

# Education for Global Citizenship

## *A Guide for Schools*



Crispin Hughes / Oxfam

Education for Global Citizenship enables pupils to develop the knowledge, skills and values needed for securing a just and sustainable world in which all may fulfil their potential.

### Inside

- **What is Education for Global Citizenship?**
- **Classroom activities**
- **Case studies of good practice**

## ***Why is Education for Global Citizenship essential in the 21st century?***

In a fast-changing and interdependent world, education can, and should, help young people to meet the challenges they will confront now and in the future. Oxfam believes that Education for Global Citizenship is essential in helping young people rise to those challenges for the following reasons:

- The lives of children and young people are increasingly shaped by what happens in other parts of the world. Education for Global Citizenship gives them the knowledge, understanding, skills and values that they need if they are to participate fully in ensuring their own, and others', well-being and to make a positive contribution, both locally and globally.
- Education for Global Citizenship is good education because it involves children and young people fully in their own learning through the use of a wide range of active and participatory learning methods. These engage the learner while developing confidence, self-esteem and skills of critical thinking, communication, co-operation and conflict resolution. These are all vital ingredients in improving motivation, behaviour and achievement across the school.
- Current use of the world's resources is inequitable and unsustainable. As the gap between rich and poor widens, poverty continues to deny millions of people around the world their basic rights. Education is a powerful tool for changing the world because tomorrow's adults are the children and young people we are educating today. Education for Global Citizenship encourages children and young people to care about the planet and to develop empathy with, and an active concern for, those with whom they share it.

## What is Education for Global Citizenship?

Education for Global Citizenship gives children and young people the opportunity to develop critical thinking about complex global issues in the safe space of the classroom. This is something that children of all ages need, for even very young children come face to face with the controversial issues of our time through the media and modern communications technology. Far from promoting one set of answers, Education for Global Citizenship encourages children and young people to explore, develop and express their own values and opinions, whilst listening to and respecting other people's points of view. This is an important step towards children and young people making informed choices as to how they exercise their own rights and their responsibilities to others.

Schoolchildren improvising a role play during a lesson about the banana trade. Participatory methodologies are used a lot in Education for Global Citizenship. ►



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### The 21st-century context

Today, more than ever before, the global is part of our everyday local lives. We are linked to others on every continent:

- socially through the media and telecommunications
- culturally through movements of people
- economically through trade
- environmentally through sharing one planet
- politically through international relations and systems of regulation.

Education for Global Citizenship uses a multitude of participatory teaching and learning methodologies, including discussion and debate, role-play, ranking exercises, and communities of enquiry. These methods are now established as best practice in education, and are not unique to Education for Global Citizenship. However, used in conjunction with a global perspective, they will help young people to learn how decisions made by people in other parts of the world affect our lives, just as our decisions affect the lives of others.

### Relevant to all areas of the curriculum

The scope of Education for Global Citizenship is wider than a single scheme of work or subject. It is more than simply the international scale in Citizenship, or teaching about a distant locality in Geography. It is relevant to all areas of the curriculum, all abilities and all age ranges. Ideally it encompasses the whole school – for it is a perspective on the world shared within an institution, and is explicit not only in what is taught and learned in the classroom, but in the school's ethos. It would be apparent, for example, in decision-making processes, estate management, purchasing policies, and in relationships between pupils, teachers, parents and the wider community.

## The Global Citizen

Oxfam sees the 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
- is outraged by social injustice
- participates in the community at a range of levels, from the local to the global
- is willing to act to make the world a more equitable and sustainable place
- takes responsibility for their actions.

Education for Global Citizenship helps pupils to recognise their connections to people in other parts of the world. ►

## A Curriculum for Global Citizenship

Oxfam's Curriculum for Global Citizenship, outlined on pages 5–7, recommends the knowledge, skills, values and attitudes which we believe young people need in order to enable them to develop as Global Citizens. Many of the ideas it promotes are reflected in what teachers may know as multicultural, anti-racist, development or environmental education, but Education for Global Citizenship builds on these and other 'educations' to offer a specific – and unique – response to the challenges facing us in the 21st century.

Since the Curriculum for Global Citizenship was developed in 1997, it has been used by many schools. However, it is not set in stone. Teachers and young people might find that there are other areas of knowledge they would like to explore, other skills they need to acquire and other values they want to examine. In a changing world, we need to be flexible and thoughtful about how to educate for Global Citizenship.



