

# Teaching and Learning

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This section highlights some of the global dimension work that is happening in partnership classrooms.

The subject titles used on pages 66–91 are intended to be illustrative of global dimension possibilities across a range of national curricula. Our apologies if we have not provided a reasonable reflection of the curriculum in your country.



# Global dimension classrooms

The best starting point for joint curricular work is for partner schools to identify existing opportunities in their respective curricula for global dimension activities. Oxfam's *Education for Global Citizenship* has been developed for UK curricula. DFID Global School Partnerships has found it a valuable tool for partnership teachers working at the same stages or in the same subject areas to identify what's already happening in both curricula.

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## Education for Global Citizenship

### Concepts

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 and sense of common humanity  
Commitment to social justice and equity  
Value and respect for diversity  
Concern for the environment and commitment to sustainable development  
Belief that people can make a difference

The grids on pages 61–63 illustrate how these concepts, skills, values and attitudes might be reflected with learners of different ages:

- under 5 years old
- ages 5–7 years
- ages 7–11 years
- ages 11–14 years
- ages 14–16 years
- ages 16–19 years.

There is a wealth of classroom resources for all subjects and stages which can be used to inspire innovative global dimension work between partners. A selection of resources is listed on pages 92–94.

## Agenda 21

Agenda 21 is a United Nations global action plan for sustainable development. The number 21 refers to the 21st century. Agenda 21 is referred to on page 61.



*Using Oxfam's Education for Global Citizenship in Tanzania*



Use the grids on pages 61–63 to identify what is already happening in partner schools' curricula and identify the opportunities for joint work. Are there other opportunities beyond the curriculum?



### Web links

Agenda 21: [www.un.org/esa/sustdev/agenda21](http://www.un.org/esa/sustdev/agenda21)  
Education for Global Citizenship  
[www.oxfam.org.uk/coolplanet/teachers/globciti](http://www.oxfam.org.uk/coolplanet/teachers/globciti)

Global dimension: a database of teaching and learning resources for all curricular subjects and stages [www.globaldimension.org.uk](http://www.globaldimension.org.uk)

# Knowledge and understanding

## 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>

# Skills

## 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>

# Values and attitudes

Curriculum for Global Citizenship Values and attitudes						
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>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>

# Cross-curricular approaches

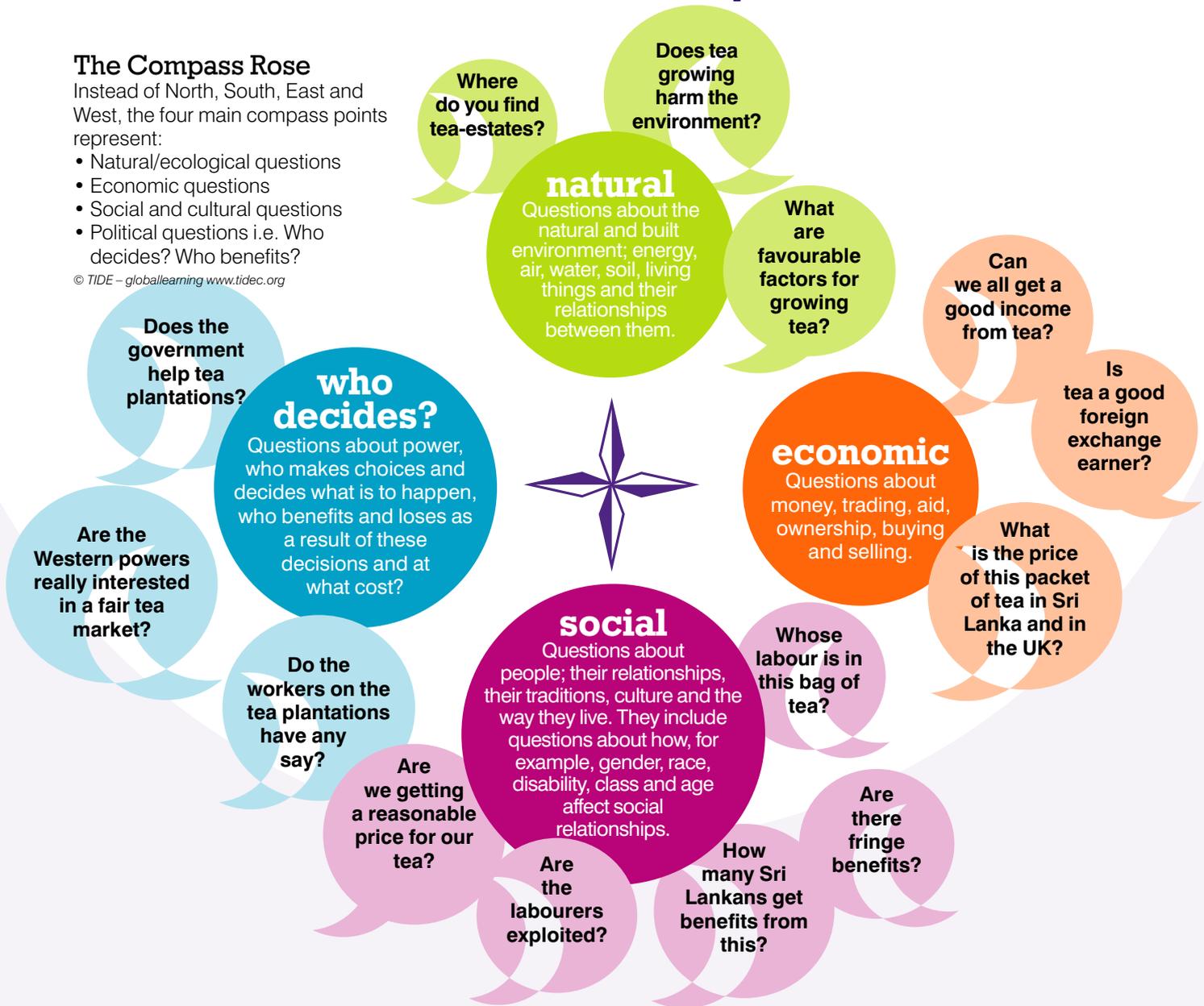
Many partnerships explore themes which connect both communities, e.g. family life, trade, farming, conflict resolution, history, sustainable development. The Compass Rose provides a framework which draws out commonalities and illustrates cross-curricular possibilities.

