

SPRING / SUMMER 2011



Stride

Supporting global citizenship in schools

- › Debating aid
- › Schools and fundraising
- › Literacy across the curriculum

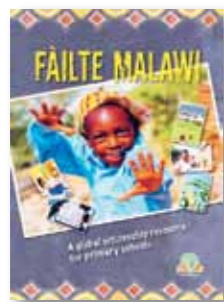


Resources

A one stop shop for all your Global Citizenship resources! The *Seeds for Learning* website enables you to search by subject, topic and age range for resources. It will then tell you if these resources are available to borrow from your local Global Learning Centre or give you an option to buy. www.seedsforlearning.org.uk

> Fàilte Malawi – a global citizenship resource for primary schools

Designed to support *Curriculum for Excellence*, *Fàilte Malawi* encourages teachers and pupils to explore the links and commonalities that are shared between Scotland and Malawi. With a focus on children's rights, the pack covers four topics: water, food and farming, homes and toys. By exploring how these key needs are met in Malawi, pupils will learn more about themselves and their own communities.



Age 5-11
Cost: £25.00 (plus p&p)

> Dhaka to Dundee – a primary resource pack

The *Dhaka to Dundee* Teachers' Pack grew out of a project between the Verdant Works Museum and the One World Centre Dundee. This project compared and contrasted living and working conditions in Dundee during the height of the jute industry, with conditions experienced in the clothing and sportswear industries in India and Bangladesh today. The aim was to gain a deeper understanding of global interdependence then and now. The pack encourages cross-curricular learning and includes activities for assessing the impact of this learning on children's attitudes.

For a copy on CD, please contact sally@oneworldcentredundee.org.uk or find it on GLOW.

The following are stories with Global Citizenship themes:

> Handa's Surprise

Handa puts seven different delicious fruits in a basket to take to her friend Akeyo as a surprise. But Handa's walk takes her past a variety of animals, and the fruits do look inviting... With bright illustrations and a funny story this book is always a hit with Early Years children. It can provide a way into discussing and trying different fruits, finding out where they come from and thinking about Fair Trade.



Age 3-5
Cost £5.99 (plus p&p)

> The Dragon of Krakow and other Polish stories

A collection of Poland's favourite stories from all over the country: *The Golden Duck* hails from Warsaw, *The King Who Was Eaten by Mice* comes from Gniezno, and *The Gingerbread Bees* is from Torun, while *The Dragon of Krakow* tells the legend of King Krak and how his beautiful city came to be built.



Age 8-12
Cost: £4.99 (plus p&p)

> The World Came to My Place Today

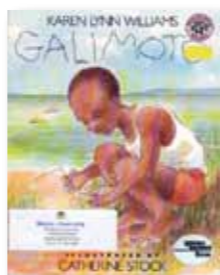
George is stuck at home with his little sister and Grandpa and wishes that the world could come to visit him – and it does! George drinks orange juice from Spain, eats rice from China and sets sail for Africa in search of chocolate. This story provides a great way for young children to explore how we depend on plants to feed and clothe us and that we rely on people from all over the world to provide us with them.



Age 3-7
Cost: £5.99 (plus p&p)

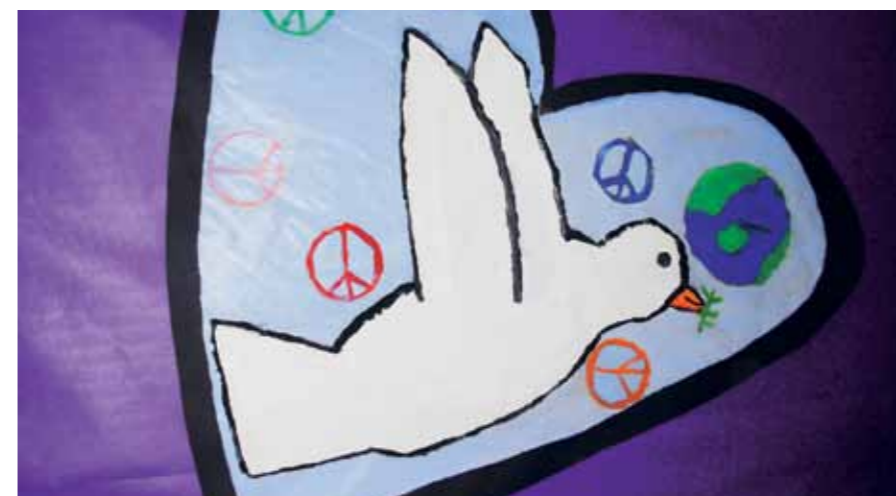
> Galimoto

Kondi is determined to make a *galimoto*, a toy vehicle made of wire. His brother laughs at the idea, but all day Kondi goes about his village gathering up the bits of wire he needs to build his toy. By nightfall, his wonderful *galimoto* is ready to play with. Set in Malawi, this story provides a way into sustainable development issues with young children and encourages them to see the resourcefulness and creativity needed to make your own toys.



Age 6-11
Cost £5.00 (plus p&p)

Editorial



Art work by a pupil at Broomhill PS, Glasgow. It was produced as part of a project about children in conflict. For more about the project see page 17.

WHAT ROLE SHOULD education play in overcoming poverty and inequality? Our pupils live in a world where they must deal with the increasing inequalities of wealth and power, both *within* countries and *between* countries. *Education for Global Citizenship* provides us with a framework for exploring these issues in our classrooms and challenges us to take action for change. One of the actions schools and pupils often carry out in the name of Global Citizenship is fundraising. The challenge for teachers is to move this beyond a charitable act and towards critical thinking around injustice and the causes of poverty.

When schools fundraise in response to disasters or get involved with national events such as comic relief, this should be viewed as a vital opportunity to embed issues of social justice and human rights into the curriculum within a real-life context. It is also a great opportunity to critically examine the media. Our feature on aid also explores the end point of this fundraising – where the

money goes, to whom and to do what. We hope this issue will stimulate your own critical reflection on this area.

Critical reflection is a key skill for a literate person in the 21st century. Traditional notions of literacy are being redefined as technology and forms of communication rapidly change. We now talk about *multiple literacies* and this might include emotional literacy, financial literacy, cultural literacy...the list goes on. *Literacy in the Global World* on pages 8-9, asks what literacies will our pupils need for a fairer, more sustainable society?

Global issues, such as aid, can provide rich contexts for developing literacy skills and support learning across the curriculum. Relevance, depth, choice, challenge...all of the design principles of *Curriculum for Excellence* can be met through this powerful interdisciplinary learning. The schools pages highlight some exciting and innovative ways schools have begun to develop their interdisciplinary learning strategies.

