

# 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 micro finance 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.'

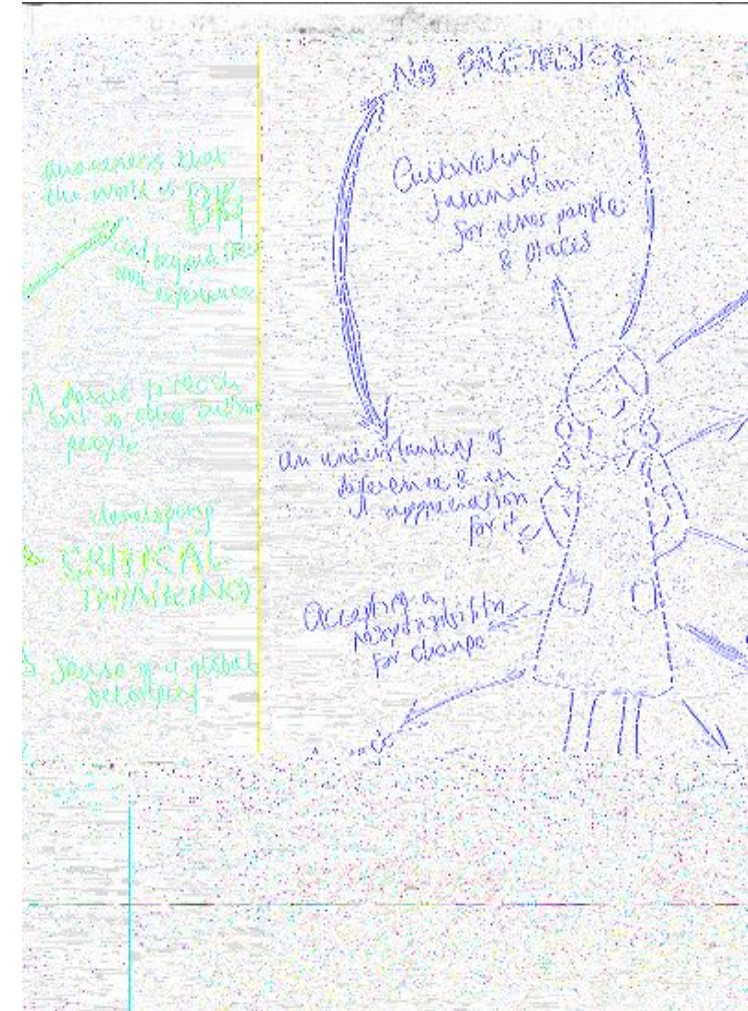
The Global Dimension in Action: A curriculum Planning Guide for Schools QCA /07/3410



