Teachers then worked with RISC staff to embed Global Citizenship across all subjects and throughout the whole school.

The activities were repeated two years later and results compared with the first audit, enabling teachers to see how effective their work had been and to plan and further develop the global dimension in each curriculum area. After another two years the project ended with a final audit providing evidence of the effectiveness of a whole school approach in delivering Global Citizenship.

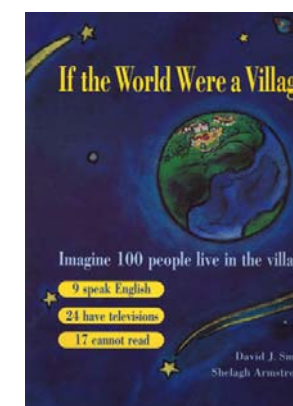
After introducing the themes and learning objectives of Global Citizenship and some 'warm up' ideas, the toolkit details 16 activities where teachers can get some idea of pupils' knowledge, values and attitudes. Each activity has guidance on recording and analysing results, and case studies showing how another school has used this activity. Examples of activities are: "what would you see in a country in Africa?"; "how can I make the world a better place?"; "what's the same, what's different?" (when looking at pictures); and "why are people hungry?". The activities are appropriate for all ages and would also be worth doing with groups of teaching and non-teaching staff. An accompanying CD has all the images required for the activities and templates for recording results.



If the World were a Village

This colourfully illustrated book helps to illustrate several ideas about human development, by imagining that today's world population equates to 100 people. So, for example, 61 people would be from Asia, 13 from Africa, 12 from Europe, 8 from South and Central America, 5 from Canada and the US, and 1 from Oceania. The book continues with this analogy, to explore themes of language, age, religion, food, school, money and electricity. It highlights key development ideas in a simple way, and would be a great basis for maths data handling activities or circle time PSHE discussions. A section at the back of the book also suggests some activities and classroom questions and there is access to a website, which has activities suitable for the UK curriculum.

» [You can see a review of this resource on the Teachers TV website.](#) Pete Greaves from Dovelands Primary School in Leicester used the book in class and declared that "...every school should have a copy".



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Live Simply Cafod Photo Pack

CAFOD's livesimply challenge aims to help schoolchildren to consider "how they can make choices that will enable each of us to live simply, sustainably and in solidarity with the poor".

This photopack for primary schools has an A4 size photocard for each month of the year, plus a 4-page Teachers' Guide. Each photo has its 'story' on the reverse, with suggested ideas for activities, reflection and action. They can be used as the focus for an assembly, or can add a global dimension to RE, PSHE, Citizenship or Geography. The cards focus on four key development issues: poverty, livelihoods, peace and conflict, and sign of the times (environment/natural disasters). The following topics are covered:

- A place to sleep, featuring a shanty town in Peru
- Making a living, featuring fishermen in Sri Lanka
- A fair price, featuring cotton farmers in India
- Going to school, featuring children in Sudan
- Keeping healthy, featuring a clinic in East Timor
- Hurricane Stan, featuring villagers in Mexico
- Drought in Kenya, featuring pastoralist farmers
- Rubbish at recycling, featuring the UK and East Timor
- The power of forgiveness, featuring communities in the Philippines
- Displaced people, featuring people in Darfur
- Mining for school fees, featuring children in the Congo
- Child soldiers, featuring children in Sierra Leone.

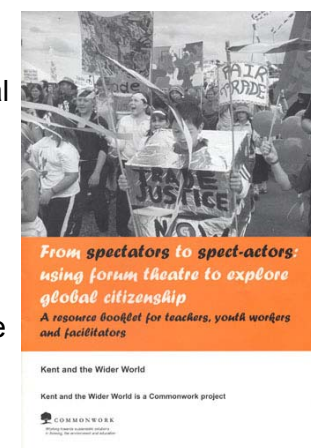
As CAFOD is a Catholic charity, there is a religious dimension to this pack.