Charlotte Dwyer, Editor, Stride

We would love to hear your ideas, comments and feedback. Get in touch!
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Front cover hands image: Photo: Dóra Kollár


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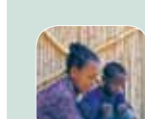
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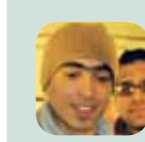
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Teaching about justice...

Anne Kane Curriculum Advisor with Oxfam Scotland, looks at the issues around aid and asks what role education should play in overcoming poverty and inequality.

Debates around aid

SCOTLAND'S INTERNATIONAL Development Fund has grown from its infancy in 2005 into a more mature and significant tool to help fight poverty in developing countries. Currently 0.026 per cent from Scotland's total budget finances this grant fund. This equates to £9 million of which around £3m is spent in Malawi.

DFID, World Bank, EU and Norway account for almost 90% of all foreign aid in Malawi (total aid \$428m)¹, making a huge difference to individual families and communities. However, dependence on aid makes the country vulnerable to external pressures which can help or hinder developing countries on the road to building active citizens and effective states.

Oxfam's work, as a non-governmental organisation, began in the early 40s responding to severe hardship by offering basic relief in disaster situations. Oxfam

quickly learned that people can take control over their own lives with the right support and so work began on more long term community development projects. In the 60s, realising that in a wealthy world poverty isn't just about lack of resources but about bad decisions made by powerful people, Oxfam began to campaign to attack the causes of poverty and put pressure on leaders for real lasting change. In the 70s, finding that there was a lack of public awareness about issues of development, Oxfam began to look at ways in which issues of development could be taught in schools.

'Aid is not a panacea for development and cannot solve global poverty alone.'

There are many ideas and debates around aid and it has its critics and its defenders. *Debating Aid*, a resource from 80:20, discusses questions such as 'Is

aid a choice or a duty?', 'Does aid work or is it a waste of resources?', 'Is aid about charity or justice?', 'Is 'celebrity aid' good or bad?', 'Does aid come at the expense of trade?', 'Does all aid come from Western States?' and 'What values underpin aid?'. The resource provides a comprehensive overview of the debates and is available to download at www.developmenteducation.ie/issues-and-topics/debating-aid

We know that good aid works and there are many success stories. Over the last decade 33 million more children can go to school, and in Mozambique the number of children who die before their fifth birthday has decreased. It is crucial in the current recession that public support stays strong and aid budgets are maintained.

However, aid, when perceived simply as a charitable act, can hinder critical thinking about underlying injustices and the causes of poverty and encourage an acceptance of aid as a long term solution. In fact, studies show that the developing world actually loses much more through the unjust international economic system than it ever receives in aid. (See boxed text.) Aid is not a panacea for development and cannot solve global poverty alone.

Studies over the last ten years on public attitudes to development show that public perceptions of poverty are stuck in the relationship of the 'powerful giver' and 'grateful receiver'. The causes of poverty are seen as internal to poor countries: famine, war, natural disasters, bad governance and over-population. No consideration is given to our role in driving or maintaining these factors. Recent research reports² also show that current approaches to tackling global challenges are failing. In order to address this, there is now a call for the development sector to transform its practices in order to

5: 50: 500...

or how the world rewards the rich at the expense of the poor.

5 Every year for the past 10 years aid given to the Developing World for non-governmental agencies has amounted to \$5 billion.

50 Every year for the past 10 years aid given to the Developing World by governments has amounted to \$50 billion.

500 Every year over the past 10 years, the Developing World has lost an average of \$500 billion as a result of the operation of the unjust international economic system.

www.developmenteducation.ie/5-50-500

¹ Oxfam International Research Report 2008

² *Finding Frames: New ways to engage the UK public in global poverty* January 2011 Oxfam/DFID Common Cause September 2010 WWF, Oxfam, Friends of the Earth

...in an unjust world

move the frame from charity, poverty and helplessness into a more positive frame of justice, equality and solidarity.

The role of education

It is more important than ever that young people take a profoundly critical look at the way the world is headed. What are the consequences of the growing inequalities of wealth and power and what alternatives can we imagine?

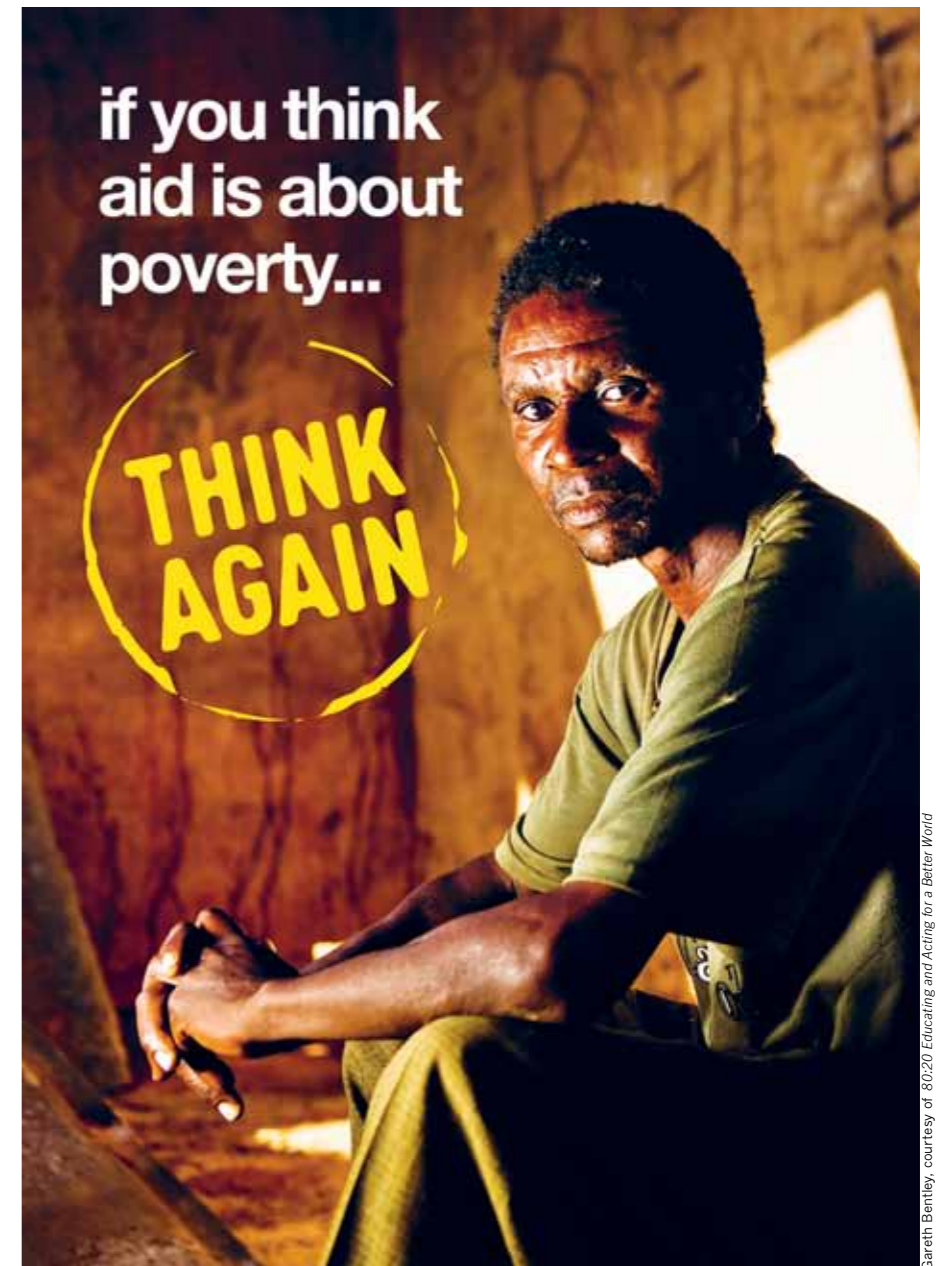
In the 80s, Oxfam developed a *Curriculum for Global Citizenship* to equip young people with the knowledge, skills, values and attitudes to secure their own well-being and to build a better world than the one they have inherited. (View at www.oxfam.org.uk/education/gc)