# 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.



# 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.

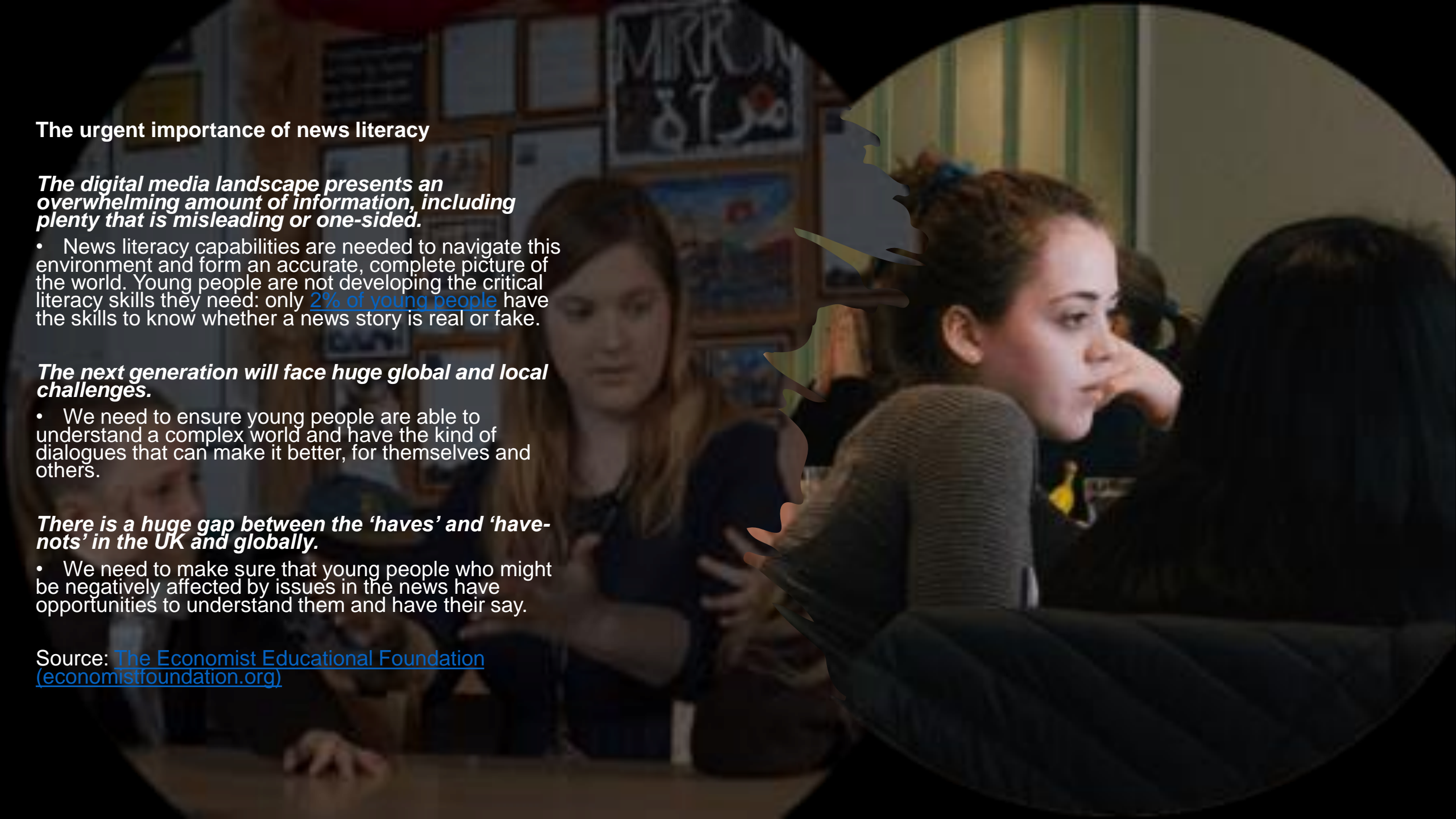
***The next generation will face huge global and local challenges.***

- 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 \(economistfoundation.org\)](http://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

Professor David Hicks, Hicks D. Chapter 1 p 27 Principles and Precedents, David Hicks and Cathie Holden (Ed) 2007 *Teaching the Global Dimension: Key Principles and effective practice*: Routledge (2007) ISBN 978-0-415-40449-5

# 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>

Andreotti, v. (2016). Soft versus critical global citizenship education. Development Education: Policy and Practice 3 (Autumn): 83-98. Soft versus critical global citizenship education.

[Untitled \(upeace.org\)](https://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?

F Rethink

C Refuse  
(say no!)