## The Compass Rose

Instead of North, South, East and West, the four main compass points represent:

- Natural/ecological questions
- Economic questions
- Social and cultural questions
- Political questions i.e. Who decides? Who benefits?

© TIDE – globallearning [www.tidec.org](http://www.tidec.org)



Use the Compass Rose to plan a theme which would be of interest in your partnership.

**Web link**  
Compass Rose: [www.tidec.org/Downloads/compass%20rose/DCR\\_text.pdf](http://www.tidec.org/Downloads/compass%20rose/DCR_text.pdf)

Sri Lankan teachers used the Compass Rose framework to explore the connections between tea production in Sri Lanka and its consumption in the UK.

# Developing thinking skills

Some partnerships have taken a skills-based approach to collaborative learning. Philosophy for Children techniques have been used to support creative and challenging learning opportunities between learners from very different backgrounds. Professional development opportunities for Philosophy for Children are available from SAPERRE (see below).

Throughout the history of the partnership there has been an emphasis on using dialogue and philosophical enquiry as a key teaching and learning strategy. In emphasising the development of philosophical enquiry, the schools are moving beyond adding more subject matter to the curriculum and towards implementing a pedagogical model where process and desired outcomes are closely aligned.

Examples of how this is happening include enquiries into children's rights using a video made by Mexican students as a stimulus to generate questions. Images of the South-East Asian Tsunami were used in Geography lessons in both schools and fruits of enquiry shared. In History, a mural of Diego Rivera is a stimulus for generating questions in a unit on 'Colonialism and Slavery' with year 8. In Personal, Social and Health Education, year 7 students look at owl conservation in Mexico and the UK. Questions generated are shared to promote common awareness of global environmental issues.

Ulverston Victoria High School, England partnered with Secundaria Tecnica 44 'Francisco Villa', Mexico.

## How can Philosophy for Children support a global dimension?

Philosophy for Children helps learners to develop their own thinking and opinions through philosophical discussion with other learners. The method requires participants to reason and explain their thinking, to listen and build on the ideas of others.

Learners sit in a circle with a facilitator whose role it is to help uncover the philosophical in the issues discussed. The learners lead the dialogue, steering it in the direction they choose. The facilitator asks questions to enable learners to enquire more deeply and challenge their assumptions.