'What are the consequences of the growing inequalities of wealth and power and what alternatives can we imagine?'

In recent years everyone has been encouraged to give more to charity and schools are often put in the fundraising front-line. Some concerns have emerged that materials produced for use in the classroom oversimplify the causes of poverty, giving young people the impression that poverty could be ended if only they became involved in fundraising.

There are risks with being seen to exploit the impressionability and idealism of young people and the question is whether the objective is educational or financial. Teachers should question these approaches to ensure that they:

- promote empathy for those in developing countries rather than pity and sympathy
- open minds instead of closing them
- recognise our common humanity rather than focus on differences
- challenge rather than reinforce stereotypes



From the perspective of the poor, aid is about wealth.

- challenge paternalistic attitudes and feelings of superiority
- examine global issues of inequality and injustice.

There is a substantial role for teachers to play in overcoming poverty. 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 school and in any subject and applies to

all ages and all abilities. Excellent advice, support and resources are available for teachers, provided by your local Global Learning Centre.

Curriculum for Excellence, with *Education for Global Citizenship* at its heart, offers an important opportunity we must take to educate both ourselves and our young people to be active, responsible global citizens.

Global learning and fundraising – can they support each other?

What educational value has fundraising in our schools? **Charlotte Dwyer**, from Scotdec, suggests some points to consider.

EARTHQUAKE, tsunami, famine, drought... these global news stories have been ever present in our media in recent weeks. The natural human response is, “what can I do?” Often the answer is to make a donation to a charity appeal. Schools too, are often active in responding to media campaigns encouraging fundraising. However, maybe we should take a step back. Should this be our *only* response? Does the problem stop once we have made a donation? What educational value has fundraising in our schools? Can fundraising have a negative effect rather than the intended positive one? These are questions we need to ask if we want to successfully support pupils to respond to and take action around difficult, and often complex, global issues.

“Can fundraising have a negative effect rather than the intended positive one?”

Fundraising, done without an appropriate educational context, can affect attitudes in a negative way. It can lead to reinforcing stereotypes of why people are poor and present people in developing countries as victims in need of charity, fostering attitudes of

Guidelines for good practice in fundraising with young people

1. Participation in decision making
2. Explore the work of charities
3. Engage with underlying issues
4. Consider a range of ways to effect change
5. Carry out safe, effective fundraising

For a detailed version of the guidelines visit www.globaldimension.org.uk



Photo: Dora Kollar

superiority rather than commonality. ‘Good’ fundraising should aim to challenge this, promote empathy and explore the historical and present day structures which keep people poor. Its emphasis should be justice not charity.

Fundraising needs to come as a result of a choice by young people to take action. In order to make an informed choice they need to be given the opportunity to explore a range of possible actions they could take. For example, campaigning, lobbying decision makers, and importantly, taking practical actions in their daily lives or raising awareness in their schools and local communities.

If pupils do decide to fundraise, it is essential that they are also given the opportunity to engage with global issues. They should be given the chance to explore global power relations, the causes and consequences of poverty and the many factors which have created such large inequalities in the world. If fundraising is a humanitarian response

to a disaster, it is useful for pupils to explore how the effects of an earthquake or tsunami vary between countries and to reflect on why.

“Fundraising needs to come as a result of a choice by young people to take action.”

A set of guidelines for good practice in fundraising with young people has been drawn up by a number of leading aid agencies with the aim of creating an understanding of the educational potential of fundraising. Central to these guidelines is pupil participation. This should include participation in deciding what they will do, how they will do it and what charity they will give the money to. A number of key skills including research, planning, problem solving, team-work and communication can be developed within the fundraising project. Finally, pupils should be given an opportunity to reflect on and evaluate what they have done.

A day in the life of a Scottish Global Learning Centre

Janis Keast from the Highland One World Group, Dingwall, shares a typically hectic day in her centre.

THE DAY STARTS with a list – 2 lists in fact – one a MUST do and the other a ‘would like to achieve’. The computer fires into life. A quick glance at the inbox though distracts my attention and the list is put to one side. There’s a message from a teacher requesting resources to support a ‘Human Rights’ topic. There’s a message from an IDEAS member asking whether a national conference they’re organising can be promoted to schools. There’s an email from one of the other DEC’s inviting comments on a joint Professional Development Day for teachers we are organising. LTS are looking for suggestions for schools to contribute good practice exemplars to one of their National Days. There are requests for information from teachers about CPD courses and invitations to do a Twilight session on ‘A global approach to enterprise education’. Out comes the diary and suggestions are fired off.

The flow is interrupted by the phone ringing – a quick glance at my watch and I see it’s already 11am. I have a CAT session later in the day to prepare for. But the phone first. It’s a teacher saying, “Can I pick your brain about the... ‘Fair Trade’, ‘Water’, ‘Human Rights’, ‘Eco-Schools’, ‘Toys’, ‘Consumers’, ‘Rich World Poor World’... theme we are planning?”. Half an hour later, as the phone falls back into its cradle, I think to myself, “I must collect together the resources and activities that I have just promised and leave them ready for collection.”

