Inspiring Global Citizenship

Jane Carpenter, Freelance Global Educator (Global Thinking) and Local Advisor for East of England on Connecting Classrooms for Global Learning programme

From this CPD opportunity we would like teachers/advisers to;

- Understand the importance of including global citizenship and sustainable development in your teaching.

- Know how to integrate it into your lessons regardless of the subject area, including some tools to be able to help students explore and think critically about global issues.

- Feel confident about where you can go to for more information about sustainable development goals and resources to support your teaching.
Activity 1 ~ What is international learning and what is global learning?

Letter-writing to international partners about their hobbies

Student history project interviewing local older Polish citizens in their community about their experience of WW2

Anti-Racism education

Erasmus project with Italian school on impact of social media

Becoming a UNICEF Rights Respecting School

Learning about Bangladeshi microfinance schemes in Business Studies

MFL project learning about different European foods with Spanish partner

Declaring a Climate and Ecological Emergency in your school or University

Learning about positive sexuality and possibly becoming a Stonewall School Champion

French language exchange visit
What is the global dimension (*development education/global learning/global citizenship)?

The global dimension explores what connects us to the rest of the world. It enables learners to engage with complex global issues and explore the links between their own lives and people, places and issues throughout the world. The global dimension can relate to both developed and developing countries, including countries in Europe. It helps learners to imagine different futures and the role they can play in creating a fair and sustainable world.'

The Global Dimension in Action: A curriculum Planning Guide for Schools QCA /07/3410
What is a Global Citizen?

We see a 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 economically, politically, socially, culturally, technologically and environmentally;
• is outraged by social injustice;
• participates in and contributes to the community at a range of levels from local to global;
• is willing to act to make the world a more sustainable place;
• takes responsibility for their actions.

(Oxfam 1997)
Key elements for responsible global citizenship

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
The urgent importance of news literacy

The digital media landscape presents an overwhelming amount of information, including plenty that is misleading or one-sided.

- News literacy capabilities are needed to navigate this environment and form an accurate, complete picture of the world. Young people are not developing the critical literacy skills they need: only 2% of young people have the skills to know whether a news story is real or fake.

The next generation will face huge global and local challenges.

- We need to ensure young people are able to understand a complex world and have the kind of dialogues that can make it better, for themselves and others.

There is a huge gap between the ‘haves’ and ‘have-nots’ in the UK and globally.

- We need to make sure that young people who might be negatively affected by issues in the news have opportunities to understand them and have their say.

Source: The Economist Educational Foundation (economistfoundation.org)
Global Education has long recognised that any understanding of the contemporary world needs to be based on participatory and experiential ways of teaching and learning.

It needs to involve both head and heart (the cognitive and affective) and the personal and political (values clarification and political literacy).

It needs to draw on the learner’s direct or simulated experience and it requires the development of interpersonal, discussion and critical thinking skills as well as skills of participation and action.


Collage created by young travellers in Cambs
Futures Education

“The future is not a result of choices among alternative paths offered by the present, but a place that is created - created first in the mind and will, created next in activity. The future is not some place we are going to, but one we are creating. The paths are not to be found, but made, and the activity of making them, changes both the maker and the destination.”

John Schaar, American scholar and political theorist, 1928-2011
Further reading;

David Hicks ‘Teaching for a better world’
https://se-ed.co.uk/edu/david-hicks-teaching-better-world

Untitled (upeace.org)
Planning for cross-curricular global education ~ Torriano Junior School STEAM 16 work

STEAM 16 on Vimeo

Integrating Sustainable Development in Further Education Responsible Futures | SOS-UK

Education for Sustainability at Anglia Ruskin University, Cambridge Sustainability in the curriculum – ARU
Activity 2 ~ what knowledge, skills and attitudes might be further developed through these pedagogies and tools?