Dave Clark / Oxfam

Oxfam's Curriculum for Global Citizenship is based on years of experience in development education and on Oxfam's core beliefs. But of course not everyone will agree what makes an effective Global Citizen, and different people will have different ideas about the key characteristics of the 'good' and 'responsible' Global Citizen. See the box above for ours.

### Education for Global Citizenship is ...

- asking questions and developing critical thinking skills
- equipping young people with knowledge, skills and values to participate as active citizens
- acknowledging the complexity of global issues
- revealing the global as part of everyday local life, whether in a small village or a large city
- understanding how we relate to the environment and to each other as human beings.

### Education for Global Citizenship is not ...

- too difficult for young children to understand
- mostly or all about other places and peoples
- telling people what to think and do
- providing simple solutions to complex issues
- an extra subject to cram into a crowded curriculum
- about raising money for charity.

# Key elements for Global Citizenship

The key elements for developing responsible Global Citizenship are identified as: knowledge and understanding; skills; and values and attitudes.

The curriculum outline on pages 5–7 then breaks these down according to age and key stage, to show progression and differentiation from Foundation Stage/Early Years to 16–19.

The curriculum outline incorporates progression, with each section building on the last. Thus skills such as sharing and listening, begun at Foundation Stage/Early Years, should develop throughout the child's education to 16–19.

Pages 8–11 give examples of how Education for Global Citizenship can be incorporated into professional practice.

- Page 8 gives activities which can be used to help teachers develop their ideas.
- Page 9 provides case studies of two schools which have integrated Education for Global Citizenship into their curricula.
- Pages 10–11 suggest some practical classroom activities.

## The 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



Crispin Hughes / Oxfam

◀ What skills, knowledge and values are necessary for a young person to become a Global Citizen?

# Curriculum for Global Citizenship Knowledge and understanding

Knowledge and understanding	Foundation Stage Early Years Under 5s	Key Stage 1 Stages P1–P3 Ages 5–7	Key Stage 2 Stages P4–P6 Ages 7–11	Key Stage 3 Stages P7–S2 Ages 11–14	Key Stage 4 S3–Standard grade Ages 14–16	Ages 16–19
<b>Social justice and equity</b>	<ul style="list-style-type: none"> <li>what is fair/unfair</li> <li>what is right and wrong</li> </ul>	<ul style="list-style-type: none"> <li>awareness of rich and poor</li> </ul>	<ul style="list-style-type: none"> <li>fairness between groups</li> <li>causes and effects of inequality</li> </ul>	<ul style="list-style-type: none"> <li>inequalities within and between societies</li> <li>basic rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>causes of poverty</li> <li>different views on the eradication of poverty</li> <li>role as Global Citizen</li> </ul>	<ul style="list-style-type: none"> <li>understanding of global debates</li> </ul>
<b>Diversity</b>	<ul style="list-style-type: none"> <li>awareness of others in relation to self</li> <li>awareness of similarities and differences between people</li> </ul>	<ul style="list-style-type: none"> <li>greater awareness of similarities and differences between people</li> </ul>	<ul style="list-style-type: none"> <li>contribution of different cultures, values and beliefs to our lives</li> <li>nature of prejudice and ways to combat it</li> </ul>	<ul style="list-style-type: none"> <li>understanding of issues of diversity</li> </ul>	<ul style="list-style-type: none"> <li>deeper understanding of different cultures and societies</li> </ul>	<ul style="list-style-type: none"> <li>deeper understanding of different cultures and societies</li> </ul>
<b>Globalisation and interdependence</b>	<ul style="list-style-type: none"> <li>sense of immediate and local environment</li> <li>awareness of different places</li> </ul>	<ul style="list-style-type: none"> <li>sense of the wider world</li> <li>links and connections between different places</li> </ul>	<ul style="list-style-type: none"> <li>trade between countries</li> <li>fair trade</li> </ul>	<ul style="list-style-type: none"> <li>awareness of interdependence</li> <li>awareness of our political system and others</li> </ul>	<ul style="list-style-type: none"> <li>power relationships North/South</li> <li>world economic and political systems</li> <li>ethical consumerism</li> </ul>	<ul style="list-style-type: none"> <li>complexity of global issues</li> </ul>
<b>Sustainable development</b>	<ul style="list-style-type: none"> <li>living things and their needs</li> <li>how to take care of things</li> <li>sense of the future</li> </ul>	<ul style="list-style-type: none"> <li>our impact on the environment</li> <li>awareness of the past and the future</li> </ul>	<ul style="list-style-type: none"> <li>relationship between people and environment</li> <li>awareness of finite resources</li> <li>our potential to change things</li> </ul>	<ul style="list-style-type: none"> <li>different views of economic and social development, locally and globally</li> <li>understanding the concepts of possible and preferable futures</li> </ul>	<ul style="list-style-type: none"> <li>global imperative of sustainable development</li> <li>lifestyles for a sustainable world</li> </ul>	<ul style="list-style-type: none"> <li>understanding of key issues of Agenda 21</li> <li>lifestyles for a sustainable world</li> </ul>
<b>Peace and conflict</b>	<ul style="list-style-type: none"> <li>our actions have consequences</li> </ul>	<ul style="list-style-type: none"> <li>conflicts past and present in our society and others</li> <li>causes of conflict and conflict resolution – personal level</li> </ul>	<ul style="list-style-type: none"> <li>causes of conflict</li> <li>impact of conflict</li> <li>strategies for tackling conflict and for conflict prevention</li> </ul>	<ul style="list-style-type: none"> <li>causes and effects of conflict, locally and globally</li> <li>relationship between conflict and peace</li> </ul>	<ul style="list-style-type: none"> <li>conditions conducive to peace</li> </ul>	<ul style="list-style-type: none"> <li>complexity of conflict issues and conflict resolution</li> </ul>