Done... NOW I must prepare for the CAT session. It’s a ‘Joined up thinking’ session today, and, as requested, the schools have sent me a list of all the themes on the go in their schools this year so that I can take a relevant selection of resources for them to look at and purchase or borrow. Note to self – must remember to explain to them the new *Seeds for Learning* website where they



Janis Keast (2nd from left) with colleagues.

can sort and explore all the resources related to their subject areas that the DEC network holds for loan or for sale.

In the midst of half packed boxes, a quick conversation with the QIO with the overview for *Developing Global Citizens*, takes place. It’s her coffee break, 5 minutes out from a meeting she’s attending in the building. We quickly

As I tidy my desk to leave for the CAT session the list surfaces again. What can I tick off? Not much! Lots of unforeseen business today... but that’s normal... that’s what makes the job so varied and exciting.

update each other on work we are planning together – a global Professional Development Day for teachers and shorter, pan-Highland, training sessions to support schools to take a global approach to initiatives such as Eco-Schools.

It’s 1.30pm and the boxes are in the car. There’s just time to scan the list before heading off. There’s a minute to take the boxes of the new resource *A ‘Adam’s Bairns?’* to the mail room for distribution to all schools. A dash upstairs to the LA CPD coordinator’s assistant to ensure all is in order for a *Global School Partnership* CPD day later in the week.

As I tidy my desk to leave for the CAT session, the list surfaces again. What can I tick off? Not much! Lots of unforeseen business today... but that’s normal... that’s what makes the job so varied and exciting. But tomorrow I will crack on with the list... write the minutes from last week’s management meeting, confirm and organise next week’s CAT and CPD sessions, put the finishing touches to a funding proposal to support a local event, prepare a synopsis of the recent *Global Teacher Network* meeting about interdisciplinary and whole school approaches to Fair Trade for the website... the website that needs a real tidy up, some things are out of date... And, oh yes, write an article for the next edition of *STRIDE!*

Literacy in a global world

Diana Ellis, from WOSDEC, explores the shifting perspectives on what it means to be literate in the 21st century.

What is a literate person?

This question is often asked during a CPD session. Most people would agree that a literate person is one who can read, write, talk and listen. As pupils build their bank of personal tools for reading, writing, talking and listening, they begin to understand how language works and how meaning is conveyed.

Through these basic literacies we develop an ability to engage with our language, and therefore with our world. But on what level? Modern society is rapidly changing: media and technology are ubiquitous. There is growing recognition of the need to move our pupils beyond basic literacy in order to prepare them for life and work in a globalised world. *Education for Global Citizenship* challenges us to reconsider our concept of a literate person for the 21st century and reflect on the *multiple literacies* required by young people to become responsible global citizens.

What literacies will our pupils need for a fairer, more sustainable society?

This is a much more difficult question. Some possible literacies could be:

- **Critical literacy** – Can we trust the information we read, hear or see? Who



has written it and why? Can we identify when and how information is being used to persuade or influence us?

- **Cultural literacy** – Can we communicate effectively with people from a range of social and cultural backgrounds and from other countries? Can we examine our own cultural perspective and recognise that we view the world through our own ‘cultural lens’?
- **Emotional literacy** – Can we recognise, understand and appropriately express our feelings? Can we recognise, understand and respect the feelings of others?
- **Social literacy** – Can we co-operate and work together? Can we build positive relationships? Do we value the opinions of others and are we open to a range of voices and perspectives?
- **Media literacy** – Can we use the new multimedia culture intelligently: discriminate and evaluate media content, dissect media forms, and investigate media effects?

‘Education for Global Citizenship, challenges us to reconsider our concept of a literate person for the 21st century and reflect on the multiple literacies required by young people to become responsible global citizens.’

Other literacies could be:

- **Political literacy**
- **Financial literacy**
- **Environmental literacy**
- **Technological literacy**

The list goes on. Whichever literacy you are focussing on, an active exploration of local/global issues will provide the *real* contexts for their development. For example, you might decide to critically explore how the media has portrayed recent disasters and political upheaval across the world. What perspective do they have? What images do they choose? How do they portray the people caught up in these events? Are disasters in developing countries covered differently

Photos: Diana Ellis

to those in developed countries? Within this rich learning, the skills, values and attitudes of Global Citizenship can be fostered and directly feed into the multiple literacy tool box for engaging with others and with the wider world. On pages 10 and 11, we share some practical learning activities which support the development of critical, media and image literacies.

What steps can you take towards developing multiple literacies and Global Citizenship?

Global Citizenship aims to create a world which is more just and more sustainable. For this to happen we need to challenge:

1. Our **attitudes** towards literacy and learning. This is the ‘dispositional’ side of thinking. Cultivate a community of enquiry – a culture of alertness to the opportunities for learning. Get pupils asking questions – and you’ll find yourself asking more questions too!
2. Our **awareness** of literacy and learning. For example, media literacy and political literacy require an ability to recognise that our own ‘knowledge’ often only consists of one perspective. We need to learn to challenge our own assumptions – look for our own biases and prejudices and be open to the idea of changing our thinking. Get pupils exploring values and viewpoints, recognising multiple perspectives. Self-awareness and self-esteem grow as a result.
3. How we **communicate** our learning. This should be through as wide a variety of media as possible, which is why cross curricular learning is so important. And, crucially, this is where we can see the key difference between



simply developing multiple literacies in a ‘knowing’ sense, and developing global citizens in a ‘feeling and doing’ sense. For example, during a study of headlines about the flooding in Australia across different newspapers, are we simply exploring this global

‘Whichever literacy you are focussing on, an active exploration of local/global issues will provide the real contexts for their development.’

4. How we **reflect** on our literacy development. Introduce activities which

help pupils focus on metacognition. De Bono’s thinking hats are a useful tool for pupils to evaluate the different types of thinking they may have been using within a particular learning experience.

Literacy, in its broadest sense, is defined within *Curriculum for Excellence* as:

‘...the set of skills which allows an individual to engage fully in society and... is fundamental to all areas of learning for life’.

These skills are explicit within the experiences and outcomes of English and Literacy, but implicit within the experiences and outcomes of all other curricular areas. It depends on your interpretation of this definition whether you see ‘society’ as referring to local, national or global communities. If you are reading this then I’d imagine you already have a global perspective and a keen interest in supporting your pupils to make local to global connections.

