

GLOBAL TEACHER NETWORK

Bulletin 11

20 September 2009

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A . Report on **Resources for taking a global, active learning approach to a Curriculum for Excellence**

Agenda

1. Using 'Watoto' and other resources at the Early Level with *Ruth Maclean, Cradlehall Primary Nursery cluster*
2. Human Rights as a transition topic with *Sheena Duthie (Kingussie High) and Jackie Reid-Evans (Newtonmore Primary School)*
3. *Anne Kane, Oxfam Scotland Education* will highlight Oxfam resources in particular which support Third, Fourth and Senior Levels.
4. Global resources for modern languages teaching, *experiences from Plockton High School with Louisa Jane MacInnes*

Report

1. *Ruth Maclean from Cradlehall Primary Nursery* explained how she had become familiar with the active learning approaches of the global citizenship resources available through the Race Equality work she had been involved in. She spoke with great clarity about one particular resource which the nursery has bought, *WATOTO*, which has large photos and activities about children in different parts of the world. Cradlehall have developed the Kenyan exemplar. The photo graphs form the basis of a discussion in which the children make suggestions about how the theme can develop. The photos are used to
 - discuss similarities and differences,
 - make comparisons and
 - counter stereotyping.

Ruth mentioned another pack *Nairobi, Kenyan city life* to show the contrast between urban and rural life in Kenya.

Ruth commented that using the pictures in different ways the child in the story becomes real for the children here and they are encouraged to make a story book about the Kenyan child which brings out how children here perceive Kenya.

The theme is developed to support transition from Nursery to P1 where, through *Barnaby Bear goes to Kenya*, more is done on Kenya, coffee and Fair Trade.

Ruth also mentioned the support she had had from the Inverness International Women's Group

which will visit and share cooking traditions as well as bring clothes for dressing up.

2. *Sheena Duthie (Kingussie High) and Jackie Reid-Evans (Newtonmore Primary School)* offered a stimulating double act about the role global citizenship is playing in transition within their ASG. All the schools had agreed last September that each would take a theme related to the UN Convention on the Rights of the Child. It was a broad enough topic to give scope for one teacher schools and for much larger ones.
 - Aviemore developed the Rights of the Child through their *Kenya, choices for life* topic.
 - Alvie and Gergask linked it into their work on *Papua New Guinea*.
 - Kingussie Primary made the connections through their *Refugees* theme
 - Newtonmore and Dalwhinnie took the novel '*The Bread Winner*' as their stimulus, making local links to this story set in Afghanistan. This is an easy to read story which raises challenging issues. The class were soon aware of the rights the main character did not have.

The aim was that each school would prepare a table top activity to be shared by all the pupils in PSE lessons during the pupils' 2 visiting days to the High School in June.

The games / table top activities were a great success during the PSE lessons on the visiting days:

- One was based on matching photographs the children took to the corresponding right. This involved a lot of debate, decision making and ICT – very CfE
- Another was a board game based on happy families, introducing 6 rights, with very clear instructions.

What's the secondary school going to do with all this is one challenge for the future. Seeing all this activity has been of great benefit to the secondary staff who see how things can be done differently. This work is certainly dovetailing with the ethos and values work going on in Kingussie High, where several events this session will have a Rights theme – the S6 conference in November and the Global Week for S1- S3 in May to name but two. The primaries within the ASG are keen to achieve the UNICEF *Rights Respecting Schools* award.

The intention is to develop different aspects of the same theme during this school session so that this year's P7s have a display to take on their visiting days to KHS next June.

Newtonmore for example are splitting up rights between older and younger children, much like their Eco tasks are organised. The older ones are working on the right to keep some things private drawing on *So far from Skye* as a stimulus, where the conditions on the boat allowed very little privacy. This will link up with other people on the move, including refugees.

3. *Anne Kane, Oxfam Scotland Education* challenged us to think about 'soft' Global Citizenship Education and 'critical' Global Citizenship Education. Using the 4 Oxfam guides for teachers (which are available free of charge from HOWG) - *Education for Global Citizenship, Building effective school partnerships, Teaching Controversial Issues and Getting Started with Global Citizenship*. Concentrating on the last guide, Anne asked us to think about the major themes – *interdependence, social justice and equity, diversity, sustainable development and peace and conflict* - and to consider these issues in terms of our teaching, especially in relation to interdisciplinary themes. Several present shared exemplars.

Anne highlighted several resources which can all be borrowed from HOWG:

- *Get Global* which offers active techniques for asking questions and making global connections to local issues
- *Sustainability Handbook* – a gem for technology teachers
- *Diamonds* – a drama based on teenage refugee's story
- *Developing Rights*
- *Challenge of Globalisation*
- *5 50 500* and many others in the IDEAS catalogues

4. *Louisa Jane MacInnes, Plockton High School* shared Global resources she has used for modern languages teaching. She described first a SCIAF resource on the Democratic Republic of Congo (DCR) which she had helped produce, called *Citoyens du monde*. It is available from the SCIAF website and is full of helpful, positive background information. She commented how controlled most language lessons are when accents or grammar are the topic. But teachers can feel very vulnerable when talking about language in the context of the DCR. What questions will the class ask? Resources like this one though are very supportive and flexible for use from P7 – S6 as the video clips have subtitles in English or French or none depending on the experience of the class watching.

Louisa also spoke about her role in the 'Computers for Africa' charity and the experiences she has had taking pupils to Southern Africa. She said she had been very affected by a quote from former President Nyerere of Tanzania which said, '*Take every penny you set aside in aid for Tanzania and spend it in the UK explaining the causes of poverty*'. But she also felt there had to be a balance. There was a role for giving, especially as young people here learn so much in the process of setting up the computers in various parts of Southern Africa.

Louisa offered to share lists of websites and CDs which offered songs in French which make Global Citizenship an integral part of grammar lessons. She also has a list of films which raise ethical issues while delivering language experience.

B. Other notices

- **Malawi Kitchen** - eat someone out of poverty by buying *Rice* or *Macadamia Nuts* – for more information visit www.justtradingscotland.co.uk 0141 887 1181
- **Roger Bamfield's Malawi resources (on the website)** have been used by one teacher to make global links to Eco-schools themes of waste and recycling.
- Highland One World Group's AGM followed the GTN meeting – it was good to welcome a few new faces. Anyone who is interested in becoming part of the organisation's work please get in touch. There's an education support group which meets 3 times a year and the main management committee which meets every two months.

C. Next meeting will be held on Tuesday 26th January 2010 - 6.45pm for 7pm start, finish by 8.30pm

For more information about any thing mentioned here please contact:

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