# Curriculum for Global Citizenship Skills

Skills	Foundation Stage Early Years Under 5s	Key Stage 1 Stages P1–P3 Ages 5–7	Key Stage 2 Stages P4–P6 Ages 7–11	Key Stage 3 Stages P7–S2 Ages 11–14	Key Stage 4 S3 Standard grade Ages 14–16	Ages 16–19
<b>Critical thinking</b>	<ul style="list-style-type: none"> <li>● listening to others</li> <li>● asking questions</li> </ul>	<ul style="list-style-type: none"> <li>● looking at different viewpoints</li> <li>● developing an enquiring mind</li> </ul>	<ul style="list-style-type: none"> <li>● detecting bias, opinion and stereotypes</li> <li>● assessing different viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>● media literacy</li> <li>● making informed decisions</li> </ul>	<ul style="list-style-type: none"> <li>● critically analysing information</li> <li>● making ethical judgements</li> </ul>	<ul style="list-style-type: none"> <li>● handling contentious and complex issues</li> </ul>
<b>Ability to argue effectively</b>	<ul style="list-style-type: none"> <li>● expressing a view</li> </ul>	<ul style="list-style-type: none"> <li>● beginning to state an opinion based on evidence</li> </ul>	<ul style="list-style-type: none"> <li>● finding and selecting evidence</li> <li>● beginning to present a reasoned case</li> </ul>	<ul style="list-style-type: none"> <li>● learning to develop/change position through reasoned argument</li> </ul>	<ul style="list-style-type: none"> <li>● arguing rationally and persuasively from an informed position</li> </ul>	<ul style="list-style-type: none"> <li>● political literacy</li> <li>● participating in relevant political processes</li> </ul>
<b>Ability to challenge injustice and inequalities</b>	<ul style="list-style-type: none"> <li>● beginning to identify unfairness and take appropriate action</li> </ul>	<ul style="list-style-type: none"> <li>● beginning to identify unfairness and take appropriate action</li> </ul>	<ul style="list-style-type: none"> <li>● recognising and starting to challenge unfairness</li> </ul>	<ul style="list-style-type: none"> <li>● starting to challenge viewpoints which perpetuate inequality</li> </ul>	<ul style="list-style-type: none"> <li>● selecting appropriate action to take against inequality</li> </ul>	<ul style="list-style-type: none"> <li>● campaigning for a more just and equitable world</li> </ul>
<b>Respect for people and things</b>	<ul style="list-style-type: none"> <li>● starting to take care of things – animate and inanimate</li> <li>● starting to think of others</li> </ul>	<ul style="list-style-type: none"> <li>● empathising and responding to the needs of others</li> <li>● making links between our lives and the lives of others</li> </ul>	<ul style="list-style-type: none"> <li>● making choices and recognising the consequences of choices</li> </ul>	<ul style="list-style-type: none"> <li>● growing ability to take care of things – animate and inanimate</li> </ul>	<ul style="list-style-type: none"> <li>● following a personal lifestyle for a sustainable world</li> </ul>	<ul style="list-style-type: none"> <li>● following a personal lifestyle for a sustainable world</li> </ul>
<b>Co-operation and conflict resolution</b>	<ul style="list-style-type: none"> <li>● co-operating</li> <li>● sharing</li> <li>● starting to look at resolving arguments peacefully</li> <li>● starting to participate</li> </ul>	<ul style="list-style-type: none"> <li>● tact and diplomacy</li> <li>● involving/including society and others</li> </ul>	<ul style="list-style-type: none"> <li>● accepting and acting on group decisions</li> <li>● compromising</li> </ul>	<ul style="list-style-type: none"> <li>● negotiation</li> </ul>	<ul style="list-style-type: none"> <li>● negotiation</li> <li>● mediation</li> </ul>	<ul style="list-style-type: none"> <li>● negotiation</li> <li>● conflict resolution</li> </ul>

