

# Getting started with Global Citizenship: A Guide for New Teachers



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Whether you are currently training to be a teacher or newly qualified, this guide will get you started in:

- meeting the educational needs of your pupils in a fast-changing, interdependent world
- developing your skills and confidence in using participatory, learner-centred teaching methods
- assembling a toolkit of activities for the classroom
- helping you educate to make a difference.

“Global learning and education for sustainability address environmental, social and economic issues that are of importance to young people. This can make learning more relevant to their lives and have a positive impact on engagement and achievement.”

Qualifications and Curriculum Authority website [www.qca.org.uk](http://www.qca.org.uk)

Education is the most powerful weapon you can use to change the world. 🗣️

Nelson Mandela

### The Global Citizen

Oxfam sees the Global Citizen as someone who:

- is aware of the wider world and has a sense of their own role as a world citizen
- respects and values diversity
- has an understanding of how the world works
- is outraged by social injustice
- participates in the community at a range of levels, from the local to the global
- is willing to act to make the world a more equitable and sustainable place
- takes responsibility for their actions.

### Reflection points

- What do you see as the main purposes of education?
- There is a variety of views about the meaning of Global Citizenship. So how would you define a 'global citizen'? How do your ideas compare with Oxfam's (above)?

## Get a head start!

As a new teacher, you will have many aspirations – for your pupils, for your career, for the kind of teacher you want to be and the difference you want to make. You will also know that being a new teacher – whether you are on a course of initial teacher education or newly qualified – is exceptionally challenging. You will be confronted with a range of demands including:

- managing a large workload
- establishing positive working relationships with staff and pupils
- managing behaviour
- keeping on top of the subject curriculum
- responding to whole-school and national initiatives.

Putting Global Citizenship at the heart of teaching and learning can help address many of those challenges, for it is about developing the self-awareness, skills, behaviours, values and attitudes that make for a successful learning environment. Most importantly, it will help you tackle the greatest challenge of all – enabling young people to secure their own well-being and to build a better world than the one they have inherited.

## Why does Oxfam support UK teachers?

With the interconnected and interdependent nature of our world, the global is not 'out there'; it is part of our everyday lives, as we are linked to others on every continent:

- socially and culturally through the media and telecommunications, and through travel and migration
- economically through trade
- environmentally through sharing one planet
- politically through international relations and systems of regulation.

The opportunities our fast-changing 'globalised' world offers young people are enormous. But so too are the challenges. Even very young children are already trying to make sense of a world marked by division, conflict, environmental change, and extreme inequality and poverty. Oxfam believes that young people are entitled to an education that equips them with the knowledge, skills and values they need in order to embrace the opportunities and challenges they encounter, and to create the kind of world that they want to live in. We call this 'Education for Global Citizenship'.

We know that many new teachers aspire to provide such an education – but it can be difficult to work out where to start, given the complexity of the issues and all the other challenges that new teachers face. This guide aims to give you some pointers to set you on your way.

### That sounds great, but isn't the curriculum too full already without cramming in another subject?

Global Citizenship is not another subject area. It is a way of approaching all that we do in any school. It can be embedded in any subject and applies to all ages and abilities.

### Surely these issues are too complex for young children?

Even in the early years, children are already engaging with the wider world – often through exposure to the media – and asking some big questions. While the complexities of, say, world trade might be better explored by older children, it is never too early to be building the basic skills and values that provide the foundations for Global Citizenship.

### I sometimes hear the term 'Global Dimension'. Is this different to Global Citizenship?

The only real difference is that the Global Dimension usually refers to a set of key concepts in education (e.g. social justice, human rights, conflict, diversity, values and perceptions, sustainable development and global citizenship) whereas Global Citizenship is about the outcomes in the individual. When Oxfam speaks of Education for Global Citizenship, we have the same kind of education in mind – the key elements are much the same, just expressed slightly differently. So don't get bogged down with terminology – just use whichever terms work for you.

# Getting to grips with Global Citizenship

Oxfam has developed a Curriculum for Global Citizenship which outlines the knowledge, skills and values which we believe young people in the UK need in order to thrive as Global Citizens. The key elements are listed below. However, they are not set in stone – teachers and pupils in different contexts may find that there are other areas of knowledge they would like to explore, other skills they need to acquire and other values they want to examine. The full Oxfam Curriculum for Global Citizenship is set out in the free publication *Education for Global Citizenship: A guide for schools*. See page 20 for details.

## Education for Global Citizenship – key elements as defined by Oxfam

### Knowledge and understanding

- Social justice and equity
- Diversity
- Globalisation and interdependence
- Sustainable development
- Peace and conflict

### Skills

- Critical thinking
- Ability to argue effectively
- Ability to challenge injustice and inequalities
- Respect for people and things
- Co-operation and conflict resolution

### Values and attitudes

- Sense of identity and self-esteem
- Empathy
- Commitment to social justice and equity
- Value and respect for diversity
- Concern for the environment and commitment to sustainable development
- Belief that people can make a difference

### Reflection point

Review the programmes of study for the areas of the curriculum that your teaching covers, and identify the contributions that those areas could make to the knowledge, understanding, skills, values and attitudes listed above. The ideas on pages 18–19 might help you.

### The global is local

By definition, Global Citizenship involves engaging with distant places and different cultures, but this is never undertaken in isolation from our own lives and communities. The focus is rather on exploring what links us to other people, places and cultures, the (e)quality of those relationships, and how we can learn from, as well as about, those people, places, and cultures. All this might result in a very localised expression of Global Citizenship, such as the challenging of a racist remark in the school dinner queue.

### Education for Global Citizenship is ...

- ✓ asking questions and developing critical thinking skills
- ✓ equipping young people with knowledge, skills and values to participate as active citizens
- ✓ acknowledging the complexity of global issues
- ✓ revealing global issues and connections as part of everyday life, whether in a small village or a large city
- ✓ understanding how we relate to the environment and to each other as human beings
- ✓ relevant to all areas of the curriculum.

### Education for Global Citizenship is not ...

- ✗ too difficult for young children to understand
- ✗ mostly or all about other places and peoples
- ✗ about telling people what to think and do
- ✗ providing simple solutions to complex issues
- ✗ an extra subject to cram into a crowded curriculum
- ✗ about raising money for charity.

**My tutor talks about ‘anti-racist education’ while my school seems to focus on ‘human rights education’.  
How do I make sense of all of this? Where does Global Citizenship fit in?**

You may be familiar with a range of ‘issue-based educations’ – such as development, environmental, multicultural, anti-racist, human rights and peace education. Many of the issues that these various ‘educations’ address are closely interrelated. Seeing them as separate or, worse, competing educational agendas can therefore be unhelpful. Education for Global Citizenship (in common with the Global Dimension) is an umbrella concept that draws together all these issue-based educations.

# The big ideas in Global Citizenship

You do not need to be an expert in every global issue in order to educate for Global Citizenship. Much more important is an ongoing willingness to grapple with what the following 'big ideas' mean for your classroom practice.

## Reflection points

- In what ways are Martin Luther King's words true for you? And for your pupils?
- How have different cultures influenced the subjects you teach? How far is this recognised in the classroom?
  
- Where is the injustice in (a) the world; (b) your local community; (c) your school?
- How can the work of schools both reinforce and challenge social injustice?
  
- What are the marks of an inclusive classroom?
- In your experience in schools so far, to what extent have the positive contributions of a wide range of cultures, societies and traditions been recognised?
  
- What does the idea of 'sustainability' mean to you?
- What are the marks of a 'sustainable school'?
  
- Is conflict necessarily bad? Should it always be resolved? Why/why not?
- How do you deal with conflict when it arises in the classroom?

## Globalisation and interdependence

📖 *Before you finish eating breakfast this morning, you've depended on more than half the world.* 🗨️ Martin Luther King

We live in an interconnected world in which decisions taken in one place can affect people living on the other side of the planet. However, the idea of global interdependence goes further, recognising that even the wealthiest countries rely heavily on other countries' riches – from physical commodities such as foodstuffs and minerals to knowledge and culture.

## Social justice and equity

📖 *If you are neutral in situations of injustice, you have chosen the side of the oppressor. If an elephant has its foot on the tail of a mouse and you say that you are neutral, the mouse will not appreciate your neutrality.* 🗨️ Desmond Tutu

Central to Global Citizenship is the idea that all human beings belong to a single human race, share a common humanity and are of equal worth. Hence they should all have the same basic rights and be treated accordingly. Yet beliefs about the superiority of different groups, and about which groups 'belong' and which do not, continue to be expressed through words, behaviour and systems – and even (albeit often unintentionally) through the practices and curricula of schools.