H Reduce

A Reuse

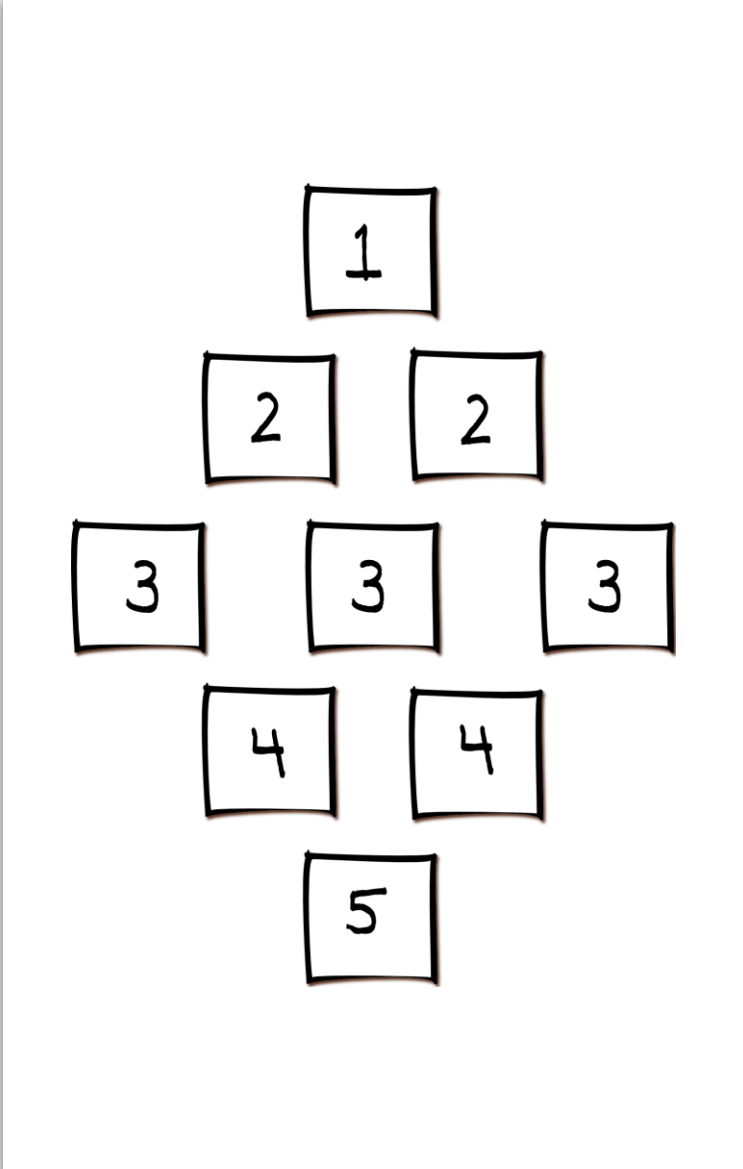
I Repair

E Refill

G Reclaim

B Recharge

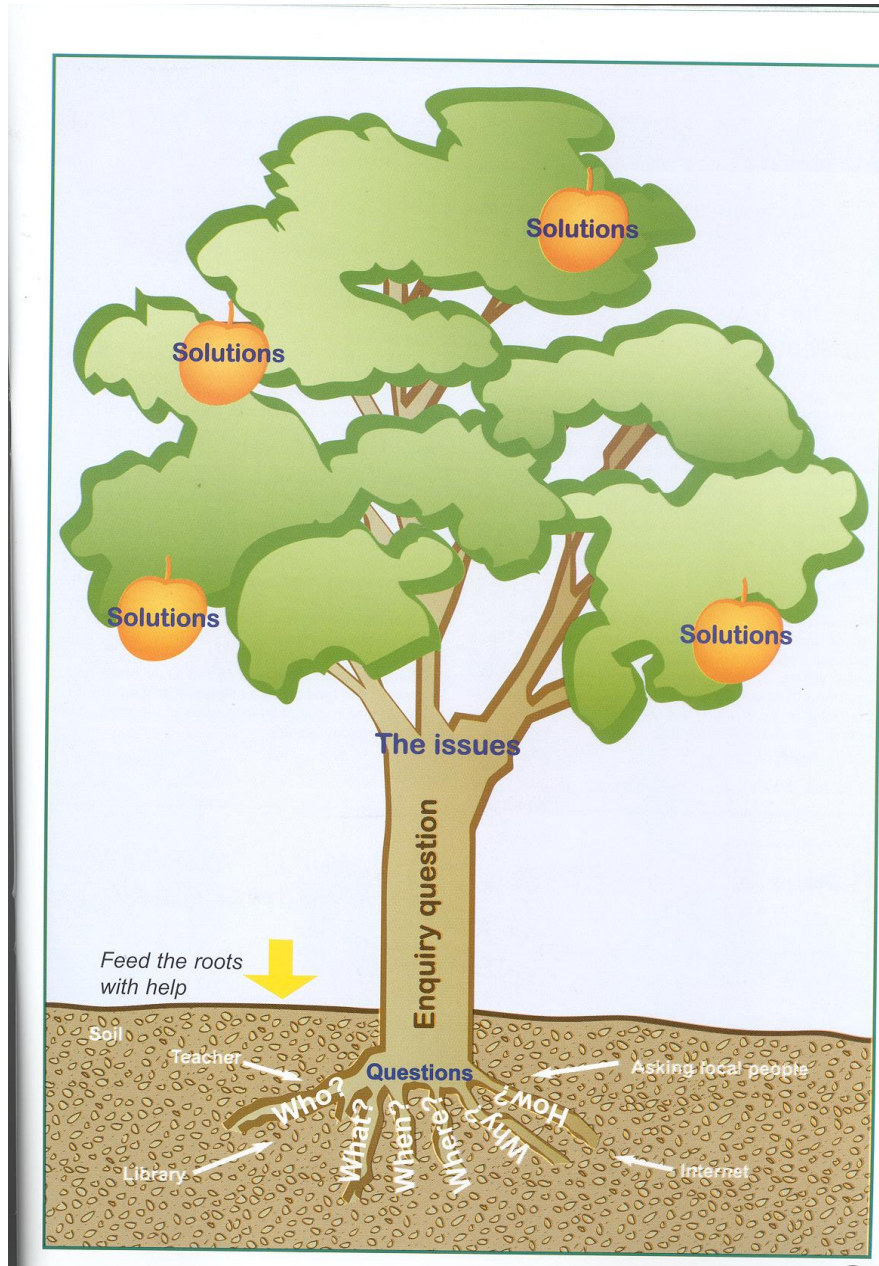
D Recycle







[Tide Dev Compass Rose and notes.pdf](#)



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...