# Curriculum for Global Citizenship Values and attitudes

	Foundation Stage Early Years Under 5s	Key Stage 1 Stages P1–P3 Ages 5–7	Key Stage 2 Stages P4–P6 Ages 7–11	Key Stage 3 Stages P7–S2 Ages 11–14	Key Stage 4 S3 Standard grade Ages 14–16	Ages 16–19
<b>Values and attitudes</b>						
<b>Sense of identity and self-esteem</b>	<ul style="list-style-type: none"> <li>sense of identity and self-worth</li> </ul>	<ul style="list-style-type: none"> <li>awareness of and pride in individuality</li> </ul>	<ul style="list-style-type: none"> <li>sense of importance of individual worth</li> </ul>	<ul style="list-style-type: none"> <li>open-mindedness</li> </ul>	<ul style="list-style-type: none"> <li>open-mindedness</li> </ul>	<ul style="list-style-type: none"> <li>open-mindedness</li> </ul>
<b>Empathy and sense of common humanity</b>	<ul style="list-style-type: none"> <li>concern for others in immediate circle</li> </ul>	<ul style="list-style-type: none"> <li>interest in and concern for others in wider sphere</li> </ul>	<ul style="list-style-type: none"> <li>empathy towards others locally and globally</li> </ul>	<ul style="list-style-type: none"> <li>compassion</li> <li>sensitivity to the needs and rights of others</li> </ul>	<ul style="list-style-type: none"> <li>sense of common humanity and common needs</li> </ul>	<ul style="list-style-type: none"> <li>sense of individual and collective responsibility</li> </ul>
<b>Commitment to social justice and equity</b>	<ul style="list-style-type: none"> <li>sense of fair play</li> </ul>	<ul style="list-style-type: none"> <li>sense of personal indignation</li> <li>willingness to speak up for others</li> </ul>	<ul style="list-style-type: none"> <li>growing interest in world events</li> <li>sense of justice</li> </ul>	<ul style="list-style-type: none"> <li>concern for injustice and inequality</li> <li>willingness to take action against inequity</li> </ul>	<ul style="list-style-type: none"> <li>commitment to social justice and equity</li> </ul>	<ul style="list-style-type: none"> <li>commitment to the eradication of poverty</li> </ul>
<b>Value and respect for diversity</b>	<ul style="list-style-type: none"> <li>positive attitude towards difference and diversity</li> </ul>	<ul style="list-style-type: none"> <li>valuing others as equal and different</li> <li>willingness to learn from the experiences of others</li> </ul>	<ul style="list-style-type: none"> <li>growing respect for difference and diversity</li> </ul>	<ul style="list-style-type: none"> <li>respecting the rights of all to have a point of view</li> </ul>	<ul style="list-style-type: none"> <li>valuing all people as equal and different</li> </ul>	<ul style="list-style-type: none"> <li>valuing all people as equal and different</li> </ul>
<b>Concern for the environment and commitment to sustainable development</b>	<ul style="list-style-type: none"> <li>appreciation of own environment and living things</li> <li>sense of wonder and curiosity</li> </ul>	<ul style="list-style-type: none"> <li>concern for the wider environment</li> <li>beginning to value resources</li> <li>willingness to care for the environment</li> </ul>	<ul style="list-style-type: none"> <li>sense of responsibility for the environment and the use of resources</li> </ul>	<ul style="list-style-type: none"> <li>concern about the effects of our lifestyles on people and the environment</li> </ul>	<ul style="list-style-type: none"> <li>concern for the future of the planet and future generations</li> <li>commitment to a lifestyle for a sustainable world</li> </ul>	<ul style="list-style-type: none"> <li>commitment to sustainable development</li> </ul>
<b>Belief that people can make a difference</b>	<ul style="list-style-type: none"> <li>willingness to admit to and learn from mistakes</li> </ul>	<ul style="list-style-type: none"> <li>awareness that our actions have consequences</li> <li>willingness to co-operate and participate</li> </ul>	<ul style="list-style-type: none"> <li>belief that things can be better and that individuals can make a difference</li> </ul>	<ul style="list-style-type: none"> <li>willingness to take a stand on global issues</li> </ul>	<ul style="list-style-type: none"> <li>willingness to work towards a more equitable future</li> </ul>	<ul style="list-style-type: none"> <li>willingness to work towards a more equitable future</li> </ul>