Literacy activities

ACTIVITY 1

Critical Literacy – Mike’s Story (Secondary)

This activity encourages pupils to understand that we often make judgements without knowing all the relevant information and viewpoints.

1. Divide pupils into 5 groups and give each group an evidence card which tells the story from one character’s point of view. The group must select a spokesperson who will tell the class what happened in the story from the perspective of their group’s character.
2. Brainstorm with the class an agreed version of what happened in the story based on the 5 perspectives and write on the board.
3. Ask the class what is missing. Tell them that Mike’s version of events hasn’t been included and that his story will change everything. Ask each group to imagine what Mike’s story might be. Each group then reports back on their group’s version of Mike’s story.

Evidence cards:

Jemma

I am a library monitor, and Jason and Mike’s English class were just leaving the library at the beginning of break when I turned up for duty this morning. Mike was last out because he had been looking for something in his bag. He was upset because his mobile phone had gone missing.

Jason

I was just sitting under a tree in the playground and Mike came up and started shouting at me. I stood up, because I was worried about what he might do, and he punched me as I was straightening up. I laid in to him. Lucky for him Mr Brown came and broke up the fight because I would have hurt him. I don’t know what his problem is.

Narinder

I was just chatting to some of my friends and lots of other kids came running across the field. When we turned around we saw Mike and Jason arguing so we went over to have a closer look. Mike had tears in his eyes and looked really worked up over something, then out of nowhere, they started having a fight. Mr Brown turned up out of nowhere and stopped it before it got too out of hand.

Mr Brown

I had just got my cup of tea and come out for break duty when I saw a big crowd gathered under the tree. This normally means something fishy is going on so I started walking towards it, as I got closer the children started to chanting, “Fight, Fight, Fight”. I ran into the middle of the crowd and pulled a lad called Jason off another boy called Mike on the floor. I’ve had trouble with this Jason before, he’s always causing problems around the school.

Mrs Smith

I’m Mike’s mum and I have been worried about him for a few weeks now. I think he may be being bullied. I work as a counsellor with the local education authority and have worked with many bullied children so I know some of the signs to look out for. I have tried talking to him about it, but he says it’s nothing he can’t sort out himself.

Adapted from:
Global Lines Module One.
You can find more at www.redcross.org.uk/What-we-do/Teaching-resources

ACTIVITY 2

Media Literacy/ Cultural Literacy (Primary)

This activity encourages pupils to look critically at images and think about how photo captions can influence our response to a picture.

1. Put the class into groups or pairs. Show them the images with the captions and ask them to discuss which is positive and which is negative.
2. Hold a class discussion around the following questions. Who might have written these captions and why? Which caption tells the truth?
3. In groups or pairs they can write down 3 questions they would like your to ask the people in the photographs to try and find out the truth.
4. Conclude by discussing with the class if we can we ever truly know the ‘truth’?



Muluken and her friends play with dangerous batteries as there is no-one to look after them.

Muluken and her friends take part in an outdoor science lesson.



Cidinha helps hang out the washing.

Cidinha can’t go to school as she has to help out with chores at home.



Sarah and Mia come from a poor part of Glasgow and their family can’t afford shoes.

Two sisters enjoy playing barefoot on the beach.



Breakfast with Shakeel’s family means tasty parathas (fried bread) and lots of tea.

Shakeel’s family can’t afford a table or chairs, so they sit on the floor.

Photos can be downloaded from www.oxfam.org.uk/education/resources/your_world_my_world

Debating aid

Silvia Sabino-Hunt, Humanitarian Educator with the Red Cross, joins a group of pupils from Glenwood High School as they debate the issue of aid.



Pupils from Glenwood High School, Glenrothes, take part in the Aid Debate.



IT'S WEDNESDAY morning at Glenwood High School in Glenrothes. In the school library there seems to be something happening. If we peek inside some S2 pupils are getting very excited, sometimes talking over each other, about the developing world and "rich and poor" countries. It's 'The Aid Debate'.

They offer suggestions to the question, "what is Aid?" "It's money that is given out to help developing countries," says Lewis very quickly. Someone adds, "Maybe it's water too, food, basic necessities and clothes". Another pupil adds, "And when there's a disaster and people are provided with things, that's aid too".

But who gives aid? And to whom? And very quickly Connor answers:

"I do! I give money to charities if there is a collection for example".

Emzi joins in explaining that: "The government gets our taxes so the government should give to those who are poorer than us."

'Buzzing with ideas, the pupils are ready to start their debate on aid. There are four groups who each represent a different perspective on aid.'

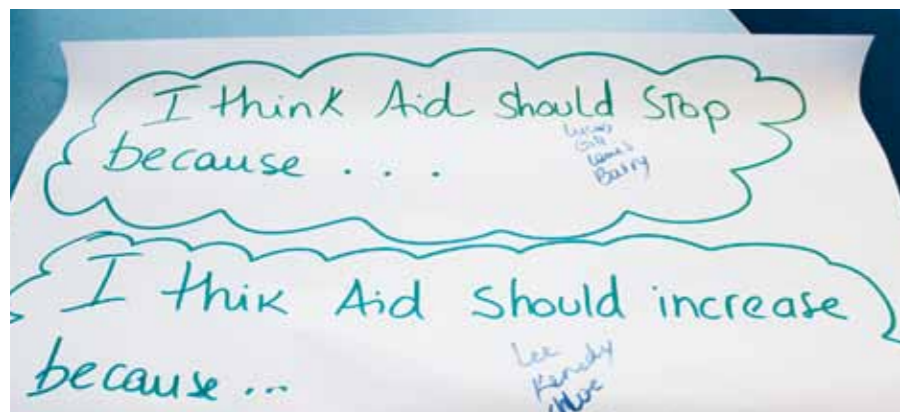
The discussion continues with an exploration of what the terms 'developed' and 'developing', and 'rich' and 'poor' means. The class are given a selection of photographs from the UK, Colombia and Kenya. The photos show the skyline of cities in these countries. Their task is to

match countries and photos. The pupils' perceptions of place are immediately challenged. One pupil is surprised to see an urban landscape in Kenya: "I thought Kenya was just mud huts! I thought they had no money!"

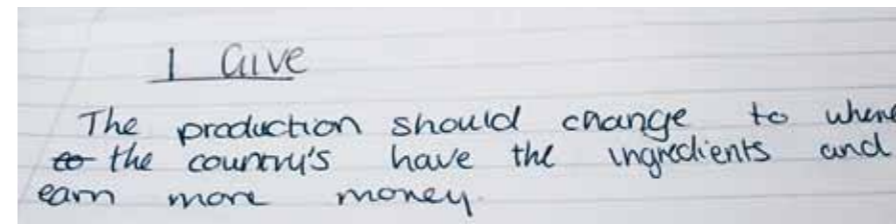
Buzzing with ideas, the pupils are ready to start their debate on aid. There are four groups who each represent a different perspective on aid. A fifth group represents and works as the press and takes photos, writes notes and records what's being said with a Dictaphone.