From Spectators to Spect-actors

'From Spectators to Spect-actors' is a resource booklet which introduces teachers and others to the concepts of global citizenship and forum theatre. It includes step-by-step session plans with information on getting started, warm-up games, exercises and activities. Covering key stages 2-4, the booklet sets out the key elements of global citizenship, showing both progression and differentiation. The aim of forum theatre is to change the spectator from a passive to an active participant. Forum theatre is not solely for drama teachers. The technique can be adapted and used for any subject and for whole school assemblies.

The scheme of work encourages pupils to get active and engage in dialogue about issues of concern in society. There are five detailed (one hour) session plans designed to follow on from one another. Activities are varied and engaging - by mixing drama with real issues pupils can foster participation and responsibility.



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Critical Literacy in Global Citizenship Education

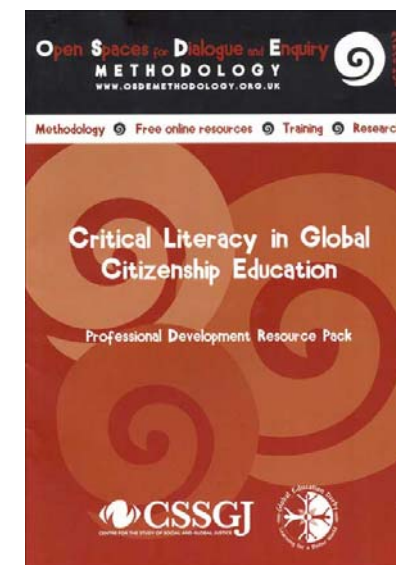
This resource is a professional development tool for educators who are interested in creating learning spaces where participants can engage critically with a range of global issues and perspectives. It starts from the belief that at the core of global citizenship education lies the development of critical literacy and independent thinking.

The resource used the methodology of Open Spaces for Dialogue and Enquiry (OSDE) to set out a series of enquiry processes. Each activity has been designed to structure safe spaces of dialogue and enquiry, where how you relate to others is as important as what you learn.

The following areas of enquiry are covered:

- Knowledge and perspectives
- Notions of development
- Progress and civilisation
- Culture and representation
- Social and global justice
- Poverty and wealth
- Consumerism and anti-consumerism
- Notions of terrorism.

You can use the resource in professional development settings or informally with colleagues. You can also use it for private reflection, but the



Time for Rights

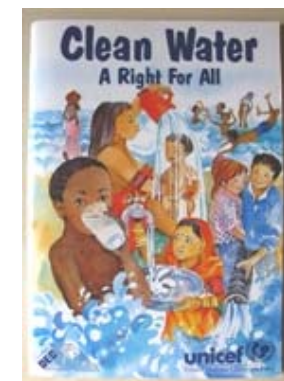
This is a useful handbook for teachers about human rights education at Key Stage 2 and 3. It provides conceptual information about human rights developments from different world regions and active learning activities for students. Using information in case studies, statistics, discussion, role play, games and practical ideas and examples, this pack helps teachers to put forward novel practical classroom tasks to address these themes across different subject areas including Citizenship and Personal, Social and Health Education. The activities are to be used alternatively, according to the needs of the school and teacher's planning.



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Clean Water a Right for all

This edition of Clean water a right for all has been adapted to specifically meet the needs of primary teachers. Science should be taught at primary level, and a topic on water clearly falls into that subject area. However, a teaching resource from humanitarian organisations like UNICEF and the Scottish Development Education Centre clearly has to be concerned first and foremost with people. We have striven to retain the human interest aspect while including practical experiments to help children explore fully the properties of water.



Children's Rights Posters

This set of 12 full colour posters would be an ideal display in the classroom. The images are photographs illustrating one or more of the UN Convention on the Rights of the Child (UNCRC). The UNCRC is also written on the back of the poster, which includes 8 simple classroom activities, which are repeated on every poster.