Philosophy for Children develops the following global dimension skills and attitudes: open-mindedness, critical thinking, listening, respect, co-operation, empathy and the ability to give reasons for an opinion. It can help learners to think rigorously about controversial global issues. It allows learners to develop their own opinions based on gathering and hearing evidence from a range of sources. This is essential for genuine participation in action for change.

Development Education Centre, South Yorkshire



### Web links

Cumbria Development Education Centre: [www.cdec.org.uk](http://www.cdec.org.uk)

Development Education Centre, South Yorkshire:

[www.decsy.org.uk/projects.asp](http://www.decsy.org.uk/projects.asp)

Philosophy for Children: [www.sapere.net](http://www.sapere.net)

# Art

## Partnerships can incorporate a global dimension by ...

using artworks to explore social justice, diversity, globalisation, sustainable development, peace and conflict themes which have relevance to partner schools	developing negotiation and conflict resolution skills, critical thinking and open-mindedness	supporting learners in dealing with uncertainty and ambiguity and encouraging long-term thinking
exploring the ways individuals, communities and cultures shape and are shaped by others locally and globally	encouraging learners in partner schools to examine their own and others' assumptions and express their individual and cultural identities	making artistic connections between partner countries or regions in ways which reflect universal values and questions
using the contemporary and traditional work of artists and craftspeople – painters, potters, printmakers, weavers, sculptors, embroiderers – to illustrate diversity in the UK and in partner countries and regions	comparing, analysing and contextualising art forms from partner countries	enabling learners in partner countries to collaborate on joint art projects in an equitable way

### Textile techniques

Partners in England and Peru compared local techniques for textile work, including weaving, batik, dyeing and printing. Learners discovered the basics of these techniques, exchanged the objects they created and photographs of the processes. Cross-curricular work was developed by looking at issues of local versus global production and fair trade.

### Insights through art

In a cluster partnership of primary and secondary schools in England and Uganda, art has been used to explore and express key citizenship concerns. Stereotypes have been challenged and learners have considered issues of health, the environment and global inequality. One of the English schools co-ordinated an art exhibition to celebrate the emerging partnership. The week-long exhibition of two and three-dimensional art included works by learners aged 5–19 from eight schools in each country. Work displayed included sculpture, carving and batik as well as drawing and painting. A toy truck made from old cans and wire created a deep impression, and made the Personal, Social and Health Education programme on recycling really come alive. Through the display, learners gained an insight into other cultures and found many of their assumptions about artistic style and purpose challenged.



*What do you think about our puppets?*

# Learners' activities

- Create class and personal images representing learners' identities. Collate this into one art piece and present it to your partner school.
- Make a collection of objects that are aesthetically pleasing and used in daily life. How many are made locally? Are any made from natural or local resources? Make a collage of the different surfaces and textures of the objects. Find out how the objects are produced. Exchange collections and collages.
- Make a collection of cartoons and other images from newspapers, street hoardings, poster campaigns, magazines etc which illustrate global issues of relevance to partner schools, e.g. HIV/AIDS, gender issues, censorship, sustainable development, exclusion, equity. Compare and explore the effectiveness of the different forms and media used.
- Investigate the social, historical and cultural contexts of significant images and artefacts in the collections of a local or national gallery or museum.
- Use photography and art to explore culture, identity, community and belonging. How have photographers and artists represented a culture which is not their own?
- Express positive future change artistically using a powerful image or artwork as stimulus.
- Examine how a global dimension issue (social justice and equity, diversity, globalisation, sustainable development, peace and conflict) has been communicated through the arts.
- Design and produce a calendar depicting the rights of the child, featuring artwork from both schools.
- Exchange fabric prints and textured cloth. Find out about different printing and weaving techniques and the history of weaving and cloth printing locally and globally. Plot different traditions on a map of the world. Where does the fabric in our favourite clothes or school uniforms come from?

## The Heart of West Africa

Appliqué techniques are used to produce banners which represent different Fon groups in Benin. Designs often feature proverbs. The banners are hung up at festivals and ceremonies but otherwise stay with the chief. They have a plain-coloured background and vibrant, coloured fabrics sewn in layers on top to create the narrative.

- Design a symbol or a series of symbols which tell a story about you, the place where you live or the people you live with.
- Label your design with the colours you are going to use and decide on the background colour.
- Cut out the shapes and stick or sew these onto your banner.