## Diversity

📖 *We all live with the objective of being happy; our lives are all different and yet the same.* 🗨️ Anne Frank

Human beings have the same basic needs but many different ways of meeting them. Differences in gender, culture, class, nationality, religion, ethnicity, language and status may all be significant in explaining these variations and in shaping identity. To thrive in such a diverse and fast-changing world, pupils need to feel confident in their own identity; but they should also be open to engaging positively with other identities and cultures, and able to recognise and challenge stereotypes.

## Sustainable development

📖 *There is enough in the world for everyone's need, but not for everyone's greed.* 🗨️ Mahatma Gandhi

How we share and use the earth's resources affects the health of the planet and of everyone with whom we share it – now and in the future. There are many different interpretations of sustainable development, but at its heart lies a recognition that our relationship with the earth needs to acknowledge the limits of finite resources and the human rights of all.

## Peace and conflict

📖 *Peace, in the sense of absence of war, is of little value to someone who is dying of hunger or cold. Peace can only last where human rights are respected, where people are fed, and where individuals and nations are free.* 🗨️ The 14th Dalai Lama

In all communities – from the school to the international level – there are conflicts of interest and disagreements. As a result there is a continual need to develop rules, laws, customs and systems that all people accept as reasonable and fair. Issues of peace and conflict are thus inevitably bound up with questions of social justice, equity and rights.

## Official views on participatory learning

Actively involving children and young people when making decisions helps every child to fulfil their potential as set out in Every Child Matters. ↴

Department for Children, Schools and Families

The rationale for Curriculum for Excellence has at its core the notion of improved student participation in order to develop the four capacities: successful learners, confident individuals, responsible citizens and effective contributors. ↴

Learning and Teaching Scotland

Pupil participation is central to any kind of education. Participation means encouraging pupils through the way they learn to express opinions, take responsibility, solve problems, make decisions, make choices, and respond to suggestions. ↴

Estyn

### Reflection points

You and your pupils will be at different stages of experience, confidence and skill development in relation to active methodologies. This needs to be factored into the planning of lessons. Consider the following:

- Has the group engaged in this type of learning before?
- Have you employed active learning strategies before in your teaching? What did you learn?
- How comfortable do you feel in this type of classroom?
- What further skills do you need? How might you develop them?

### SIGNPOST

*Active Learning and Teaching Methods for Key Stage 3*, a useful booklet containing ideas and methodologies for active learning, can be downloaded free of charge from [www.nicurriculum.org.uk/docs/key\\_stage\\_3/ALTM-KS3.pdf](http://www.nicurriculum.org.uk/docs/key_stage_3/ALTM-KS3.pdf).

## Participation in learning and decision-making

To be effective Global Citizens, young people need to be flexible, creative and proactive. They need to be able to solve problems, make decisions, think critically, communicate ideas effectively and work well within teams and groups. These skills and attributes are increasingly recognised as being essential to succeed in other areas of 21st century life too, including many workplaces.

These skills and qualities cannot be developed without the use of active learning methods through which pupils learn by doing and by collaborating with others. But there are other reasons for promoting pupil participation in the learning process and in decision-making:

- Everything we do in school sends out messages, so we need to exemplify the values we wish to promote. If we wish to affirm beliefs about the equality of all human beings and the importance of treating everyone fairly and with respect, we need to ensure that learning processes, and relationships between pupils and teachers, reflect and reinforce these values.
- Research shows that in more democratic schools pupils feel more in control of their learning, and the quality of teaching, learning and behaviour is better.
- The UN Convention on the Rights of the Child affirms the right of children to have their opinions taken into account on matters that affect them.

This does not mean that teachers have to develop new active learning experiences for every lesson. Neither does it mean doing away with clear boundaries – quite the opposite, in fact. The regular use of ‘circle time’ in many schools is a perfect illustration of both these points.

### The role of the teacher

In a participatory classroom environment the role of the teacher is often that of facilitator, supporting pupils as they learn to assess evidence, negotiate, make informed decisions, solve problems and work both independently and with others. For the new teacher, this means two things:

- You do need some basic facilitation skills (this guide will help you here).
- You do not need to know everything about every global issue – your role is to enable pupils to find out for themselves and to support them in taking responsibility for their own learning.

In creating an active classroom environment, the role of the teacher and the teaching environment shifts:

| From                                  | To                                   |
|---------------------------------------|--------------------------------------|
| Teacher-centred classroom             | Learner-centred classroom            |
| Product-centred learning              | Process-centred learning             |
| Teacher as a transmitter of knowledge | Teacher as an organiser of knowledge |
| Teacher as a ‘doer’ for children      | Teachers as an ‘enabler’             |
| Subject-specific focus                | Holistic learning focus              |

Source: *Active Learning and Teaching Methods for Key Stage 3* © 2007 The Partnership Management Board

### The role of the pupils

The active, participatory classroom should result in a shift in the role of pupils, too:

| From                            | To   |
|---------------------------------|--|
| Passive recipients of knowledge | Active and participatory learners            |
| Answering questions             | Asking questions                             |
| Being spoon-fed                 | Taking responsibility for their own learning |
| Competing with one another      | Collaborating in their learning              |
| Wanting to have their own say   | Actively listening to the opinions of others |
| Learning individual subjects    | Connecting their learning                    |

Source: *Active Learning and Teaching Methods for Key Stage 3* © 2007 The Partnership Management Board

# Global Citizenship in classroom practice: a framework for global learning

## Asking questions

Effective participatory learning depends upon the pupils' freedom to ask questions. But asking questions is an important starting point for other reasons too:

- When pupils generate their own questions, they attain greater ownership of their learning.
- Identifying key questions can provide the structure for investigating an issue.
- It is by asking questions that we begin any process of change; hence, effective questioning skills are a vital tool to enable people to make a difference to their lives and the lives of others.

See pages 8–9

## Assessing learning

This is possibly the most important part of the Global Citizenship learning cycle – and it involves reflecting on progress at a range of levels:

- What have we learned about ourselves, our communities, the wider world and specific issues?
- What have we learned about participating in and bringing about change? What might we do differently next time?
- What skills have we developed? Were there skills that we realised we would like to develop further?
- What have we learned about the process of learning?

See page 16

## Making connections

Global Citizenship involves exploring at least four types of connection:

- our common humanity – the connections we have with all other human beings in terms of our similarities and common needs
- our global interconnectedness – links we have to other people and places through trade, technology, migration, political systems, our shared environment and so on
- links between issues (e.g. poverty and climate change)
- the parallels that many global issues have with matters in our immediate environment (e.g. sharing of resources, or conflict, in the classroom).

See pages 10–11

## Responding as active global citizens

The essence of Education for Global Citizenship is its commitment to enabling pupils to bring about positive change. This requires:

- knowledge to make informed choices
- a desire to change things
- skills to do so.

Education for Global Citizenship does not involve telling people what they should do. Instead, it supports pupils in making their own informed choices through a critical evaluation of the options open to them and the possible implications of their choices.

See pages 14–15

## Exploring viewpoints and values

We all interpret the world around us through the lenses of our own cultural background, values and experience. It therefore follows that there will be a range of perspectives on any given issue, and that we cannot achieve a full understanding of any issue without exploring all perspectives. To do so involves developing:

- awareness that our 'knowledge' often consists of just one (albeit possibly dominant) perspective
- self-awareness (i.e. awareness of our own values and assumptions)
- respect for diversity
- effective communication skills, including arguing a case and listening respectfully to other people's viewpoints.

See pages 12–13

## Reflection points

How could the framework help you develop Global Citizenship through a sequence of lessons on:

- (a) ourselves and our families for 5-year-olds
- (b) castles for 8-year-olds
- (c) a distant locality for 11-year-olds
- (d) the science of food packaging for 15-year-olds?

## Getting started in your classroom practice

The framework opposite, used together with your own responses to the reflection point on page 3, should help you add a global dimension to almost any topic.

Please note the following points:

- The idea is not to rewrite every lesson that you teach, but simply to be aware of where you can make global connections.
- Sometimes you will be able to develop schemes of work which use the full framework, while on other occasions you may use just one or two parts of it.
- The framework is cyclical rather than linear – any stage can be approached, developed or revisited at any point.