Global Dimension:

Human Rights

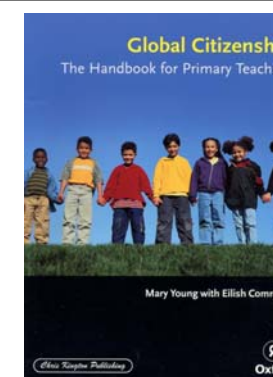
Social Justice

Conflict Resolution



Global Citizenship (Primary Teaching Handbook)

This handbook contains theoretical and practical information about global citizenship. It covers issues about social justice, sustainable development, human rights and citizenship in Europe, Africa, Asia and some from the Americas and Oceania. It has a range of whole-class and group activities for children at Key Stage 1, 2 and 3 and a useful section on resources and contacts for further information on global citizenship themes. It presents a diverse range of ideas for teachers that can be applied to all aspects of primary education from assemblies to literacy and geography. The activities use several creative exercises such as games, charts, maps and a mascot to keep pupils attention. In addition, there is factual information with notes about each EU member State and other countries that could be used in several cross curricular activities. A highly recommended handbook.



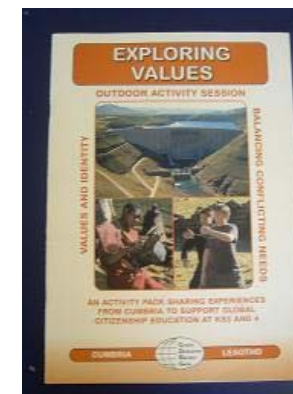
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Exploring Values - Outdoor Activity Session

Exploring Values is an activity pack sharing experiences from Cumbria to support global citizenship education at KS 3 & 4 levels.

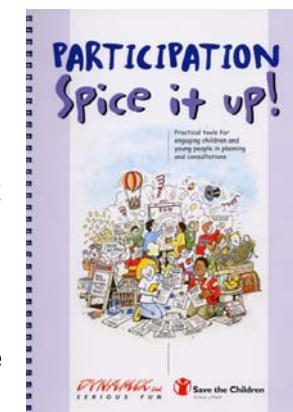
This resource pack is designed to support KS 3 & 4 teachers in the delivery of global citizenship. It also links in with other areas of the curriculum such as Geography, PSHE and Religious Education.

The pack has developed from the concept of exploring values and was designed as part of a scheme of work built around a session at Grizedale Forest in Cumbria. The pack is divided into three themes and teachers are encouraged to pick out individual lessons, or to follow through a theme as desired.



Participation Spice it Up

The book is divided into five sections. The first two provide a rationale for adopting a creative and lively approach to consulting with young people. Part three is called The Toolkit. It provides detailed descriptions of ice-breakers and warm-ups; information gathering and promoting discussion; activities for long-term planning; evaluation activities and some extra suggestions. Each activity is given clear aims, specific instructions, examples of training contexts in which it has been used and links to other activities. In part four, called menus, the activities are linked in the context of actual training or consultations that Dynamix has conducted. The book concludes with further details about Dynamix. Many of the activities will be familiar to teachers and youth workers, but this handbook gives them an added dimension by linking them in a very concrete way to building the confidence of young people and developing their ability to contribute to decisions. The clarity of the briefings and the helpful templates will give users confidence to spice up their sessions, as the title implies. The book brings together for the benefit of others the range of techniques used by Dynamix and this is prefaced by an excellent introduction giving the rationale for this active learning approach. Every user will find something to stimulate their thought and practice and the effect should be some more lively teaching and some improved consultation.



Development Compass Rose

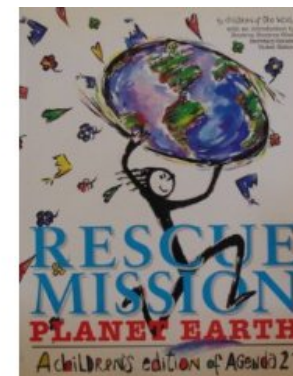
This excellent pack consists of 16 A5 colour photos together with a teacher's guide. The aim of this pack is to introduce teachers to the development compass rose, a teaching concept that provides a framework within which participants can raise questions on development issues. Students can use the photos in the pack to discuss development issues and then move on to use a similar approach to explore local issues. The materials are well designed and the teachers' guidelines are clearly written. A very wide range of issues can be explored using this interactive/collaborative approach. The development compass rose can be used in a wide range of subject areas.