From *The Heart of West Africa*, Global Education Derby, 2001



*What do you think about our puppets?*

Teaching and Learning



### Web links

Aduna: [www.aduna.org.uk](http://www.aduna.org.uk)

Create Arts: [www.createarts.org.uk](http://www.createarts.org.uk)

Intercultural Centre, Hampshire: [www.hants.gov.uk/education](http://www.hants.gov.uk/education)

Justice Arts Education Project: [www.jaeproject.org.uk](http://www.jaeproject.org.uk)

RISC: [www.risc.org.uk](http://www.risc.org.uk)

The Arts: A Global Dimension: [www.dea.org.uk](http://www.dea.org.uk)

# Civics

Partnerships can incorporate a global dimension by ...

exploring social justice, diversity, globalisation, sustainable development, peace and conflict themes which have a relevance to partner schools in ways which illustrate commonalities as well as differences	developing negotiation and conflict resolution skills, critical thinking and open-mindedness	supporting learners in dealing with uncertainty and ambiguity and encouraging long-term thinking
making connections between the range of factors which influence current issues and controversies, e.g. environmental, social, cultural, economic and political	critically exploring universal concepts such as identity, diversity, culture and community	comparing democratic processes at school, local and national levels in partner countries or regions
comparing learners' rights and responsibilities – both perceived and actual	contributing to a participatory culture in partner schools, which enables learners to influence decisions, actions and learning	enabling learners in partner schools to collaborate on joint civics projects in an equitable way

In some countries similar concepts, skills and values and attitudes are explored in Modern Studies, Citizenship, and Personal and Social Education curricula.

## Democracy and conflict resolution

A citizenship day held at a school in Northern Ireland during a visit by teachers from its South African partner sparked extensive dialogue on issues of democracy, culture, society and education. The South African teachers engaged learners in workshops dealing with racism, sectarianism, conflict resolution, reconciliation and HIV/AIDS, conveying the South African perspective and encouraging learners to reflect on their own society. Supervised penpal links, joint curricular projects, exhibitions and the development of citizenship materials evolved subsequently and are continuously being developed and expanded by teachers and learners at both schools.

## Priorities

A partnership between schools in Kenya and England used an activity from *Final Frontiers?* ([www.leedsdec.org.uk/publications](http://www.leedsdec.org.uk/publications)) to explore what was important to Kenyan pastoralists and to themselves. Groups first selected the six most important items for them from a set of 18; then six which were fairly important; and finally the six which were least important. Class responses were collated and similarities and differences within and between classes were identified. These were exchanged and partners were asked to explain any surprising responses.



# Learners' activities

- Exchange information about the ages at which young people are expected and/or allowed to do things, e.g. get married, work, vote, be responsible for younger siblings.
- Use the partnership to investigate crime and poverty in both countries – what are the preconceptions and what is the reality?
- Explore topics such as what it is like to be a teenager/a youth/young person.
- Organise parallel debates on an important global issue in partner schools.
- Research and exchange information about local voluntary and community groups.
- Jointly plan and hold events to celebrate international days (see page 113). Send a recording of the event to your partner school.
- Research the ways in which human rights are defined by international and national legal instruments, including the UK Human Rights Act. Exchange the findings with partner schools.
- Plan joint awareness-raising days about child poverty or sustainable development in both partner countries.
- Write joint letters or petitions to world leaders about the UN Millennium Development Goals (see page 57).
- Compare school council effectiveness and procedures in partner schools and recommend improvements.
- Compare each school's environmental footprint and suggest improvements.
- Produce a joint newspaper to highlight global issues of concern in both partner schools.
- Exchange and compare information on the form of government and voting systems in each country.

## What rights should we have?

Brainstorm and write down suggestions the learners make about their own rights. For example, we have the right to:

- be treated kindly
- eat healthy food
- go to school
- be loved and cared for.

Rank the suggestions in order of importance – make a Children's Charter.

Give copies of the summary of the UN Convention on the Rights of the Child to pairs of children. Discuss how this compares with their own charter. Is there anything they would like to change or add to their charter or to the UN charter?