# Getting started: Activities for teachers

These activities are designed to stimulate discussion amongst teachers about Education for Global Citizenship, and to develop their understanding of it. The activities can be used for sessions which focus on processes of curriculum and/or whole-school development. They are suitable for use with the whole staff, year teams or subject departments.

## Activity 1

### What is a Global Citizen?

1. Explore participants' initial ideas by asking them to say the first word or phrase that comes into their minds when they hear the term 'Global Citizen'. Discuss the words that emerge.
2. Brainstorm the qualities or traits participants think would characterise a Global Citizen. Write down all the suggestions, then discuss and group them, in order to arrive at nine statements that largely cover the traits highlighted.
3. Compare the list to Oxfam's list on page 3. Do participants agree with Oxfam? Would they alter any of their own list of characteristics?
4. As a further development, groups of teachers could rank the nine statements using a diamond ranking system, according to the relative importance they attach to each one.

## Activity 2

### Thinking about Education for Global Citizenship

1. Using the list of characteristics of a Global Citizen agreed in the previous session, ask participants to consider (in groups) what knowledge and understanding, skills, and values and attitudes education needs to help young people develop in order to prepare them for Global Citizenship. Knowledge and understanding could include globalisation, poverty or any other global issues they consider important.
2. Compare these with Oxfam's key elements for responsible Global Citizenship (see page 4). Do participants want to revise their ideas? Do they disagree with any elements of the Oxfam framework?

## Activity 3

### A Global Citizenship audit

1. Conduct a Global Citizenship audit in order to highlight where the school is already supporting Global Citizenship through its ethos, curriculum, and teaching and learning policies, and to identify where there is potential to do more. Download a ready-made audit from Oxfam's Cool Planet website for teachers,\* or design your own audit based on your list of characteristics of a Global Citizen and your key elements of Education for Global Citizenship (see activities 1 and 2).
2. Complete the audit over a period of time, making sure you talk to different sections of the school community, including pupils, parents, school board members and governors. How does their feedback differ? What does this tell you?
3. Review the school's development plan in the light of the audit.

\* [www.oxfam.org.uk/coolplanet/teachers/globciti/wholeschool/getstarted.htm](http://www.oxfam.org.uk/coolplanet/teachers/globciti/wholeschool/getstarted.htm)



# Global Citizenship and the whole school

Education for Global Citizenship can be instrumental in whole-school improvement. It can provide coherence, purpose and motivation in teaching and learning. Integrating the principles of Education for Global Citizenship across the curriculum and whole life of a school can present many challenges, but the following case studies demonstrate the difference that it can make.

## Creating happy, healthy, responsible and confident citizens

An inner-city primary school, praised by Ofsted for its creative approach to teaching and learning, decided to develop a curriculum which would inspire and empower pupils as part of its school improvement strategy. It wanted to make teaching and learning more cohesive and to create a curriculum that would be 'relevant, responsive and engaging'. After some research and consultation with parents and pupils, the school decided that creating a curriculum framework based on the principles of Education for Global Citizenship and Sustainable Development would help it achieve its aims.

The school used Oxfam's *Curriculum for Global Citizenship*, as well as information from the QCA and other sources, to identify what concepts, skills and values it wanted children to learn in addition to statutory requirements; then it integrated these into cross-curricular, thematic units of work. For example, in one unit, pupils study conflict resolution through role play while learning about the Tudors.

The informal curriculum was also carefully addressed. The school grounds offer a safe and secure space for pupils: the School Council manages the playground and oversees a rota of activities; playground friends and peer mediators support children; and gardening teams care for the garden. Circle time and assemblies are used to discuss issues of concern to pupils, and the results of these discussions are fed back to the School Council.