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Rescue Mission Planet Earth

Twenty-eight young people from 21 nations collaborated to edit and produce this children's edition of *Agenda 21*, the massive statement on world environment and development endorsed by 179 nations at the Earth Summit that took place in Rio de Janeiro in 1992. The book's first two sections address issues relating to nature (desertification, loss of ecosystems) and the state of humankind (overpopulation, poverty); the last two focus on change and the role of young people in effecting transition. Statistics (from the original document) are not always sourced, but readers are referred to the appropriate chapter of *Agenda 21*, and the editors explain how to order a 70-page summary of the document that provides notes. Children's (the book defines *child* as an individual under the age of 18) poetry and essays on ecological issues provide powerful reinforcement of the problems. The volume is beautifully illustrated with full-colour artwork by young people, and it includes a glossary as well as a separate pocket containing a guide for teachers and parents. With the educational establishment's current emphasis on global awareness and responsibility, this book's call to action may be a very valuable classroom resource that could easily serve as a text for units on the environment.



Get Global

Get Global! is a teacher's guide to facilitating and assessing active global citizenship in the classroom. It is divided into three sections - steps activities, assessment and evaluation activities and games - that are given equal importance. The Get Global! process is made up of six steps that students can move through using a range of activities or chosen issues. Teachers can select, adapt and use activities and games in various combinations within different subject areas. The steps enable students to ask questions about global citizenship, choose an issue that is important to them and explore its local and global dimensions, plan and participate in action, record and monitor their progress and reflect on their performance.

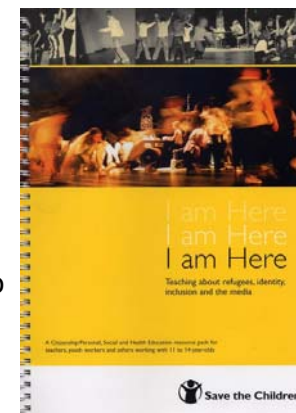
Each step has clear aims and a range of activities to choose from, with diagrams, photos and examples of class work. The range of activities include: role-play, internet searches, oral and written presentations, discussion and debate, personal reflection and evaluation. Photocopiable worksheets for the activities, assessment and evaluation are well structured although they may need to be adapted for more able pupils. The games section provides a useful means of making the lessons more fun and encouraging the class to develop co-operation and communication skills. This skills-based approach gives teachers non-prescriptive activity suggestions for teaching about complex issues and students the confidence to formulate opinions, discuss issues, and plan actions. Content based resources on specific issues should be used as supplementary material for student research and evaluation. Overall, an interesting cross-curricular resource that encourages pupils to manage and actively participate in teaching and learning.



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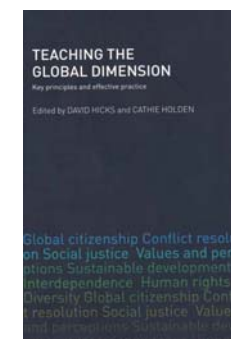
I am Here

I am Here was developed from 'Diversity', a joint project involving schools and youth groups in the north East of England, on the theme of refugees. This pack aims to promote young people's understandings of refugee issues and provides opportunities to explore issues of identity, inclusion and belonging. It is specifically linked to the Citizenship and PSHE curriculum. The pack is divided into three parts. Part 1 contains background information about the video, and curriculum links. The video consists of 4 young people's accounts of their experiences and information about the Diversity project in schools on which this pack is based. Part 2 is the main section of the pack with 6 lesson plans to explore identity and media coverage around the themes of refugees and asylum seekers. It also consists of three extension projects including Refugee Week activities, a training programme to support staff delivering the lessons as well as a section on further resources and useful links. Part 3 contains a range of photocopiable resources. All of the materials are presented in a clear and accessible way. The pack meets a range of educational needs with differentiated resource materials and active learning methodologies.