From *Take part! Speak Out!* Manchester Development Education Project, 1988



### Web links

Action Aid: [www.globallinks.org.uk](http://www.globallinks.org.uk)  
 CAFOD: [www.cafod.org.uk/resources](http://www.cafod.org.uk/resources)  
 Christian Aid: [www.christian-aid.org.uk/learn](http://www.christian-aid.org.uk/learn)  
 Learning Africa: [www.learningafrica.org.uk](http://www.learningafrica.org.uk)  
 Open Spaces for Dialogue and Enquiry Methodology:  
[www.osdemethodology.org.uk](http://www.osdemethodology.org.uk)  
 Oxfam: [www.oxfam.org.uk/coolplanet.org.uk](http://www.oxfam.org.uk/coolplanet.org.uk)  
 Save the Children Fund: [www.savethechildrenfund.org.uk/taster](http://www.savethechildrenfund.org.uk/taster)  
 Trocaire: [www.trocaire.org/education/educationresources](http://www.trocaire.org/education/educationresources)  
 UNICEF: [www.unicef.org.uk/resources](http://www.unicef.org.uk/resources)

# Community and Foreign Languages

Partnerships can incorporate a global dimension by ...

using community and foreign languages to explore social justice, diversity, globalisation, sustainable development, peace and conflict themes which have relevance to partner schools	developing negotiation and conflict resolution skills, critical thinking and open-mindedness through community and foreign language use	using community and foreign languages to support learners in dealing with uncertainty and ambiguity and encouraging long-term thinking
exploring language issues which have a relevance to you and your partner school, e.g. bilingualism, monolingualism, status of minority languages	exemplifying the global spread of languages (Arabic, Bengali, English, French, German, Gujarati, Hindi, Italian, Portuguese, Punjabi, Spanish, Swahili, Urdu) reflected in partner schools and illustrating the ways in which languages have borrowed from and been influenced by each other	comparing learners' attitudes to and motivation for language learning
using community and foreign languages to explore concepts such as culture, community, identity and belonging	contributing to a participatory culture in partner schools, which enables learners to influence decisions, actions and learning	enabling learners in partner schools to collaborate on joint language projects in an equitable way

## My life in French

The French department in an English school with a partner in Burkina Faso practised French reading, speaking and writing skills through email and written correspondence with peers. Learners also exchanged information about their towns, hobbies and lives.

## Poems across the seas

A poetry project about sustainable development inspired communication across language barriers between partner schools in England and Brazil. The 'Combining Poetry with Grammar' project required learners to produce an illustrated poem according to strict guidelines. Their work was exchanged. The tight structures reinforced an understanding of grammar, helped learners to express themselves creatively within clearly defined boundaries, and aided them in overcoming their language differences. Being non-content-specific, the activity also helped to overcome potential problems with the age differences between the learners in England and Brazil.

*Combining Poetry with Grammar*

# Learners' activities

- Learners prepare photo packs of their local communities which illustrate positive and negative aspects, and use community and foreign languages for captions.
- Learners research parts of the world where languages shared by partner schools are commonly spoken. Display this information on a map of the world. There is a language map of European languages commonly spoken in *Africa and Europe: Citizenship in Common* ([www.tidec.org.uk](http://www.tidec.org.uk)).
- Survey the number of languages spoken in partner schools and learners' attitudes to language learning. Are there any learners who are not using their first language in class? How does this feel? Does it affect learning? How many learners only speak one language?
- Use photo packs (*Young Lives – Global Goals; Speaking for Ourselves, Listening to Others; Young Citizens* – see pages 92–94) or photographs from Oxfam's Cool Planet Photo Gallery (see below) about global dimension issues as a stimulus for language work. Share photo packs and learners' responses with your partner school.
- Use global dimension simulations and role-plays in foreign or community language lessons (see pages 92–94 and Oxfam's Cool Planet website below).
- Record learner discussions of global dimension issues in shared languages and exchange these.
- Use bilingual learners to interpret communications from partner schools.
- Practise foreign language skills with 'experts' from partner schools giving feedback.
- Learn how to meet and greet in local partner languages.
- Prepare bilingual signs and notices for your school in languages used in your partner school.
- Conduct a survey of languages spoken in local communities. Prepare survey techniques and tools with your partner school and compare the results.

### La vie quotidienne

Students ask classmates one of the questions listed below. If the answer is 'oui' then the name of the person and any details are noted. If the answer is 'non', then the questioner asks another question. If this is still a 'non' the student answering then has the chance to select a question. Each question on the list should have a different name and details next to it. Once the questions have been answered consider what basic human rights are represented in the statements.