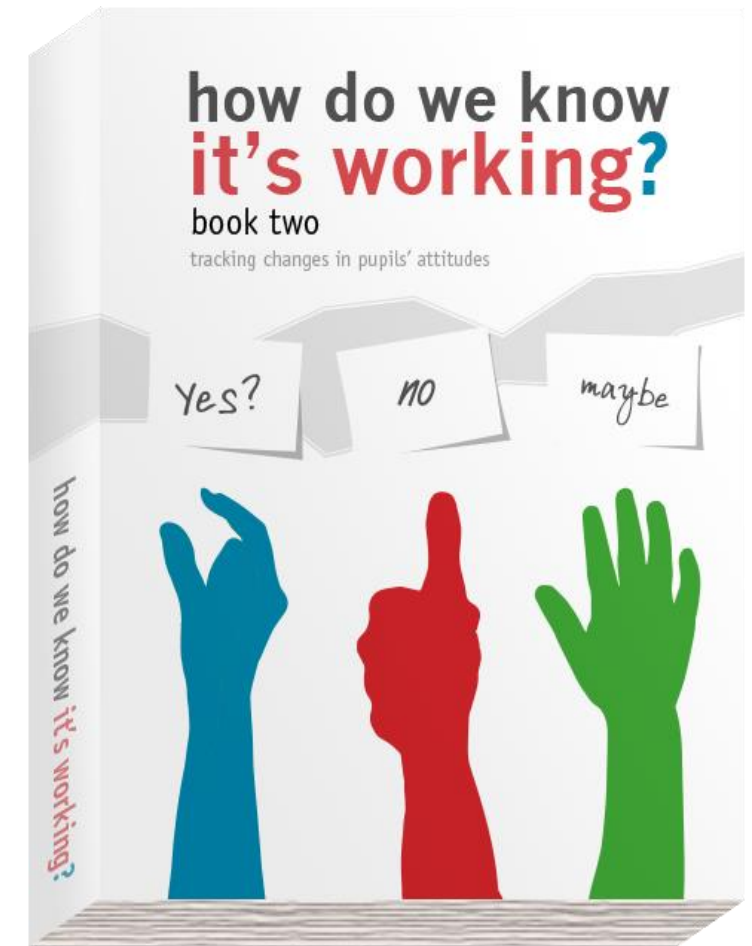
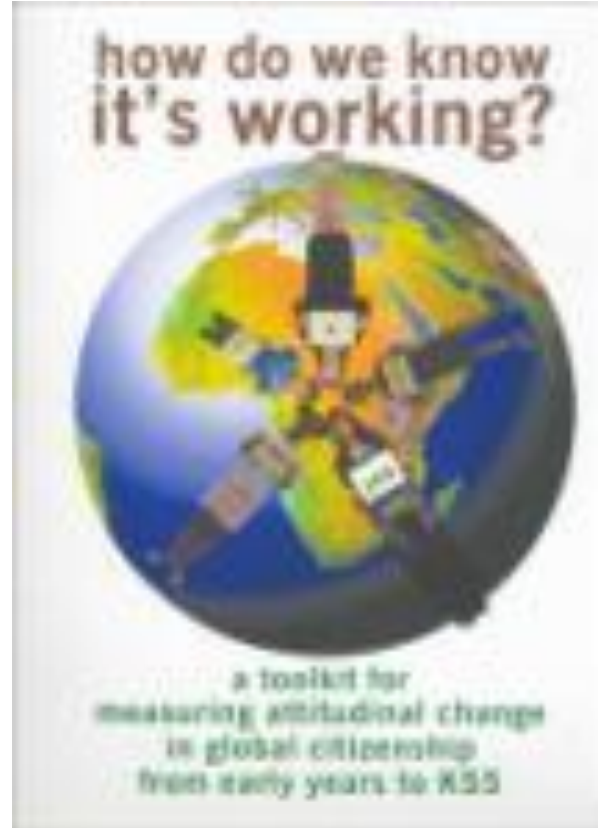
- Emphasis on the acquiring of knowledge rather than values-based education
- Tests and exams designed to reflect this rather than change in attitudes
- “Soft outcomes” of global learning. How do we measure?
- Initial benchmarking of perceptions and attitudes frequently missing
- Opportunities to follow 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



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

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