- Mystery/Moral Dilemma activity
- Diamond Ranking/Diamond Nine
- Development Compass Rose
- Values/Continuum Line
- Community of Enquiry i.e. P4C/Open Space for Dialogue and Enquiry/other enquiry-based learning
- Dialogic Teaching
- Values-based learning
WHAT'S THE BEST WAY TO TACKLE WASTE?

1. Rethink
   - Refuse
   - Repair
   - Reclaim
   - Recharge

2. Reduce

3. Reuse

4. Refresh

5. Recycle
Enquiry Tree
‘Numeracy in the News’ resource from the Economist Educational Foundation for 9-13 yr olds

EEF_KPMG_2019-20_Numeracy_Workshops_09.pdf
‘What the World Eats; Food in a Week’ by Peter Menzel & Faith D’Alusio

What the world eats by Peter Menzel.pdf

Hungry Planet maths worksheet.pdf
‘Mystery’/Moral Dilemma Activity

Rana Plaza Mystery Activity
March21.docx.pdf
Values/Continuum Line

‘Where do you stand?’

Organise a values line choosing one of the questions below;

Giving to charity is the right thing to do.
Giving to charity does more harm than good.
Giving to charity makes people lazy.

Students should be given any of the suggested questions and a few minutes for personal consideration of their point of view. They should then be invited to place themselves in a side by side line with one end being totally in favour of the question and the other totally opposed (mark the floor with black tape or a rope if you like).

Students can stand anywhere depending on their point of view with the middle people being those who are totally undecided or feel neutral on the issue.

You might then ask top, bottom and then middle to explain their point of view. For benchmarking it would also be wise to make a record of positioning so that comparisons can be made further into the reflective process.
Challenges of measuring mindshift...

• Emphasis on the acquiring of knowledge rather than values-based education
• Tests and exams designed to reflect this rather than change in attitudes
• “Soft outcomes” of global learning. How do we measure?
• Initial benchmarking of perceptions and attitudes frequently missing
• Opportunities to follow through work and measure attitudes at beginning and end sometimes supplanted by other urgent priorities ~ the “journey of learning” is not recorded.
Measuring Attitudinal Change

Embedding Global Citizenship involves attitudinal change …

so it requires different success criteria and tools for assessment of learning

‘How do we know it’s working?’ a tool kit for measuring attitudinal Change, RISC 2008 and 2019
Critical thinking
Multiple perspectives
Challenging perceptions
Enquiry and discussion
Communication
Teamwork
Planning
Reflection and evaluation

Fairness
Agency
Care
Self esteem
Diversity
Respect
Social justice
Empathy

Thinking outside the Box activity

[1] No poverty
[2] Zero hunger
[3] Good health and well-being
[5] Gender equality
[6] Clean water and sanitation
[7] Affordable and clean energy
[8] Decent work and economic growth
[9] Industry innovation and infrastructure
[10] Reduced inequalities
[12] Responsible consumption and production
[13] Climate action
[14] Life below water
[15] Life on land
[16] Peace and justice, strong institutions
[17] Partnerships for the goals
Comfort Break ~ 10 mins
Activity 3 ~ In small groups pax present their brief lesson plan explaining how it would develop GC knowledge, skills and attitudes/values.

Feedback and questions from other pax.
British Council’s Connecting Classrooms through Global Learning

Supported partnerships | British Council

- Designed for schools that are new to international collaboration who wish to start their global learning journey without grant funding.
- Clusters of participants – maximum of five UK and five overseas schools – work together on a project linked to an SDG that is related to Cop26, the UN Climate Change Conference being held in the UK in Nov 2021.
- Project delivered during one term, starting Sept 2021, followed by a final evaluation activity. Support through three one-hour webinars delivered by a global learning practitioner, also provides guidance, CPD and support with any questions that you may have.
- Deadline to apply Monday 28 June 2021.
Signposting to useful resources:

British Council | Connecting Classrooms

THE 17 GOALS | Sustainable Development (un.org)

https://worldslargestlesson.globalgoals.org

Global Dimension: the world in your classroom
Questions

janehcarp@yahoo.com