1. As-tu un passeport?
2. Es-tu déjà allé(e) à une mosquée, une église, une synagogue ou un autre lieu de culte?
3. As-tu déjà insulté quelqu'un? Le regrettes-tu?
4. As-tu déjà dit 'Ce n'est pas juste'? Pourquoi?
5. Connais-tu une organisation qui défend les droits humains?

From *Human Rights in the Curriculum: French*, Amnesty International, 2002



#### Web links

Amnesty International: [www.amnesty.org](http://www.amnesty.org)

CyberschoolBus United Nations: [cyberschoolbus.un.org](http://cyberschoolbus.un.org)

Oxfam: [www.oxfam.org.uk/coolplanet](http://www.oxfam.org.uk/coolplanet)

Science Across the World: [www.scienceacross.org](http://www.scienceacross.org)

UNICEF Voices of Youth: [www.unicef.org/voy/index.php](http://www.unicef.org/voy/index.php)

# Geography

Partnerships can incorporate a global dimension by ...

exploring local and global examples of social justice, diversity, globalisation, sustainable development, peace and conflict themes which have a relevance to partner schools in ways which illustrate commonalities as well as differences	developing negotiation and conflict resolution skills, critical thinking and open-mindedness	supporting learners in dealing with uncertainty and ambiguity and encouraging long-term thinking
exemplifying successful relationships between people and the environment in partner countries	making connections between the range of factors which influence current issues and controversies, e.g. environmental, social, cultural, economic, political	illustrating local and global examples of the relationships between power, conflict and fairness within and between societies
making connections between local and global phenomena, e.g. migration, climate change, urbanisation, habitat loss	contributing to a participatory culture in partner schools, which enables learners to influence decisions, actions and learning	enabling learners in partner schools to collaborate on joint geography projects in an equitable way

## Shifting sands and disappearing lakes

'Global environmental sustainability' was the theme of a partnership between a school in Wales and a school in India. Learners first gained an understanding about local environmental problems: the shifting sands that trouble the Welsh coast and the continuing absence of the monsoons in Northern India that are causing the famous lakes of Rajasthan to dry out. They then contrasted and compared their observations and related them to global environmental issues. Both schools also learnt about environmental differences by measuring and exchanging data on rainfall.

## What a waste!

Partner schools in India (with Tibetan refugees) and England discovered a mutual concern about waste. They looked at household waste and developed their questioning, observational, data analysis and communication skills. Due to language differences learners mainly communicated their results through visual and graphic means, concentrating on maps, diagrams, graphs and photographs. From these initial exchanges a list of possible and practical actions were drawn up together, so that learners could consider issues of citizenship as well as sustainable development.

*Tanzanian teachers looking at geography resources*



# Learners' activities

- Investigate migration issues by looking at the origins of local community members and exchange this information with partner schools.
- Work jointly on a report about common topical issues, such as migration, conflict or environmental sustainability.
- Consider the impact of development on a locality, e.g. the building of a dam, a factory, a motorway, a shopping centre, a waste disposal plant, wind-turbines in their own locality, and undertake comparisons through research.
- Identify the food eaten by partner classes in one week and where it comes from. Compare the ecological footprint of partner schools' food consumption.
- Investigate perceptions of different parts of the world. This could include photographs and other documents.
- Swap maps that learners have made of their own communities. Compare the key features identified.
- Compare information about particular topics and their implications for individuals and the wider community, e.g. weather and climate change, land use, local agriculture. This can feed into a locality study.

## What is development?

What are the best ways of measuring economic and social development? What difference does it make using economic or human rights indicators? Classes in partner schools can exchange work and discuss their findings.

From *Young Lives, Global Goals*, Save the Children Fund, 2005

## A fair share of the profits?

Divide the class into five groups reflecting the roles involved in growing bananas in the Caribbean and transporting to and selling them in the UK. Consider what percentage of the final cost goes to each group. Discuss:

- Who gets what?
- How do the growers feel?
- What division would be fairer?
- How could the growers get a better deal?