Each group is given a briefing sheet with some points supporting a particular perspective on aid and time to prepare for their role. One group will argue that aid should stop because it, among other things, creates dependency. They are in opposition to the group that will argue that aid should not only continue but increase, because there are still 1.4 billion people living in extreme poverty. The perspective of the recipients of aid will also be represented, alongside that of the donors', who have opposing views on who should decide what happens to the aid.

First up is the delegation who says they need aid: "I am the one who needs the money so listen to me, it's us that know what we need. People who get aid should decide because they know what they need more than anyone."



Photos: Dóra Kollár



Next up is a delegation representing donors. They think that they should be the ones deciding where the money goes: "If you buy stuff with it we should know, so that we know how the money is being spent."

The next delegate says something that leaves the room in silence. Lucas the delegation spokesperson says: "I think aid should stop because there are poor people in developed countries as well. They don't need us to give aid because they have the natural resources to sell."

But the final delegate's words go very much against what has just been said. They argue that: "If there're still people going hungry, then we have to give more."

After their initial speeches the floor is open. It seems that the delegation arguing for aid to stop is gaining ground and the facilitator looks worried. These young people as well as everything else are excellent actors! The pupils strongly agree that we have a responsibility, and that we can all do something. Fairtrade is suggested as an

action they can take. We should buy it, "even if it's more expensive" says Lewis.

He goes on to say: "I think that if they have cocoa in Africa then they need to sell their cocoa for more money. And perhaps then they'll have more money for a better life."

'The objective of today's debate was to give pupils a chance to think about 'Aid and Development' and express their own ideas, whilst listening to other perspectives and seeing how complex and controversial this issue is.'

Emzi adds: "If they made the chocolate there then that would give them more money."

The class all agree with this analysis – that the manufacturing of the product should take place in the country where the product comes from, to give those people jobs. They agree that aid is not just about "sending money to Africa".

That on its own is not enough. Education comes into the equation too, they decide.

The debate ends just before 10.45, the class are hungry and tired: they have worked hard and need a break. We thank them for their contributions and their genuine enthusiasm in participating. The objective of today's debate was to give pupils a chance to think about 'Aid and Development' and express their own ideas, whilst listening to other perspectives and seeing how complex and controversial this issue is. That objective has been partly achieved in the sense that pupils did get a chance to speak their minds, without being told what to think.

Their learning is clearly not finalised and neither should it be. It will continue next week when they go back to Mr Thornton's class to continue their exploration of the 'Developing World'. Furthermore in S3 the students will study the topic of 'Trade and Aid'. In the meantime their learning also continues outside the classroom through their interactions with the world around them.

(The author apologises for any mismatching of names and quotes)

Useful resources
Debating Aid 80:20 for download at www.developmenteducation.ie



News from schools

> Dealing with Disasters Westercommon Primary School

TEACHERS AT Westercommon Primary school, Glasgow, decided to focus P5 / 6 pupils' learning on disasters and our response to them, in the aftermath of the earthquake in Haiti. Pupils had started to bring money into school for a collection and teachers were keen to raise pupils' awareness of the issues. Their aim was to encourage the pupils to think more widely about disasters and to reflect on how the money they raised might be used in Haiti.

Pupils began by thinking about, 'what is a disaster?' They recorded their responses and sorted them into categories such as types, causes, feelings and consequences. Aware that media representations of disaster and aid can give rise to negative stereotypes, teachers thought it was important these attitudes were challenged and that poverty was presented as a justice issue. Pupils went on to explore fact and opinion, bias and stereotyping in the media using a selection of newspaper headlines.



Hot air balloon showing the pupils' research.

Finally, pupils used images of Haiti to generate questions about the disaster and its consequences. These questions were put into a framework of enquiry called a Development Compass Rose, (www.tidec.org.uk) and became the starting point for researching aid agencies and what they were doing to support people in Haiti. The pupils used the image of a hot air balloon to present their findings to others. The basket

shows the different agencies working on the ground in Haiti, the strings show the challenges they face achieving their goals and the balloon represents what will happen if aid works well.

Dealing with Disasters on www.oxfam.org.uk/education has a number of activities pupils can use to explore the causes and consequences of disasters.

> A Global approach to literacy in the nursery Biggar Primary School and Nursery Class, Evelyn Stewart

PHOTOS FROM A RECENT visit to our Global Partnership School, Gelai Bomba Primary in Tanzania, generated a lot of discussion at our nursery. The children were very interested in all aspects of life there. We went on to use the story, *Handa's Surprise*, as further stimulus for children to explore the similarities and differences between the two countries.

The children were introduced to fruits that they had never tasted before and were encouraged to describe them, extending their vocabulary with words



Looking at photos from Tanzania.

such as ripe, juicy, and tangy. The listening centre was also a popular activity. The story CD uses an African narrator and the children listened closely to the story and made a list of the describing words the author used. The children sequenced and

re-told the story through different media such as puppets and role play. Our Global Partnership and *Handa's Surprise* provided a rich context for the children to develop key early literacy skills and stimulated thinking about diversity.



Painting fruit.



"Developing Global Citizens is not only about learning across subjects it is also about learning across the curriculum areas which taps into the rich contexts offered by global issues and allows children and young people to connect their learning and transfer skills." (LTS 2011)

The case studies on the following pages illustrate some of the creative and innovative ways schools have facilitated interdisciplinary learning opportunities...

> Pupil Learning Communities St Timothy's Primary School, Coatbridge

IN AUGUST 2010, St Timothy's Primary, Coatbridge, embarked on an ambitious project which aimed to increase pupils' knowledge about 'citizenship', 'environmental' and 'enterprise' issues and how these impacted on the lives of people in the local community and beyond, in national and international contexts.

The innovative organisation of the project involves all 460 pupils working together to take action on issues arising from discussion and consideration of local and international issues. The pupils are organised into eighteen mixed stage *Pupil Learning Communities* thus ensuring that participation in these important themes is inclusive and not committee based. At the outset pupils were also able to choose which *Pupil Learning Community* they wished to join. Similarly, staff selected an area of preference.