Below is an example of how the framework could be applied to the topic of water.

### Assessing learning

- Learning diaries kept by pupils throughout the unit, helping them to evaluate their own learning and its impact on their attitudes to, and use of, water.

### Asking questions

- Photographs about water (e.g. *Water for All* at [www.oxfam.org.uk/education/resources/water\\_for\\_all/](http://www.oxfam.org.uk/education/resources/water_for_all/)) to stimulate questions.

### Responding as active global citizens

- Recognising the need to save water as a valuable resource.
- Water audits at home and school.
- Considering what can be done to use water sustainably and equitably.
- Cutting greenhouse gas emissions in order to reduce drought in vulnerable areas.

## WATER



### Making connections

- Everyone has a right to clean water.
- Common water needs and uses worldwide.
- The water cycle as an example of global interdependence.
- Drought and flooding – their causes and impacts in different parts of the world, and how they can be linked to what happens far away (e.g. through climate change).
- Connections between water, health and poverty.

### Exploring viewpoints and values

- How people meet basic needs in different ways.
- Differing views about wants and needs in different countries, and even within each country.
- The role of water in the lives of men and women, boys and girls, and how it plays a part in unequal relationships between the sexes.
- Cultural and religious uses of and attitudes to water.
- Conflicting views on access to and 'ownership' of water (e.g. whether Wales should have to share its water with England).

## Reflection points

- What would a classroom that promotes Global Citizenship look like?
- How could you develop Global Citizenship through your pastoral duties as a form tutor/class teacher?
- If you were making an award to a school for its whole-school commitment to Global Citizenship, what evidence would you look for?

## Beyond the formal curriculum

Oxfam believes that Global Citizenship needs to be more than just an approach to the formal curriculum – it should form part of a school's whole ethos. If you agree that Global Citizenship should go beyond the classroom and out into the corridors, playground and wider life of the school, then you will want to consider how its values will impact upon your wider professional role. The reflection points opposite will help you do this.

# Asking questions

## Guidelines

- Pupils should be helped to recognise different kinds of question and think about their merits.
- Pupils should be encouraged to examine their own assumptions. You can help them do this by continually asking them 'Why?' and 'What do you mean by that?'
- You should also help pupils to distinguish between factual questions and those whose answers will involve beliefs or opinions, whether ethical, moral, political, or spiritual.
- Images – and artefacts too – are a very useful means of stimulating pupils' questions.

### Reflection point

Which of the skills, values and attitudes outlined on page 3 could these activities help develop?

### A further tool for stimulating questions

#### Route Finder

This is a framework, based on Tide~ Global Learning's Development Compass Rose, intended to stimulate questions around resources, such as photos, artefacts or stories. It ensures that an issue is looked at from all angles – economic, social, environmental and political. It can also be used for charting answers and/or further questions that emerge. The Route Finder is on page 94 of *Get Global!* See page 20 of this booklet for details.

## Why-why-why chain

### What is it?

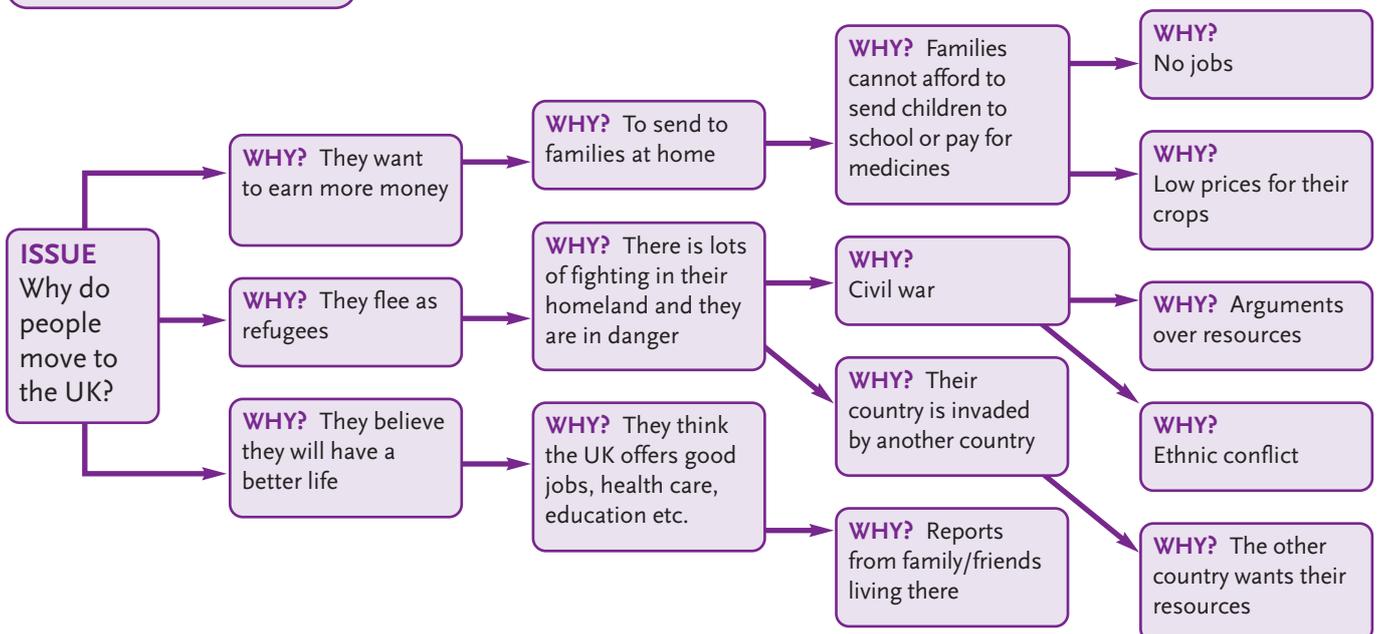
This tool gets pupils thinking beyond surface impressions to the underlying causes of any issue. It can be a highly effective way of linking the local to the global with little or no steering by the teacher, other than to keep asking questions beginning with the word 'why'.

### Classroom set-up

Best done in pairs or threes, or as a whole-class discussion activity. Flip-chart or sugar paper, and pens or 'sticky' notes are useful.

### How is it done?

1. Write the issue in a box at the left hand side of the page. Then ask pupils to think of all the direct reasons for the issue. These should be written (or drawn) in boxes in a neighbouring column, linked to the issue box by arrows.
2. Ask pupils to think through the possible reasons behind this first set of reasons. Each reason may have more than one contributing factor. Repeat the process as many times as the issue will allow, each time starting a new column to the right of the previous one. The end result is a flow chart which highlights the complexity of an issue and the different scales of causation. You could then ask pupils to distinguish between links that they can support with evidence and those that they cannot.
3. Once the process has gone as far as it can, look at the boxes on the right-hand side, and encourage pupils to ask: 'Is it fair that this is happening?' and 'What can be done to change things?'



## Tips for using images and artefacts

- Be clear about why you are asking pupils to undertake particular activities.
- Consider the context and purpose of the image/artefact.
- Imagine that the person who is in the picture, or who made the artefact, is in the room.
- Ensure that the images selected give an all-round picture of the place, country or community you are presenting to pupils. Where appropriate, use pictures of both townscapes and rural areas, the modern and traditional, rich and poor, young and old, etc.
- Encourage pupils to question all assumptions that they bring to the images/artefacts.
- Recognise diversity, avoiding generalisations about peoples, countries and continents.

## Interrogating photographs and artefacts

### What is it?

Photographs can be hugely influential in shaping our ideas about ourselves, other people, and the wider world. However, the pictures we see do not always tell the whole story. Images in the media can often be one-sided or perpetuate negative stereotypes. So visual literacy is arguably as important to pupils as print literacy. The following activity gets pupils questioning photographs (or artefacts), as well as their own assumptions about them.

### Classroom set-up

Pupils work in groups of three or four. Each group will require table space.

### How is it done?

Pupils look carefully at the photograph or artefact and discuss what they know about it. They then consider what they would like to know, and write down all the questions that they can think of (the photograph or artefact could be placed on a piece of sugar paper and the questions written around it). You can then use the Route Finder tool (see page 8) to categorise the questions and see if there are any lines of questioning that the pupils have not addressed.