The school is happy with the outcome of this change. The deputy head says, 'Our curriculum has been a powerful tool in enabling us to achieve our strategic aim for pupils: to become happy, healthy, responsible and confident citizens in a rapidly changing environment.'

## A wide sense of achievement

A comprehensive school serving rural communities in the Highlands of Scotland formulated a clear and challenging vision statement: '*All pupils leaving the school and all staff in it will be active global citizens.*'

The staff recognised that in order for Global Citizenship to be sustainable, it had to be embedded in the normal work of all subject departments and an integral part of the School Development Plan – not as a separate item but as part of raising achievement and improving teaching and learning. A senior member of staff has been given formal responsibility for the global dimension while staff, pupils, parents and the wider community have been given the opportunity to contribute. Staff have been given time to do extra planning, money to buy resources and opportunities for training. They also discuss and share developments of this aspect of their work at regular lunchtime sessions over a free buffet lunch and cakes.

One example of Global Citizenship in the curriculum is English lessons for S3, in which pupils learn about child labour through creative writing and oral work. In one instance, they researched the problem, and then became so enthusiastic that they exceeded the requirements of the course and proceeded to write to MSPs and multinational companies. They presented their findings to an assembly attended by Jack McConnell, Scotland's First Minister.

Beyond the formal curriculum, pupils are involved in the management of a vending machine that supplies fair trade, organic and healthy snack options; a Fair Trade tuck shop; and a Fair Trade website. The school is also part of an EU *Comenius* sustainability project together with schools in Poland and Italy. All S2 pupils study 'Life in Malawi' using material developed from links with schools in that country.

The deputy head observes that 'Global Citizenship helps create a good learning atmosphere and gives pupils a wide sense of achievement'.

# Activities for Global Citizenship

Education for Global Citizenship can be integrated into all areas of the curriculum. The following activities develop some of the skills and values that are central to Global Citizenship. They can be adapted for use in many different curriculum areas with a wide range of age groups and ability levels. Although they are used here to examine particular issues, they could be used to extend pupils' thinking about many other issues associated with Global Citizenship.

## Activity

### Using photographs (Foundation stage/Early years)

Photographs play an important part in forming our attitudes towards other people, cultures and places. They can be used to great effect even with very young children, to prompt questions, challenge stereotypes, build empathy and develop respect for children's own and other cultures. The following activities can help to build these skills and values.

#### *Changing situations*

Looking carefully at a photograph, discuss with the children what they think is happening. Then, encouraging them to use evidence from the photograph, ask them to think about what might have happened before the photograph was taken and what might happen afterwards. Encourage them to justify what they say.

#### *Beyond the frame*

Stick a photograph in the middle of a very large sheet of paper. Look carefully at the image and discuss what is in it. What might lie beyond its borders? After discussion, each child in the group can help to draw on the paper, around the image, what the group has agreed lies beyond the frame.

#### *Putting yourself in the picture*

Look carefully at a picture and discuss it in detail with the children. Allow the children to make drawings of themselves and add them to the picture. Talk about the similarities between the children and the people in the photograph.

#### *Links and commonalities*

Show the children a picture of someone in another country. Ask them to think of all the commonalities and links between their lives and the life of the person in the picture.

A Brazilian girl playing with her friends. Photo activities can help children appreciate diversity, challenge stereotypes and develop respect for other cultures. ►



Julio Echert / Oxfam

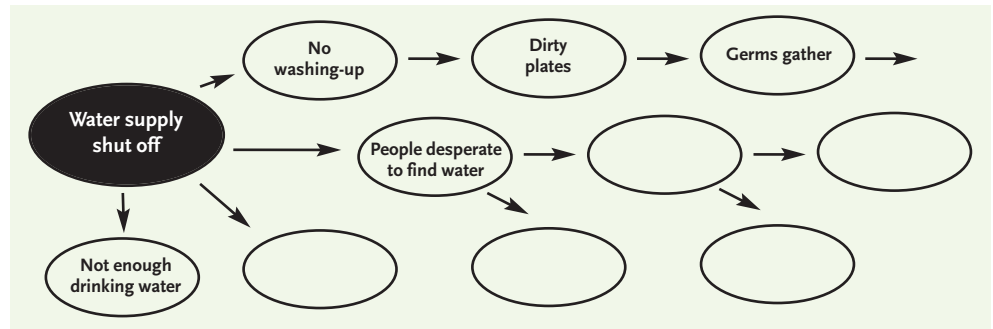
## Activity

### Aim

This activity develops critical thinking and communication skills, helping pupils make connections from their own experience to a global issue.

