

Comment

The start of a new session is a good time to highlight a new type of active learning resource which helps fulfil the ethos of a Curriculum for Excellence, activity in a real context. (Please see over page) Oxfam has launched several free on-line resources. One is called **Global Music** www.oxfam.org.uk/education/resources/global_music_lesson_plans. Well, climate change is a very real issue but is it too complex for nursery aged children? Not when it is approached through music and a story! What is needed? Many African instruments are available for loan - shakers, rattles, drums... enough for a class. Even the recommended story 'Bringing the rain to Kapiti Plain' is available. The story encourages children to *value* water, as children in Kenya do. Water is something we tend to take for granted as a *right*. There are lots of additional support materials to help children separate their *needs* (like water) from their *wants*. *First Steps to Rights* is one. Through activities it explores all our basic survival needs in ways accessible to 4 year olds. *Our world of water* is another new Oxfam resource for young children. One of the children in the popular pack *Watoto* is from Kenya. This pack includes songs and wonderful large photos which can be used in so many different ways. Stories can be used to raise many issues and there are resources on hand to help you make the most of a story. *Start with a story* is one and *Telling Stories* is another. Developing the questioning which stories can provoke is one tool in the tool-kit for developing global citizens featured in handbooks such as *Young children and global citizenship, a teacher's handbook, Developing Global Learners in Early Years* and *Growing up Global*. All resources are available for loan or can be purchased. More can be viewed in the **catalogue**. Please request a copy or view via the website

www.globaldimension.highlandschools.org.uk

Recent Events

At Cononbridge and Maryburgh nurseries in January we were exploring the global issue of *waste*. Unpacking dustbins we were able to decide how much 'rubbish' could be recycled or reused. We also saw how little waste less developed economies create as for example they reuse car tyres for soles of shoes, make lamps from baked bean cans and so on. There were lots of opportunities for the children to ask questions about photographs.

At Cannichbridge Nursery in February activities based on photographs brought a global dimension to the children's theme of *cold places*. We saw that similarities outweigh differences. Using coloured dots to identify themes in pictures, the children had to cooperate and discuss in small group. These decision making skills cannot start too young and do not come easily! This is active learning!

At Smithton Nursery In February and **Wimberley Way** in April we sorted pictures and matched them. We sequenced photos to tell a story. We did some counting. The children were gaining a global perspective to *water*, their theme, while fulfilling many other curricular outcomes. There was a lot of listening and talking, they were questioning and expressing an opinion, their values were being awoken.

At Wimberley Way Nursery a short session with the staff enabled them to see the quality of resources available for loan to help the children develop a sense of empathy for others, stewardship of the planet, and develop a sense of justice and fairness -locally and globally. In fact how to work in an exciting global context to deliver many Curriculum Areas of a Curriculum for Excellence. Sessions like this are available for you too at your nursery!

CPD 16th September in Dingwall 9.30 - 12.30 *Introducing Joined up Thinking* for Early Years practitioners - active learning to make the connections between citizenship, learning outdoors, a global dimension, health and wellbeing, living more sustainably and awakening enterprising attitudes. Resources to view and borrow!


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Making music using global themes..... climate change for young listenersstories to create music ... stories and instruments for loan

on-line resources


from HOWG

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Oxfam Education

Lessons for ages 5-7
Global music lesson plans for children aged 5-7.



This set of five lesson plans includes fun activities that explore everything from how sounds and music can be used descriptively to accompany stories, to how musicians from diverse cultures exploit the acoustic qualities of mountains in similar ways.

Lesson 1: Accelerando
Accelerando ~ listening and responding through movement to dance music from Israel, Peru and Russia, each featuring an accelerando (an increase in tempo).


Lesson 2: Bringing the rain to the Kapiti plain
Exploring how sounds can be used to describe events in the Kenyan story, 'Bringing the Rain to Kapiti Plain'.

Lesson 3: Low brass
Listening, identifying and comparing low sounds played on similar instrumental types from Tibet, Switzerland and Haiti.

Lesson 4: Lullabies around the world
Exploring lullabies from Ghana, Poland and India.

Lesson 5: Metallic sounds
Listening, identifying, appraising and comparing metallic sounds produced by instruments and 'sound makers' from the Caribbean, UK and USA.

Curriculum links
How these activities fit in with the curriculum.



http://www.oxfam.org.uk/education/resources/global_music_lesson_plans/5_7/ 19/06/2009



Activity from the website.....
'Sit the pupils in a large circle with instruments in the middle. (Note: use as many authentic African instruments as possible). Include sound makers such as rain sticks, greaseproof paper, bubble wrap, tin foil etc.'

Background info... from the website....

Drought and the changing rainfall patterns of the world are:

- Aspects of the climate and
- Indicators of climactic change which impact on all of our lives.

The Kenyan story of 'Bringing the Rain to Kapiti Plain' is one which may help pupils to understand how precious this limited resource really is (*water*), and to empathise with people living in areas where the arrival of the rains is critical.

This story is ideal for introducing young children to a real, current issue It does so much to support the four capacities of a Curriculum for Excellence