To encourage pupils to question their assumptions about a photograph, you could ask:

- Where is this place? Is it in the UK? Why do you think that?
- What is happening beyond the frame? Why do you think that? (Pupils could lay the photograph in the middle of a sheet of plain paper and draw around it what they think lies beyond the frame. Alternatively, if you want to compare pupils' ideas with the reality shown in the photograph, you could reveal just a section of the original image and ask them to extend it.)
- What happened before the picture was taken and what might have happened afterwards? Why do you think that?

## Issue tree

### What is it?

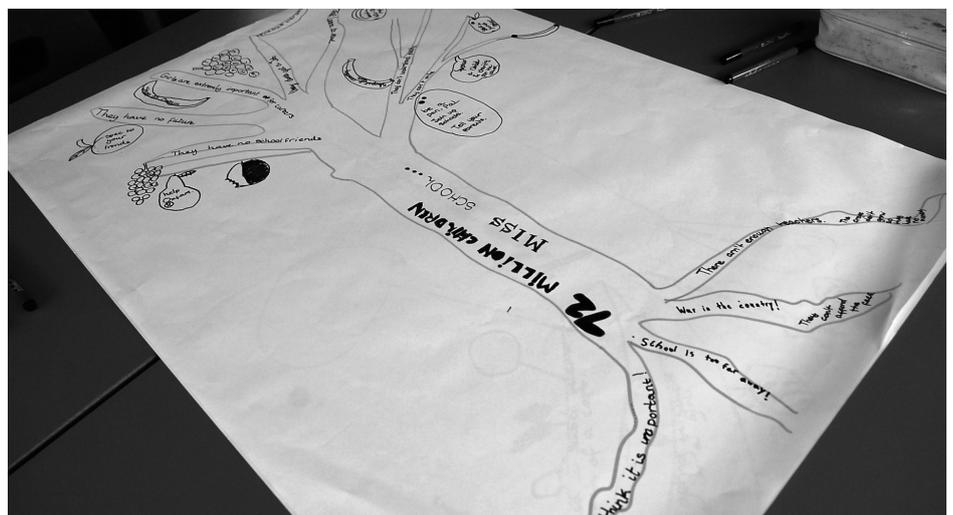
This is a way of structuring an enquiry to encourage pupils to explore the causes, effects and solutions of a given issue.

### Classroom set-up

This activity is best done in groups but can be completed individually.

### How is it done?

Pupils draw a fruit tree in outline. They then label the trunk with the chosen issue, the roots with the causes of the issue, the branches with the effects of the issue, and the fruit with possible solutions to the issue. This activity can be carried out either before pupils research the issue, as a way of representing what they already know, or at the end of their research as a way of presenting their findings.



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# Making connections

## Guidelines

- Themes common to young people's lives throughout the world – such as water, food, transport, homes, school, waste, conflict and play – make good starting points. They focus pupils' minds on the things they share with young people in other countries, before they go on to consider their different experiences of these aspects of life.
- The concept of the journey is very useful in making local–global connections. The journeys of both people and goods (e.g. bananas) demonstrate vividly the meaning of global interdependence.
- Connections also need to be made between issues. Investigating any issue of both local and global significance usually reveals a web of connections that involve other important issues.
- While you should avoid oversimplifying complex global issues, there are still many useful connections to be made between global concerns and everyday classroom life; for example, parallels can be drawn between sharing equipment and social justice.

### Further tools for making connections

#### Commodity/supply chain activities

There are many activities that illustrate the global commodity chains linking our everyday goods (e.g. food, clothing and electrical goods) to people in distant places. The free *Go Bananas* and *Clothes Line* activities for 7–11-year-olds are just two examples that can be downloaded free of charge from [www.oxfam.org.uk/education/resources](http://www.oxfam.org.uk/education/resources).

## Consequences wheel

### What is it?

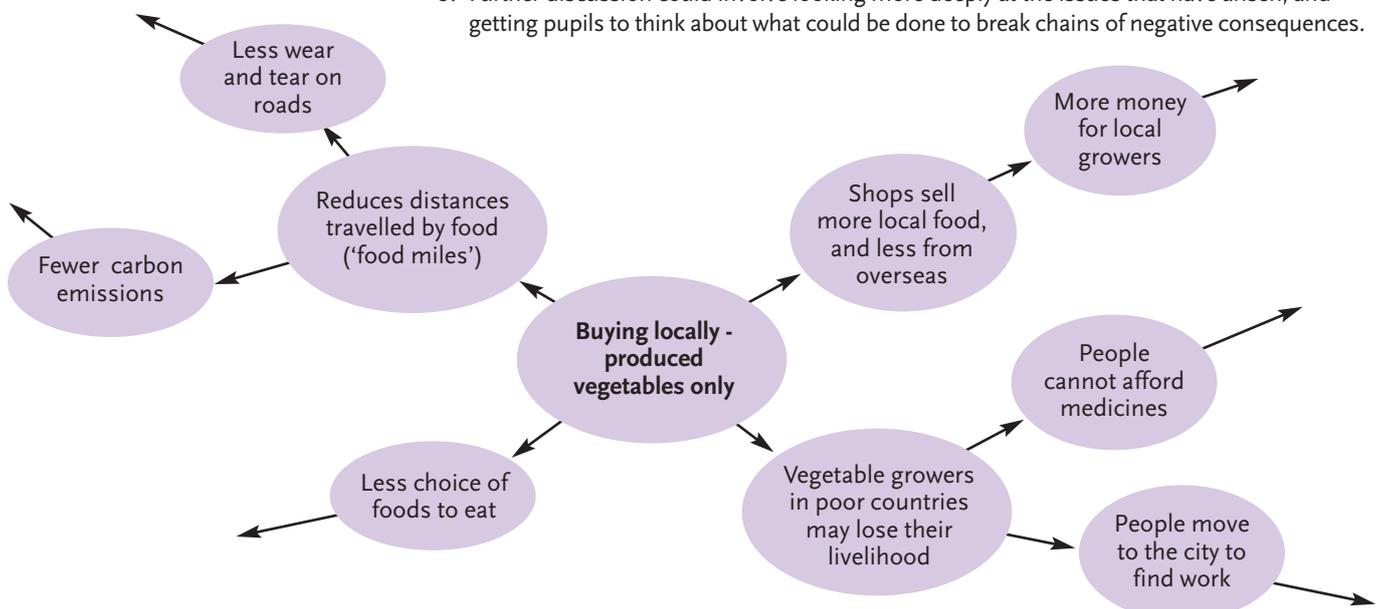
A consequences wheel is a type of mind-map which can help pupils think through the consequences of an event, action or issue. As well as making connections between cause and effect, consequences wheels can also help pupils in appreciating the global significance of local actions, and the local significance of global issues or trends.

### Classroom set-up

This activity can be done individually, in small groups or as a whole class.

### How is it done?

1. Pupils write the main event or action inside a circle in the middle of the page.
2. Pupils write each direct consequence of the event inside another circle, which is linked to the main circle with a single line. Pupils try to think of as many direct consequences as possible. These should be arranged in a circle around the main circle.
3. Pupils then consider the consequences of these consequences. These are once again written inside circles, linked to the direct consequences – and so on. Pupils can colour each circle depending on whether the consequence is good or bad.
4. Go through the pupils' assumptions with them and ask whether they are justified. Discuss with pupils how they can find out more about the facts.
5. Further discussion could involve looking more deeply at the issues that have arisen, and getting pupils to think about what could be done to break chains of negative consequences.



## Mysteries

### What are they?

Mysteries involve pupils piecing together 'clues' written on separate pieces of paper, in order to answer a question. They are an excellent tool for developing thinking and problem-solving skills, as well as literacy, but they are also very good for exploring global interconnectedness.

### Classroom set-up

This activity is best undertaken in small groups. Each group will need a large enough surface to move around up to 30 cards.

### How are they done?

1. Ideally, mystery activities are based on real-life scenarios. Newspaper stories can provide all the information you need to devise your own.
2. Explain to pupils that their task is to solve a mystery, and tell them the central question that they have to answer. Explain that they will be given a set of clues, some of which may be more useful than others. Emphasise that it is not enough just to solve the mystery – they will need to be ready to explain how they solved it to the rest of the group (or in writing). You may want to provide them with a structure to clarify their reasoning – perhaps in the form of a writing frame or a why-why-why chain diagram (see page 8).
3. After time for group discussion, groups should present and justify their answers, using the evidence before them. Discuss the causes and effects they have noted and the connections they have made. You could also ask pupils how they went about sorting their information, and how they worked in their groups to arrive at a decision.
4. This activity should ideally be followed up by a discussion of how pupils themselves could respond to the issue (see pages 14–15 for ideas).