## Water for all: from local to global thinking (age 7+)

1. Ask pupils questions about the supply and consumption of water in their own lives. They should then imagine that when they go home, they find that the water supply has been shut off with no prospect of it being restored soon.
  - How would being without water affect them and those around them? Encourage them to think widely about the effects.
  - Are any of their ideas linked to each other? Does one thing sometimes lead to another?
2. Show them the diagram below and explain that it helps illustrate how one problem causes another, which can then lead to further problems.



3. Working as a class, track through one chain of likely consequences. Pupils can then work in groups and try to track other chains of consequences using large sheets of paper. Allow time for the groups to report back. Discuss with them the enormity of the consequences of having insufficient safe water. Would these apply to anyone, no matter where in the world they lived?

### Further work

There are many ways to extend this work, from research into the causes and consequences of water shortage to conservation activities and work about human rights, all of which are outlined in Oxfam's Water for All online resource ([www.oxfam.org.uk/coolplanet/water/index.htm](http://www.oxfam.org.uk/coolplanet/water/index.htm)).

## Activity

### Aim

This activity promotes the development of critical thinking and media literacy skills through an exploration of conflict issues and how they are reported.

## Investigating conflict, interrogating the media (age 11+)

1. Ask pupils to watch a TV news programme and record brief details of all stories that include an element of conflict. How is the conflict portrayed? Heroically, as a good thing, as a bad thing, neutrally or in another way? Discuss pupils' findings in the next lesson.
2. Pupils can then investigate an aspect of a current conflict, using newspapers on the internet. Ask them to find a range of newspapers, from the UK and abroad, and to search for two or more articles on the same conflict. They should evaluate their sources, by asking questions such as:
  - Is there more fact or opinion?
  - Does the report or article set out to be factual or is its purpose to present a point of view? How do you know?
  - How could the style of writing be described?
  - How does the use of language affect how you feel about the conflict and its causes?
  - What images are used? Why were these images chosen? What effects do they have?
  - Who is providing information? Who has a voice?
  - Whose voices are missing?
3. How do they think the same newspapers would report future events in the same conflict?

### Useful websites

<http://allafrica.com> features links to newspapers from all over Africa.

[www.newslink.org](http://www.newslink.org)  
[www.newsdirectory.com](http://www.newsdirectory.com)  
[www.worldpress.org](http://www.worldpress.org) contain links to newspapers from all over the world.

# Resources and further reading

## Catalogue for Schools

Oxfam's *Catalogue for Schools* contains over 400 specially selected resources for Global Citizenship across all curriculum areas, including teaching packs, books, games, posters and videos/DVDs. There are also sections with resources for continuing professional development and initial teacher education. The resources will help you bring the wider world into your classroom, give you ideas on tried-and-tested active learning methodologies, and provide you with information about the issues facing today's young people.

The catalogue is available free of charge from: Supporter Relations Team, Oxfam House, John Smith Drive, Oxford OX4 2JY  
Tel: 0870 333 2700  
Email: [education@oxfam.org.uk](mailto:education@oxfam.org.uk)

You can browse and buy resources online at [www.oxfam.org.uk/publications](http://www.oxfam.org.uk/publications)

For further free copies of this guide or general information about Oxfam's work, contact the Supporter Relations Team at the address above.

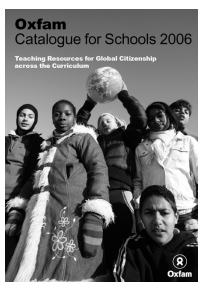
## Recommended classroom resources

**Your World, My World: A Wake up, World photo-pack for Citizenship, PSE and PSD**, Oxfam 2001

An enjoyable and imaginative way to teach young learners (ages four to nine) about who they are and about the lives of other children around the world. The pack contains 24 A4 colour photographs and a teacher's booklet which includes a detailed biography for each child featured and lots of background information about the countries where they live.

**Global Citizenship: The handbook for primary teaching**, Mary Young with Eilish Commins, Oxfam 2002

This comprehensive teacher's handbook explains what Global Citizenship is, why it is important, and how it can be incorporated into a school's ethos and practice. There are ideas for INSET, assemblies, classroom activities and reading books, as well as detailed lesson plans and worksheets for geography and literacy.