Teaching the Global Dimension

This book presents insights from leading educationalists on the challenge of including global issues in the classroom. It introduces the concept of what it means to teach the global dimension, and then addresses the key concepts by individual chapter. These include sustainability, human rights, conflict resolution and diversity. The book also presents concrete examples of practice from different schools, with tried and tested strategies for handling controversial global issues with students. Teachers at any stages in their career, and any area of the curriculum will find this a valuable resource.



Who am I ?

This cross-curricular resource includes a DVD of a film made with young people from Sheffield's Somali community. It sets out to discover how tradition, culture and history impact on who we are and how we see ourselves.

With the help of their schools, family, friends, creative artists and more, the young presenters put Somali history and culture under the spotlight, looking at way of life, fashion, food and politics, and ask if the past is relevant to their life in the UK.

The DVD is supported by an interactive CD-ROM, with activities, worksheets and teachers' notes, to help and inspire students to make their own journey of cultural enlightenment.



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Through other Eyes

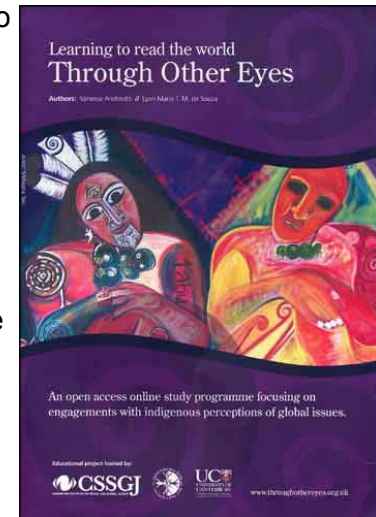
Global citizenship has become a buzz word in recent years. New strategies and initiatives have been promoted to address this topic and teachers and trainees are encouraged to 'bring the world into their classrooms' by addressing global issues and perspectives related to social justice, interdependence, diversity, human rights, peace, and international and sustainable development. This represents a significant step in creating the educational opportunities for learners to be equipped to imagine and create a world beyond the levels of inequality we face today.

However, very often, approaches to global citizenship education in Europe address the agenda for international development in a manner that leaves assumptions unexamined and ignores how this agenda is re-interpreted in other contexts. Not addressing these different readings may result in the uncritical reinforcement of notions of the supremacy and universality of 'our' (Western) ways of seeing, which can reproduce unequal relations of dialogue and power and undervalue other knowledge systems.

The aim of 'Through Other Eyes' is to address this perceived gap. A free online programme of study is being designed to enable educators to develop a set of tools that will help them to reflect on their own knowledge systems and engage with other knowledge systems (in their own learning or in their classrooms) in different ways.

The first set of learning activities are designed to enable learners:

- to develop an understanding of how language and systems of belief, values and representation affect the way people interpret the world
- to identify how different groups understand issues related to development and their implications for the development agenda
- to critically examine these interpretations – both Western and indigenous - looking at origins and potential implications of assumptions
- to identify an ethics for improved dialogue, engagement and mutual learning
- to transfer the methodology developed in the programme into the classroom context through the analysis and piloting of sample classroom



Get Real DVD-Rom

Get Real is a Global Citizenship DVD-Rom teaching pack for students aged 11-14. It contains films, video stories and downloadable teaching activities exploring five issues: Peace, and conflict, HIV, Climate Change, Children's Rights and Gender Equality. In each topic, personal experiences are shared through video stories offering students first-hand accounts of people's lives in other parts of the world.

The video stories and teaching materials help students to increase their understanding of how the world works and develop knowledge, skills, values and attitudes that contribute to the qualities of global citizenship.

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Labour behind the Labels Poster set & Exposed Leaflets

Designed to get students thinking about the consumer choices they make, this set of four colourful posters highlights different aspects of the garment and sports shoe industries, advertising poor working conditions, low pay and how young people can take action. They all feature funky graphics and provocative facts and are bound to get pupils considering Fairtrade and human rights.