### Reflection point

Which of the skills, values and attitudes outlined on page 3 could these activities help develop?

This example gets pupils engaging with the complex nature of global issues. There were several factors behind the closure of Mrs Camara's stall, while there are good reasons why Shafraz is driven to school, despite the environmental impact. While the activity presents the issue at a personal level, the point is not to blame a global problem on one person's actions, but to show how the actions of many people, in different places, contribute to both the problem and the solutions. This needs emphasising, to ensure that pupils are not left feeling guilty about the world's problems.

#### Example: Why did Mrs Camara's stall close down?

*(Alternatively, pose the question 'How are the lives of Shafraz and Mrs Camara connected?')*

Shafraz is driven to school each day in his parents' car.

Cars produce carbon dioxide when they burn fuel.

Banjul, capital city of the Gambia, is on an island 0.5m above sea level.

Last year's peanut harvest was spoiled by heavy rain.

Banjul is linked to the Gambian mainland by a single highway.

Shafraz's parents say the traffic in Sparkbrook makes it too dangerous to walk or cycle to school.

Global warming is believed to cause extreme weather.

Tourists come to the Gambia for winter sun and sandy beaches.

The Gambia is in West Africa. It is one of ten countries most at risk from sea levels rising.

The High Court is situated on a busy roundabout by the Banjul highway.

Bad storms and rain have been damaging the Banjul highway.

Shafraz lives 2km from his school in Sparkbrook, Birmingham.

Last week, Mrs Camara's stall was flooded for the second time.

Carbon dioxide is a greenhouse gas which adds to global warming.

The morning bus to Shafraz's school is often held up in heavy traffic.

Birmingham's traffic is mostly made up of cars.

Recent stormy weather has made it harder for cars and trucks to come into Banjul.

Sea levels are rising as a result of global warming.

Mrs Camara sells nuts and oranges to office workers and tourists outside the High Court in Banjul.

Mrs Camara's stall has had to close down.

# Exploring viewpoints and values

## Guidelines

- Establish ground rules which create a safe environment for pupils to express opinions. Ideally, the class will help draw up these ground rules, as this will encourage pupils to take responsibility for their own learning process.
- Bear in mind that discussions do not have to reach conclusions or consensus.
- Splitting the class into small groups can help less confident pupils express their opinions. Consider having the members of each group assign themselves roles, e.g. note-taker, timekeeper, spokesperson.
- Consider your own role carefully. The box on the left of this page provides some guidance.

### Choose your role carefully

When handling controversial issues, the teacher can play any one of a variety of roles:

- **Committed** – the teacher is free to share their own views. Care needs to be taken as this can lead to a biased discussion.
- **Objective or academic** – the teacher gives an explanation of all possible viewpoints without stating their own position.
- **Devil's advocate** – the teacher deliberately adopts an opposite stance to each pupil's, irrespective of their own viewpoint. This approach helps ensure all views are covered and challenges pupils' existing beliefs.
- **Declared interest** – the teacher declares their own viewpoint so that pupils can judge later bias, then presents all positions as objectively as possible.
- **Advocate** – the teacher presents all available viewpoints and then concludes by stating their own position with reasons.
- **Impartial chairperson** – the teacher ensures that all viewpoints are represented, through pupils' statements or published sources. The teacher facilitates but does not state their own position.

Any of these roles may be appropriate at a particular time, and each one has its advantages and disadvantages. Think carefully about which role you will adopt in each situation and why.

## Opinion continuum

### What is it?

This is a simple way of encouraging pupils to think through their position on two opposing views about an issue. It is a helpful means of exploring complex issues and diverse viewpoints.

### Classroom set-up

One way of conducting this activity is to hang a line of string (at around waist height) from one side of the classroom to the other, and for pupils to use pegs as markers. A more ambitious version in terms of classroom management is to create enough space for a semicircle of chairs for the whole class, or for pupils to line up along a wall. Pupils can discuss the issue in small groups before declaring their views.

### How is it done?

The following guidelines should enable everyone to take part in a calm, controlled way:

- Introduce the opinion that you want pupils to consider (e.g. 'People should have to pay for plastic bags in shops') and outline two opposite positions (i.e. strongly agree vs strongly disagree). Explain that everyone's view will fall somewhere along the line, and that there are not necessarily any 'right' or 'wrong' answers. .
- Explain the rules (e.g. pupils choose whether to participate or not; the person taking their place on the line is the only person talking; no reactions – verbal or otherwise – from the rest of the group).
- Any pupil may begin by attaching their marker to the line of string (or placing their chair in the semicircle, or standing against the wall) in a position that represents their view. The volunteer says a few words to the class about why they have taken that position. The process is repeated, with volunteers expressing their opinions one at a time.
- If some pupils are reluctant to take part, you could suggest that they mark their position on the line without saying anything.
- When everyone who wants to has spoken, tell pupils they can change their position on the line in the light of the arguments they have heard.
- Debrief the pupils. How many pupils changed their positions? What led them to change their minds? What have they gained from this process?

To encourage pupils to practise negotiation skills, you could divide them into groups and ask them to come to a group view. Each group can then send one representative to identify the place on the line that best represents the group view. This is also easier in terms of classroom management, with fewer pupils out of their seats at any one time.

## Further tools for exploring viewpoints and values

### Simulation games

These are not easy to develop from scratch, and take time to prepare, but there are several ready-made games available. See [www.oxfam.org.uk/education](http://www.oxfam.org.uk/education) for games available through the Oxfam catalogue for schools (see page 20).

### Philosophy for Children

An excellent methodology for encouraging pupils to explore a wide range of viewpoints, and one that can be used with all ages. See [www.sapere.org.uk](http://www.sapere.org.uk).

### Open Spaces for Dialogue and Enquiry

A very useful method for developing 'critical literacy'. See [www.osdemethodology.org.uk](http://www.osdemethodology.org.uk) for guidance materials and classroom resources.

## SIGNPOST

Further guidance on exploring views and values can be found in the free Oxfam publication *Teaching Controversial Issues*. See page 20 for details.

## Reflection point

Which of the skills, values and attitudes outlined on page 3 could these activities help develop?

## Role play

### What is it?

Role play needs little introduction. It is a versatile device that can take a variety of forms and can be effective for all ages.

### Classroom set-up

This will depend on the form of role play used. But it will often require a classroom arrangement where pupils can easily work in small groups.

### How is it done?

Role play based on stories is just one way of enabling pupils to see the world through other people's eyes. Here are two possible approaches:

- **Freeze frame:** Pupils listen to part of a story and then act it out. They freeze the action at certain points and discuss what they are doing and feeling. They then consider what is going to happen next. They can then act out their predictions and refer to the story to see what really happened. This approach works well with stories of real people in history and the present.
- **Hot-seating:** This is a good way to develop questioning skills as well as to explore values and viewpoints. Pupils decide on questions that they would like to ask one of the characters in the story. Then one pupil takes the 'hot seat', playing the part of that character, and the others take turns to ask their questions.

With all forms of role play, the debrief is crucial. This involves pupils stepping out of role to explore what they felt when they were in the role, and why.

## Critical thinking on the internet

### What is it?

This is simply an approach to using the internet that encourages pupils to look critically at websites. The internet is an increasingly important window on the world for pupils, and is a key source of information for their schoolwork. But like any other source of information it needs handling carefully and critically. Often, what is presented as fact actually represents just one viewpoint or set of values.

### Classroom set-up

This activity can work with any classroom arrangement but assumes access to an internet connection.

### How is it done?

You could provide a simple template for pupils to use whenever they visit a website, or you could ask older pupils to devise their own list of questions that they can use to evaluate websites. Questions might include:

- Who runs the website?
- What are their aims?
- What impression does the website give of the organisation/person behind it? How does it do this?
- What message is the website trying to communicate? How does it use language and images to do this?
- Does the website present more fact or opinion?
- How do you react to the website? Why?
- Who is providing information?
- Who has a voice on the site?
- Whose views are missing?