> Fair Trade – a cross-curricular topic Inverness High School, Marian Hendry

FAIR TRADE WAS introduced to S2 pupils as a cross-curricular topic within English, French and RME. The programme of work ran over a five week period and its success means it is a project we will include in future plans.

The English department focussed on media and pupils carried out internet research on *Fairtrade Fortnight* and *The Big Swap*. They wrote letters and newspaper articles and were tasked with producing a media product (film, blog, comic strip etc.) which would document the project.



St Timothy's has been awarded UNESCO Associated School status.

One of the core philosophies of the project is that decisions and actions should be pupil-led and that, while sometimes there may be overarching themes, each *Pupil Learning Community* is free to take its own particular, pupil-led direction.

There have been many and diverse outcomes from the project; pupil-led initiatives have included raising money for Pakistan Flood relief and

recycling mobile phones, an increase in parental involvement in citizenship activities and pupil engagement with the *Millennium Development Goals*. It has also emphasised the links and overlaps between 'citizenship', 'environment' and 'enterprise' as themes, enabling both pupils and teachers to make the connections between them. Staff and pupils are now really committed to the long term nature of engaging with major global issues.

'In RME pupils explored the impact that fair trade can have on people who produce the products. They found out about the labour practices, rights and working conditions of workers who produce branded trainers and sportswear.'

The French department took the opportunity to learn about French-speaking countries that produce Fairtrade products and

to explore their cultures. They went on to produce an information brochure on a chosen country. In RME pupils explored the impact that fair trade can have on people who produce the products. They found out about the labour practices, rights and working conditions of workers who produce branded trainers and sportswear.

To conclude, the project each class chose to run a small event which included selling Fairtrade ice cream to staff and pupils, arranging a coffee morning for staff at the school and serving Fairtrade tea, coffee and biscuits at their own S2 parents evening.

News from schools...

> **Jute Journey**
Fintry Primary School, Dundee
Donna Jack

IN APRIL 2009, an opportunity arose to work collaboratively with the One World Centre Dundee, Verdant Works and Dundee University on a project highlighting the similarities between Victorian mill working and working conditions in jute growing countries in the present day. This was a cross-curricular project and aimed to allow pupils to develop informed attitudes through *Curriculum for Excellence*. These changes in attitudes were measured through the use of baseline and follow-up surveys, and focus group discussions. The project also led to the creation of the new *Dhaka to Dundee* teachers pack.

The project was piloted by a primary 7 class at Fintry Primary, Dundee. The first part of the topic looked at Dundee itself and what the Victorian jute industry was like for the workers, how they lived and what standard of life they would have had. Through looking



at people and past events in Dundee, the pupils engaged in many activities: they wrote about a day in the life of mill workers, created a newspaper article reporting on an accident that had happened in the mill, looked at how their locality had changed over the years due to a booming jute industry and created a jute mill silhouette scene. They then moved on to look at India, where the raw jute came from, and they learned about how it was cultivated. Again the pupils took part in a number of cross-curricular activities including simulation games to allow them a deeper understanding of Indian life.



A cushion created as part of the project.

The project culminated in a large art project funded by Learning and Teaching Scotland which allowed the pupils to experience first-hand what working conditions were like for workers. The pupils were asked the question – What is child labour? Each pupil then created a picture which they later screen-printed onto cloth then embellished by sewing. There was only a small time allowed for the pupils to complete this activity so the work was quite intense! They also had to keep a scrap book

‘This project was a wonderful learning experience for all involved. ...discussions revealed some positive changes in the way in which the pupils viewed others around the world.’

which detailed their thoughts and ideas and this proved to be a fantastic activity as the pupils had a lot of thinking in many different aspects to undertake. Using maths skills they had to measure and draw to scale; literacy skills were used to complete scrap books, talk about their experiences and thoughts of what

they were doing; expressive skills were evident in the design process and the finished product. They were constantly thinking about their learning of the jute industry in Dundee and India to allow them to gauge what it would be like to work intensely all the time; they used the internet to research different Paisley designs. The finished pieces were made into cushions and displayed at the *Scottish Learning Festival 2010*.

This project was a wonderful learning experience for all involved. The follow-up surveys and focus group discussions revealed some positive changes in the way in which the pupils viewed others around the world. There was an awareness too of the hidden social and personal costs paid by workforces in developing countries, and the pupils’ understanding of the range of issues surrounding inequality and injustice was often far from simplistic.

For a free copy of the *Dhaka to Dundee Teachers’ Pack* on CD ROM, contact the One World Centre on **01382 454603** or **sally@oneworldcentredundee.org.uk**

Keep sending in your articles and pictures! Email: stride@ideas-forum.org.uk

> **The Art of Survival**
Broomhill Primary School, Glasgow

‘THE ART OF SURVIVAL’ topic was created for our P7 classes through the WOSDEC project, *Global Learning from Museum to Classroom* by class teacher, Karis Smith, in liaison with Kirsty Hood, learning assistant at Kelvingrove Art Gallery. After initial consultation with the class, they worked in conjunction with WOSDEC to develop a topic based on the issue of conflict and children in conflict. The pupils led the learning through their own personal and often emotional research.

‘The pupils were very affected by the knowledge that children their age were being used as soldiers; they found it hard to understand why no-one was doing anything. They wanted to make a stand.’

This interdisciplinary topic began by looking at conflict at home and in school, moving outwards to explore sectarianism and global warfare, with a particular focus on child soldiers and critical thinking about the choices they are forced to make. The pupils also looked at how mediation can aid resolution. Groups worked on their mediation skills and made videos of their responses.

The pupils were given opportunities to discover what the core issues in conflict were and they began to realise the complexities of conflict and resolution. Although the key *Experiences and Outcomes* were within Social Studies, all other areas of the curriculum were developed through the topic, with the exceptions of Maths and PE. Through the mediation work they began part of the solution and they developed their negotiating skills – a valuable part of Health and Wellbeing and RME.

The pupils responded to their findings through word and art. Drama and music



A peace mural.

were used as forms of expression, and using paint they created mood pictures and peace murals reflecting the symbols of peace used worldwide. Their poems were poignant and created lasting visual images of conflict for the reader.



Red hands collected for the Red Hand Campaign to stop child soldiers.

The pupils were very affected by the knowledge that children their age were being used as soldiers; they found it hard to understand why no-one was doing anything. They wanted to make a stand. They collected red hands for the *Red Hand Campaign* to stop child

soldiers. These have been presented to our MEP. (www.redhandday.org.) The culmination of the topic was an exhibition of their work for parents and friends of Broomhill where the pupils led their guests around the exhibition and explained the thought provoking materials they had produced. The local community were keen to support the campaign – everyone who came to our event contributed to the red hands.