**Change the World in Eight Steps: A set of posters and activities for 7–14 year olds investigating the UN Millennium Development Goals**, Oxfam 2005

This pack of nine posters introduces pupils to the UN Millennium Development Goals, international targets for reducing world poverty by 2015. Each poster is accompanied by teachers' notes and activities which help pupils to understand and reflect on global issues (such as trade, education and hunger), as well as to think about how they can contribute to positive change.

**Get Global! A skills-based approach to active global citizenship**, ActionAid 2003

This major publication, extensively researched and trialled in schools, provides a unique six-step method which can be adapted for use in any subject area and at different ages. Pupils begin by thinking about issues which are important to them, and progress through planning, group work and self-assessment. *Get Global!* was funded jointly by ActionAid, CAFOD, Christian Aid, Oxfam, Save the Children and DfID as a way of promoting active global citizenship.

Can be downloaded free of charge from: [www.oxfam.org.uk/coolplanet/teachers/getglobal/index.htm](http://www.oxfam.org.uk/coolplanet/teachers/getglobal/index.htm)

The above resources are available through the Oxfam *Catalogue for Schools* (see above). They can also be ordered from our distributors, BEBC (tel: 01202 712933; email: [oxfam@bebc.co.uk](mailto:oxfam@bebc.co.uk)).

## Useful information on Education for Global Citizenship

**Developing the Global Dimension in the School Curriculum**, Department for Education and Skills 2005

This user-friendly booklet for teachers was developed by DfES in conjunction with DfID, and other partners. It is available free from DfID (tel: 0845 300 4100; email: [enquiry@dfid.gov.uk](mailto:enquiry@dfid.gov.uk)). Copies can be downloaded from: [www.dea.org.uk/schools/depublications.html](http://www.dea.org.uk/schools/depublications.html)

**Education for Sustainable Development and Global Citizenship**, National Assembly for Wales in partnership with ACCAC, Estyn and DfID 2002

This booklet contains Estyn guidelines for the inspection and evaluation of ESDGC, as well as advice on cross-curricular planning and examples of good practice. Available free from ACCAC (tel: 029 2037 5400; email: [publications@accac.org.uk](mailto:publications@accac.org.uk)). Copies can be downloaded from: [www.accac.org.uk](http://www.accac.org.uk).

## Contacting Oxfam's education teams

Oxfam supports Education for Global Citizenship by publishing resources for teachers and by working with other organisations (such as development education centres, government bodies, other NGOs and teacher training institutions) to support curriculum development and educational practice.

For further information, or to view the resources in Oxfam's *Catalogue for Schools* (by appointment), contact us in London, Cardiff or Glasgow.

### England

#### Oxfam Development Education

Ground Floor, 232–242 Vauxhall Bridge Road, Victoria, London SW1V 1AU  
Tel: 020 7802 9985  
Email: [vicdeved@oxfam.org.uk](mailto:vicdeved@oxfam.org.uk)

We always need teachers to help us trial new publications. If you are interested in doing this, please email [depublications@oxfam.org.uk](mailto:depublications@oxfam.org.uk)

### Wales

#### Oxfam Development Education

5th Floor, Market Buildings, 5–7 St Mary Street, Cardiff CF10 1AT  
Tel: 0870 010 9007  
Email: [oxfamcymru@oxfam.org.uk](mailto:oxfamcymru@oxfam.org.uk)

### Scotland

#### Oxfam Development Education

207 Bath Street, Glasgow G2 4HZ  
Tel: 0845 900 5678  
Email: [scotland@oxfam.org.uk](mailto:scotland@oxfam.org.uk)

## Cool Planet

Our website, Cool Planet ([www.oxfam.org.uk/coolplanet](http://www.oxfam.org.uk/coolplanet)) contains many downloadable lesson plans and activities, plus photo-stories, online resources, our online catalogue and other useful information.

Highlights include:

- Three online learning resources:
  - Milking It: Small farmers and international trade. A global citizenship resource (for 13–16 year olds)
  - Water for All (for 9–13 year olds)
  - Mapping our World (for 8–14 year olds).
- Latest news for teachers from the world of Education for Global Citizenship: conferences, events, special days and new resources.
- Subscribe to our termly e-newsletter to get the latest news about Education for Global Citizenship in your inbox.



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