# Responding as active global citizens

## Guidelines

- Bear in mind that Education for Global Citizenship does not involve telling people what they should do. Instead, it helps pupils to think critically through all the options open to them.
- Encourage pupils to consider the global effects of local actions (perhaps using the consequences wheel described on page 10).
- Be aware that deciding not to do something is still an action, and will have consequences just like any other course of action.
- Always encourage pupils to think in terms of responsible action that takes account of the law, school policies and ethical considerations. They will need to think through all the possible consequences of their actions (again, the consequences wheel could be used here).
- An important part of the learning process is to reflect on what has been learned through action.
- Active Global Citizenship is political, in that it involves making decisions about whether something should be changed and how that change should come about. However, it should not follow a party political line, as that would compromise the critical thinking and questioning which are central to Global Citizenship.

### Further tools for exploring and planning active global citizenship

#### Forum theatre

An excellent way of exploring possible responses to everyday situations and the scenarios that might result. The aim of forum theatre is to change the spectator from being passive to being an active participant. Forum theatre is not just for drama teachers – it can be used in any subject. For further information, see the booklet *From Spectators to Spect-actors: A resource booklet for teachers, youth workers and facilitators*, which can be downloaded free of charge from [www.oxfam.org.uk/education](http://www.oxfam.org.uk/education).

## Ideal futures

### What is it?

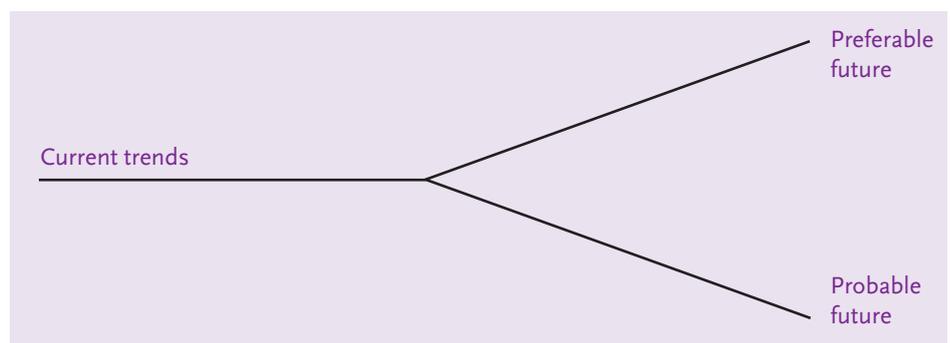
This is a 'mind-mapping' tool that encourages pupils to express their ideas about the future – both positive and negative. It can be used to explore the future generally, at personal, local, national and global levels (remembering that these are all interrelated). It can also be used to look at a specific issue (e.g. the development of biofuels, GM crops, or global inequalities).

### Classroom set-up

This activity is suitable for most classroom arrangements, as it is best carried out as a personal reflection activity – although personal responses can be then be charted as a whole class.

### How is it done?

Pupils draw a time line, going back as far as necessary for the issue in question. The line forks at the present (see diagram below). On the lower time line they place the things they think will probably happen in relation to the issue. These can be represented in a variety of ways (words, drawings, cut-out images etc.). Along the upper time line, meanwhile, they can add the things they would prefer to happen.

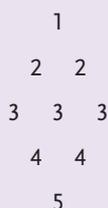


In debriefing, discuss the following questions:

- What changes are most likely to happen?
- What would you personally prefer to see happen?
- Who else shares such a vision of the future?
- What needs to change if the preferable future is to become a reality, rather than the probable one? Who is actually working to create such a future? How can we contribute to that preferable future?

This activity is based on work by David Hicks – see page 20 for more details.

## Diamond nine ranking



The purpose of diamond ranking is to provoke discussion or reflection about the relative importance of a range of factors. It encourages a focus on the single most important factor, then the next two, the next three and so on.

This method of ranking can be used in many different contexts where there is a need to define, prioritise or make decisions. For example, it could be used to evaluate nine different definitions of 'development', or to select classroom rules.

## Action card ranking

### What is it?

This activity encourages pupils to brainstorm various options for taking action and think through their relative merits. It develops respect for others and skills of co-operation, critical thinking, and decision-making.

### Classroom set-up

Pupils will need to be able to work in groups of three or four, and each group will need table space on which to move around nine action cards.

### How is it done?

1. Groups identify up to nine possible actions that they could take in response to an issue. They write each action on a separate sticky note (or piece of paper). Alternatively, they can work with nine 'ready-made' options – these can be either generic and broadly applicable to most issues (see example below), or specific to the issue. When using ready-made cards, include some blank cards so pupils can substitute their own ideas for the ideas on the cards.
2. Emphasise that there is no right or wrong answer – there will be advantages and disadvantages to every option, and pupils should rank them as they think best. Explain how groups are expected to feed back their responses – e.g. their top three choices with reasons, or their top and bottom choices with reasons.
3. Groups then rank their options in a diamond formation as shown on the left. When most groups have agreed on their formation, stop the class and ask for feedback. Explore the choices they have made and their reasons for them. Finally, discuss the criteria they used to make their decisions (e.g. feasibility, appropriateness, effectiveness or cost).

The best action is to lobby (put our arguments to) someone in a powerful position, e.g. write a letter or an email, send a petition or an opinion survey, or visit them.

The best action is to find out which organisations can help us, and join their local, national or global campaigns.

The best action is to perform a play on how the issue affects people, e.g. in assembly, or in other schools.

The best action is to invite a guest speaker into school to talk about the issue, or to be part of a debate.

The best action is to make a leaflet, poster or collage on the issue and display it to people in school and in the local community.

The best action is to make different choices about your life based on what you have learned, e.g. change what you eat, wear and spend money on. Other people will notice and follow your example.

The best action is to make a video, audio or photograph presentation to stimulate discussion about the issue, and get people to debate it.

The best action is to raise money and donate it to a charity working on the issue.

The best action is to work with the media, e.g. give a talk on local radio, invite the media to an event.

Source: Adapted from *Get Global!* (ActionAid, 2003)

## Reflection point

Which of the skills, values and attitudes outlined on page 3 could these activities help develop?

## River time line

### What is it?

This is an action-planning tool to help pupils chart progress towards a chosen goal.

### Classroom set-up

This activity needs large surfaces for groups to work around.

### How is it done?

Pupils sketch the shape of a river on a large sheet of paper (this activity can also be done as a whole class, using several pieces of flip-chart or sugar paper stuck together). The river represents the steps towards achieving a particular goal, in chronological order. The source of the river is the situation now and the mouth of the river is the goal. Tributaries joining the river represent the actions that need to be done, in the appropriate order. Potential obstacles can be shown as boulders, waterfalls and whirlpools. The river can be added to as progress towards the goal continues.

# Assessing learning

## Guidelines

- Assessment for learning is the aim here, so assessment is best interwoven throughout the learning process. Nevertheless, the activities below can also aid summative assessment.
- Always be specific about what you are assessing – and ask pupils to be specific about what they want to assess.
- Assessment is best seen as a partnership activity, bringing together the perspectives of both teacher and pupils.
- Peer assessment can be invaluable, as long as there are clear ground rules and assessment criteria for pupils to follow. Such assessment makes pupils much more conscious of what makes for high-quality work and of what they could do to improve.

### Reflection point

Which of the skills, values and attitudes outlined on page 3 could these activities help develop?

## Likert scales

Likert scales consist of a range of positions between two opposites. They can be used for a wide variety of purposes, including participatory assessment.

### How is it done?

You can use as many or as few scales as you wish. The Global Citizenship skills chart, below, shows how a series of Likert scales can easily be compiled into a self-assessment tool. Before drawing up the scales, you may want to discuss with pupils the measures they think should be assessed, although it may be easier to give them a ready-made chart and ask them to suggest changes.

### Global Citizenship skills chart

| High score                        | 1 | 2 | 3 | 4 | 5 | Low score                                      |
|-----------------------------------|---|---|---|---|---|--|
| Worked well as part of group      |   |   |   |   |   | Did not work well as part of group             |
| Contributed to discussions        |   |   |   |   |   | Did not contribute to discussions              |
| Listened to other opinions easily |   |   |   |   |   | Found it difficult to listen to other opinions |
| Planned well                      |   |   |   |   |   | Did not plan well                              |
| Skills gained:                    |   |   |   |   |   |  |
| Areas for improvement:            |   |   |   |   |   |  |

### Further tools for assessment

#### Expression cards

Pupils write comments on cards and put them into a postbox in the classroom. Sentence starters are a useful way of framing comments, e.g. 'I learnt that...', 'I want to learn more about...'. Pick a card from the box, and use it as a basis for discussion.