Throughout the exhibitions, the pupils were animated and full of enthusiasm and interest in the subject. Their passion was commented on by both teachers and parents. One parent summed it up:

“[I] liked the way the topic was approached and presented. Pupils obviously got lots out of it and were fired up about it. Displays were excellent. Pupils were so confident and well prepared, and really knew their stuff. Excellent!”

Broomhill Primary will be presenting their work at Kelvingrove, in August, at an Open Doors free twilight.

In the loop

News and updates from IDEAS member agencies.



Photo: Bernta Nyznik

Young GCC Leaders from Edinburgh, Lebanon, USA and Jordan exploring shared learning.

› Global School Partnerships

£250 to start a school partnership!

Starter Grants of £250 each are available for schools interested in a half day INSET to explore long term learning partnerships with the GSP programme. For details please go to www.dfid.org.uk/globalschools/startergrant

Community Partnerships Seminar, 12 May, Glasgow
Communities with partnerships in Africa, Asia

and the Caribbean Latin are invited to attend a free seminar, along with schools in their area to explore the idea of long term equitable school partnerships. The seminars will facilitate the formation of new partnerships through information and activities.

Partner Finding Conference with Rwanda, 4-5 June, Glasgow

This 2 day residential conference will provide an opportunity to find a partner school in Rwanda in a supportive and informative

setting. There will be plenty of provision for networking and planning. The conferences are subsidised by GSP, but there is a £50 registration fee to cover costs. For further information, on both events, and to register, please contact Sarah Hamlet at sarah@ukowla.org.uk or on **01460 55449**

GSP Professional Development Workshops

A series of professional development workshops will be delivered across Scotland to any schools currently working in partnership or interested in starting one. For details of course, dates and venues please go to www.dfid.org.uk/globalschools

› WWF

Put on a performance of One Sun One World

WWF-UK is 50 years old in 2011, and would like to invite your school to help celebrate! WWF has commissioned a new musical for schools, *One Sun One World*, and is hoping for 50 performances in their 50th year. Could your school put on a performance and be listed on the roll of honour?



One Sun One World is a celebration of our world, in all its diversity. It focuses

on a number of issues such as the sustainability of our planet and its resources, the consequences of climate change and the responsibility that we all must take to ensure a bright future for people and planet. To find out more go to www.wwf.org.uk/what_we_do/working_with_schools/one_sun_one_world_musical

› Scottish Refugee Council

Refugee Week June 20-26 2011

Every summer, the UK celebrates *Refugee Week* – a chance to experience a whole range of arts, theatre, film and community events based around the contribution that refugees have made to Britain.

The Scottish Refugee Council has produced a 90-second film celebrating 60 years of the Refugee Convention – with first-hand memories of refugees across the generations. It will be available to view from June 20 at www.refugeeweekscotland.com. Schools, theatres, cinemas and other venues across Scotland will be screening the film throughout *Refugee Week*.

Schools in Scotland are also being encouraged to take part in Simple Acts, the national campaign that enables pupils to carry out a simple act of awareness to learn more about refugees. Simple Acts will be available on GLOW. For more details, contact *Refugee Week Scotland* coordinator Belinda McElhinney on **0141 248 9799** or email belinda.mcelhinney@scottishrefugeecouncil.org.uk

Seeds for Learning...

This essential one stop website gives you local and national access to Global Citizenship resources.

A wide variety of materials for all ages can be borrowed from your local Global Learning Centre or purchased directly from:

www.seedsforlearning.org.uk

› Mercy Corps: Global Citizen Corps (GCC)

'Think global, act local' – CPD opportunity

As an external partner working with schools, GCC encourages pupils to develop a reciprocal learning relationship with our partners in the Middle East, USA and Asia.

GCC advocates a global relationship beyond fundraising. We promote a cultural exchange that explores pupils' personal attitudes and values towards others, encouraging them to challenge inequalities not only globally, but within their own communities.

If you are interested in a CPD to explore how acting locally and thinking globally

can move beyond fundraising, please contact Kate: gcc@uk.mercycorps.org or **0131 662 5188**.

› Red Cross

Refugee Week

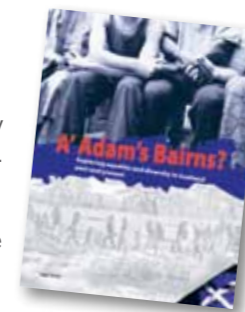
Are you a secondary school interested in supporting your students to explore the humanitarian impact of migration? Then apply today for our grant related to this year's *Refugee Week*! Grants of between £50 and £1000 are available to help support youth action activities that promote more positive attitudes towards vulnerable migrants and awareness of development issues.

Through our youth action competition, funded projects can also nominate a young person to take part in the Austrian Youth Red Cross international youth camp, 13-17 July 2011. We can accept grant applications at any time until **17 June 2011** and we expect that youth action activities should have been completed before the summer break.

To apply download the grant application at www.redcross.org.uk/positiveimages

A'Adam's Bairns?

Have you seen your school's copy of *A'Adam's Bairns?* – exploring equality and diversity in Scotland's past and present. This resource has now been distributed to all schools. If you haven't seen a copy please contact your head teacher or local authority.



For a free subscription of

Stride

EMAIL YOUR NAME, ADDRESS AND SCHOOL TO [STRIDE @ ideas-forum.org.uk](mailto:STRIDE@ideas-forum.org.uk)

IDEAS members

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0131 313 7010
www.amnesty.org.uk/scotlandeducation

British Red Cross
0131 338 5700
www.redcross.org.uk/education

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0141 241 6137
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*** Conforti Institute**
01236 607120
www.confortiinstitute.org

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0131 524 5780
www.dfid.org.uk/gsp

Hand Up Media
0131 226 2674
www.handupmedia.co.uk

*** Highland One World Group**
01381 621265
www.globaldimension.highlandschools.org.uk

Link Community Development
0131 243 2685
www.lcdinternational.org

Mercy Corps
0131 662 5160
www.mercycorps.org.uk

*** Montgomery Development Education Centre**
01224 620111
www.montgomerydec.org.uk

*** One World Centre Dundee**
01382 454603
www.oneworldcentredundee.org.uk

Oxfam Scotland
0141 285 8887
www.oxfam.org.uk/education

Raleigh
0141 221 9199
www.raleighinternational.org

Save the Children
0131 527 8200
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Scotland Malawi Partnership
0131 529 3164
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01350 728200
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*** Global Learning Centres**

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In the next issue:
➤ Climate change

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www.ideas-forum.org.uk

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