#### Traffic lights

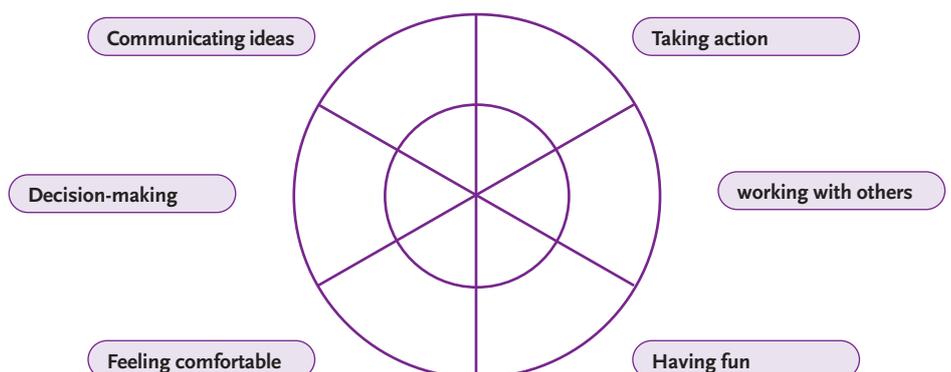
Pupils use red, amber and green cards to communicate how well they understand.

## Evaluation wheel

A tool to show visually how far particular objectives were met. This activity can be done either individually or in groups.

### How is it done?

Two concentric circles are divided into segments, each segment representing a different indicator, e.g. skills used, actions completed. Pupils colour in more or less of each segment of the inner circle to show how successfully each indicator has been met. The outer wedge can be used for comments.



# Global Citizenship and the Professional Standards for Qualified Teacher Status in England

## Teachers should:

## How Education for Global Citizenship can help

|  |   |
|--|---|
| <b>Q1:</b> Have [...] a commitment to establishing fair, respectful, trusting, supportive and constructive relationships with children and young people.   | A commitment to developing the skills and values associated with Global Citizenship is a sure step to building fair, respectful, trusting, supportive and constructive classroom relationships.   |
| <b>Q2:</b> Demonstrate the positive values, attitudes and behaviour they expect from children and young people.  | Where teachers exemplify the key elements of responsible Global Citizenship (see page 3) in their own behaviour, they will be promoting the positive values, attitudes and behaviour that lead to a positive classroom environment.   |
| <b>Q3a:</b> Be aware of the professional duties of teachers and the statutory framework within which they work.  | You will find close links between the ideas in this guide and the Government's Every Child Matters outcomes. Education for Global Citizenship also provides a rigorous basis for meeting the requirements of the Race Relations (Amendment) Act 2001, and new legal requirements for schools to promote community cohesion.   |
| <b>Q4:</b> Communicate effectively with children, young people, colleagues, parents and carers.  | Where teachers cultivate attitudes to others based on empathy and respect (two foundation stones of Global Citizenship) they will find that they have the ingredients for effective communication.  |
| <b>Q6:</b> Have a commitment to collaboration and co-operative working.  | Education for Global Citizenship is built on an appreciation of interdependence and on the ability to collaborate and co-operate with others. It can therefore help you demonstrate this commitment in your work with both pupils and colleagues.   |
| <b>Q10:</b> Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them.  | This guide outlines just some of the wide range of participatory methodologies associated with Education for Global Citizenship. These methodologies can increase pupil motivation and help develop the skills, values and attitudes that promote positive classroom behaviour.   |
| <b>Q12:</b> Know a range of approaches to assessment, including formative assessment.  | As illustrated on page 16, Education for Global Citizenship involves a range of participatory assessment processes, including active pupil participation in formative assessment.   |
| <b>Q14:</b> Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained. | In an age when many everyday issues can only be fully understood with reference to the global context, this guide will help you articulate what this situation means for your subject/curriculum area. Furthermore, Education for Global Citizenship highlights the close relationship between pedagogy and learning objectives – it is difficult, for example, to learn the skills for democratic debate straight from a textbook or through didactic teaching.  |
| <b>Q15:</b> Know and understand the relevant statutory and non-statutory curricula and frameworks.   | The Global Dimension is integral to the new secondary curriculum, and the Department for Children, Schools and Families' international strategy ( <i>Putting the World into World-Class Education</i> ) calls on all schools to ensure a 'strong global dimension' in the education they provide.   |
| <b>Q19:</b> Know how to make effective personalised provision for those they teach [...] and how to take practical account of diversity and promote equality and inclusion in their teaching.                  | Global Citizenship involves treating all people as different but equal. This provides an excellent basis for personalising learning and promoting inclusion and equal opportunities in teaching. The wide range of participatory learning methodologies associated with Education for Global Citizenship caters for different abilities and learning styles, while the values of Global Citizenship help teachers to ensure that the language, images and other learning materials they use give a balanced representation of cultural, socio-economic and political diversity. |
| <b>Q25a:</b> Teach lessons and sequences of lessons [...] in which they use a range of teaching strategies and resources [...] taking practical account of diversity and promoting equality and inclusion.     |   |
| <b>Q30:</b> Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out-of-school contexts.   | Through developing a particular classroom ethos and using agreed ground rules, Education for Global Citizenship promotes a safe learning environment in the broadest sense – one in which all are treated with respect and sensitivity, by teachers and peers. And as it is fundamentally concerned with the relationship between the wider world and learning in school, a Global Citizenship approach will help you identify numerous opportunities for learning in out-of-school contexts.   |
| <b>Q31:</b> Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.   | Education for Global Citizenship has a strong focus on behaviour. It can help us understand why we behave the way we do, and the consequences of that behaviour for ourselves, those with whom we share our immediate environment, and people far away whom we may never meet. Its insistence on rights with responsibilities provides a robust framework for managing classroom behaviour, while its emphasis on participatory approaches enables young people to take greater responsibility for their behaviour and learning.  |

# How does Education for Global Citizenship relate to your curriculum subjects?

Every area of the curriculum can make an important contribution to Education for Global Citizenship. Furthermore, applying a global perspective can enrich subject teaching and help fulfil national curricula in deeper and more rewarding ways.

## Art and Design

- explores how global issues and themes such as identity, shared humanity, difference, diversity, conflict and justice are represented in art
- recognises different perspectives, ideas, beliefs and values
- provides opportunities to learn about, and from, different cultures through handling images and artefacts

## Design and Technology (including Food)

- explores the impacts of design and technology on the world and on quality of life
- addresses sustainability issues in product design and food production and consumption
- considers social, environmental and economic contexts of products, and 'appropriate technology'

## Geography

- questions, investigates and critically engages with issues affecting people's lives throughout the world
- develops understanding of global interconnectedness and interdependence, and of sustainable development
- provides opportunities for informed, responsible action
- addresses diversity and identity issues through the investigation of differences and similarities between people, places, environments and cultures, and through the exploration of different values and attitudes in relation to social, environmental, economic and political questions

## ICT

- considers impacts of ICT on individuals, communities and society, including the social, economic and ethical implications of access to and use of ICT (e.g. impacts on globalisation, poverty, inequality, democracy, diversity and conflict)
- develops critical thinking and media literacy
- provides limitless opportunities to explore global issues in order to address the largely skills-based ICT curriculum

## Citizenship

- engages with issues of social justice, human rights, community cohesion and global interdependence
- provides opportunities to challenge injustice, inequalities and discrimination through informed, responsible action
- explores issues of diversity, identity and belonging

## English

- explores values, beliefs and experiences of different groups of people, and themes common to people the world over, through texts from a range of cultures and traditions
- develops empathy, communication skills, the ability to argue effectively, critical thinking and media literacy
- considers insights into issues common to the personal and global spheres, such as prejudice and conflict
- provides limitless opportunities to use exploration of global issues as the means to develop core skills

## History

- explores differences and similarities between events, people, places, cultures and environments through time, and the interconnectedness and interdependence of our world's history
- engages with diversity through critical thinking about reasons why history is interpreted in different ways
- considers significance of individual and collective action and questions of civic and social responsibility
- explores themes such as prejudice, conflict and oppression and relates historical examples to contemporary events and experiences

## Mathematics

- provides opportunities to illustrate mathematical concepts and processes by means of issues in local, national and global society
- provides opportunities to consider the influence of different cultures on mathematics (e.g. the role of Hindu and Islamic scholars in developing the decimal system, the zero concept and trigonometry)
- develops critical thinking around use, presentation and manipulation of data

### Modern Foreign Languages

- explores issues of identity and diversity by considering similarities and differences between peoples, places, cultures and languages
- develops awareness of global interconnectedness in that languages are continually evolving and borrowing from each other
- develops knowledge and appreciation of different cultures and their different world views
- provides opportunities to explore global issues while developing reading, writing, speaking and listening skills

### Modern Studies (Scotland)

- explores the social, political, environmental and economic aspects of local, national and global development issues
- explores the shaping of society, democracy and power relationships, developing understanding of global interconnectedness and interdependence
- makes connections between issues of social justice and equality at home and abroad
- develops active participation and critical thinking skills, and informed values and attitudes to social studies

### Physical Education

- through teamwork, develops co-operation and collaboration skills, and an appreciation of interdependence
- through competition, promotes a sense of fair play, mutual respect, and the ability to manage emotions and conflict
- provides opportunities to challenge cultural, gender and racial stereotypes and to explore both the relationship between sport and identity, and issues such as inclusion, conflict, racism and violence

### Science

- engages with the social, cultural and economic contexts in which scientific enquiry takes place
- explores ethical issues surrounding science and its pursuit and uses
- considers the contribution of science to debates around sustainable development
- develops appreciation of interdependence within the natural world and between people and planet
- provides opportunities to explore the contributions of different cultures to science

### Music

- explores how music expresses identity and belonging, and feelings in personal life
- considers how music is used to protest at social injustice and promote visions of positive change
- develops appreciation of diversity and global interconnectedness through exploring the fusion and cross-fertilisation of various musical traditions and the common elements in different musical traditions

### Personal, Social, Health and Economic Education

- develops appreciation of diversity and encourages critical thinking through the exploration of similarities and differences between people and the discussion of social and moral dilemmas
- explores well-being in all senses – from physical health to financial well-being – and key factors in this (both local and global)

### Religious Education

- explores issues of justice, equality, care for others and for the planet, and peace and conflict, from different perspectives
- develops awareness of diversity through exploring different values, attitudes and beliefs
- develops empathy, critical thinking, respect for others and the ability to argue effectively
- explores the role of religious belief in Global Citizenship and global issues



Abbie Taylor-Smith / Oxfam

▲ Global Citizenship encourages young people to feel empathy with their peers around the world.

# Resources and further reading

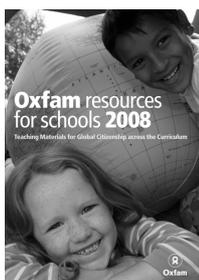
## Resources

### Catalogue for Schools

Oxfam's catalogue for schools contains over 450 specially selected resources for Global Citizenship across all curriculum areas, including teaching packs, books, games, posters and DVDs. It is available free of charge from: Supporter Relations Team, Oxfam House, John Smith Drive, Oxford OX4 2JY. Tel: 0870 333 2700

Email: [education@oxfam.org.uk](mailto:education@oxfam.org.uk).

You can browse and buy resources online at [www.oxfam.org.uk/education](http://www.oxfam.org.uk/education).



### Get Global! A skills-based approach to active global citizenship

ActionAid, 2003

A toolkit to help teachers guide pupils in identifying, investigating and acting upon global issues. It can be ordered from Oxfam's catalogue for schools or downloaded free of charge from [www.oxfam.org.uk/education](http://www.oxfam.org.uk/education).

### Growing Up Global: Early years global education handbook

RISC, 2006

This handbook contains over 70 activities, including stories, songs, poems, recipes and games. It will help children develop positive attitudes toward diversity.

## Useful websites

### [www.oxfam.org.uk/education](http://www.oxfam.org.uk/education)

The Oxfam Education website contains hundreds of downloadable lesson plans and activities, plus photo-stories, resources for online learning, our catalogue for schools and useful background information on key global issues.

### [www.globaldimension.org.uk](http://www.globaldimension.org.uk)

A directory of teaching and learning resources that explore global themes.

### [www.osdemethodology.org.uk](http://www.osdemethodology.org.uk) and [www.throughothereyes.org.uk](http://www.throughothereyes.org.uk)

The *Open Spaces for Dialogue and Enquiry* and *Through Other Eyes* websites will help you explore further what it means to educate for global citizenship. They combine challenging material for teacher reflection with exciting, practical tools for the classroom.

### [www.tidec.org](http://www.tidec.org)

The website of Tide~ Global Learning features a wealth of classroom material and ideas, plus thought-provoking articles written by teachers and professional educators for other teachers.

## Useful information on Education for Global Citizenship

### Education for Global Citizenship: A guide for schools

Oxfam, 2006

Free teachers' guide explaining the what, why and how of Education for Global Citizenship. Includes the full Oxfam Curriculum for Global Citizenship which aids curriculum planning. Download or order at [www.oxfam.org.uk/education/gc](http://www.oxfam.org.uk/education/gc)

### Teaching Controversial Issues

Oxfam, 2006

A free guide, full of strategies and activities to help teachers tackle the controversial issues linked to Global Citizenship. Download or order at [www.oxfam.org.uk/education](http://www.oxfam.org.uk/education)

### Developing a Global Dimension in the School Curriculum

Department for Children, Schools and Families, 2005

This free booklet explains the global dimension, and shows opportunities for building it into all key stages and all subjects.

It is available from DFID (tel: 0845 300 4100; email: [enquiry@dfid.gov.uk](mailto:enquiry@dfid.gov.uk)). Copies can also be downloaded from [www.dea.org.uk](http://www.dea.org.uk)

### The Global Dimension in Action

QCA, 2007

A free practical curriculum planning guide, with lots of suggestions for ways in which teachers can build the global dimension into the curriculum.

Download from [www.qca.org.uk/libraryAssets/media/Global\\_Dimensions\\_print\\_friendly.pdf](http://www.qca.org.uk/libraryAssets/media/Global_Dimensions_print_friendly.pdf) or request from [www.qca.org.uk/orderline](http://www.qca.org.uk/orderline), quoting reference: QCA/07/3410.

### The Global Dimension in the Curriculum: Educating the global citizen

Learning and Teaching Scotland with DFID, 2007

Advice for Scottish schools and early education settings in developing the global dimension in relation to the values and purposes of *A Curriculum for Excellence*.

It is available free from DFID (tel: 0845 300 4100; email: [enquiry@dfid.gov.uk](mailto:enquiry@dfid.gov.uk)).

It can also be downloaded from [www.ltsotland.org.uk/citizenship/globaldimensions/index.asp](http://www.ltsotland.org.uk/citizenship/globaldimensions/index.asp)

### Education for Sustainable Development and Global Citizenship

National Assembly for Wales Advisory Panel on Education for Sustainable Development

A website that explains Education for Sustainable Development and Global Citizenship as an overarching curriculum planning tool for schools in Wales. Includes a directory of further support. [www.esdgc-wales.org.uk](http://www.esdgc-wales.org.uk)

### Global Citizenship: The handbook for primary teaching

Oxfam, 2002

A comprehensive guide to developing Global Citizenship in all areas of primary school life. Order from the Oxfam catalogue for schools or at [www.oxfam.org.uk/education](http://www.oxfam.org.uk/education)

### Here, There and Everywhere: Belonging, identity and equality in schools

Robin Richardson, 2004

A thought-provoking examination of themes and ideas that should permeate every curriculum area and all aspects of the hidden curriculum. It draws extensively on work developed in schools, and features training exercises and materials for staff discussion.

## Further reading

### Teaching the Global Dimension: Key principles and effective practice

David Hicks and Cathie Holden, Routledge, 2007

Featuring the latest best practice and cutting-edge theory to help you bring global issues into your classroom, this new book includes a framework for understanding global issues, case studies showing how the global dimension can be developed, and tried-and-tested strategies for handling controversial issues with confidence.

## Development Education Centres

Development Education Centres offer professional support to teachers. Typically they have resource centres and provide training and advice for teachers wishing to bring a global approach to their teaching. For details of your nearest Centre, visit [www.globaldimension.org.uk](http://www.globaldimension.org.uk),

## Contacting Oxfam's education teams

For further information, or to view the resources in Oxfam's catalogue for schools (by appointment), contact us in London, Cardiff or Glasgow.

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