From *Go bananas!* Oxfam, 2001



### Web links

Action Aid: [www.actionaid.org.uk/100006/schools.html](http://www.actionaid.org.uk/100006/schools.html)

CAFOD: [www.cafod.org.uk/resources](http://www.cafod.org.uk/resources)

Christian Aid: [www.christian-aid.org/learn/schools](http://www.christian-aid.org/learn/schools)

Cool Planet: [www.oxfam.org.uk/coolplanet](http://www.oxfam.org.uk/coolplanet)

Geography: The Global Dimension: [www.geography.org.uk/global](http://www.geography.org.uk/global)

Global Eye: [www.globaleye.org.uk](http://www.globaleye.org.uk)

Learning Africa: [www.learningafrica.org.uk](http://www.learningafrica.org.uk)

Maps and Mapping:

[www.oxfam.org.uk/coolplanet/mapping\\_world/intro.htm](http://www.oxfam.org.uk/coolplanet/mapping_world/intro.htm)

Save the Children Fund: [www.savethechildrenfund.org.uk/taster.org.uk](http://www.savethechildrenfund.org.uk/taster.org.uk)

RISC: [www.risc.org.uk](http://www.risc.org.uk)

Teach and Learn: [www.teachandlearn.net](http://www.teachandlearn.net)

Trocaire: [www.trocaire.org/education/educationresources](http://www.trocaire.org/education/educationresources)

UNICEF: [www.unicef.org.uk/resources](http://www.unicef.org.uk/resources)

# History

Partnerships can incorporate a global dimension by ...

exploring global dimension historical themes and processes, e.g. social justice, diversity, interdependence, sustainable development, peace and conflict which have a relevance to partner schools	developing negotiation and conflict resolution skills, critical thinking and open-mindedness	supporting learners in dealing with uncertainty and ambiguity and making connections between past experiences and future choices
exemplifying successful social organisation and change in partner countries or regions	exemplifying local and global examples of the relationships between power, conflict and fairness within and between societies	exploring the ways in which different cultures, countries and societies have borrowed from each other and influenced each other, using examples from partner countries or regions
making connections between a range of factors which influence historical processes, e.g. environmental, social, cultural, economic and political	contributing to a participatory culture in partner schools, which enables learners to influence decisions, actions and learning	enabling learners in partner schools to collaborate on joint history projects in an equitable way

## A moving project

A partnership between a school in England and a school in Paraguay provided a lively perspective on teaching issues of migration, cultural diversity and social change in a historical context. Learners interviewed relatives and community elders. Their research touched on reasons for displacement, its effects, and the present repercussions of past events.

They also conducted internet research and explored historical accounts, comparing them with the environment they live in. These findings were then used as inspiration for artworks that were displayed in bilingual exhibitions in both schools.

## Conflict resolution

Northern Irish learners gathered information on the national assembly, exploring the history of their country. They sent their findings to their Sri Lankan partners by post and email, and received research findings about the history and politics of Sri Lanka in return. They then explored the similarities and differences between the political make-up of their countries and the conflicts that have troubled them.

## A triangular trade

Under the banner 'Sustainable Global Community', learners in England and St Lucia worked together on a curriculum resource for Key Stages 2 and 3 to reflect the social, cultural and linguistic richness and diversity of the world and their home locality. The main focus of the project was the slave history of both localities and Euro-centric and non-Euro-centric viewpoints of the years of slavery. By researching their local history and its global connections, learners gained a personal insight into global history and the contemporary reverberations of historical events.

# Learners' activities

- Interview older community members about historical events that they remember, e.g. the Second World War, colonial times, independence struggles, periods of emigration and immigration. Compare different perspectives of key historical events in partner countries.
- Research migration to and from your partner region from the 17th century to the present day. What were the motivations for migration from the UK and Europe to Africa, Asia, Latin America and the Caribbean and vice versa and from Asia to Africa and the Caribbean? Why did some migrations result in permanent or semi-permanent settlement while others did not?
- Compare traditional symbols of power and authority in partner countries.
- Prepare and compare regional timelines of historical periods.
- Trace the development of particular technologies in partner regions, e.g. in farming, transport, communication, weaponry, food preservation, mineral processing.
- Compare evidence from or about colonial periods and independence from the colonisers and colonised points of view.
- Exchange historical stories, e.g. the lives of Mahatma Gandhi, Nelson Mandela, Kwame Nkruma, Julius Nyrere, George Orwell.
- Study issues such as slavery and

democracy, relating them to the UN Convention on the Rights of the Child.

- Interview parents and others from the community about significant changes and choices they were faced with in their lives, e.g. related to work, health, education, family and marriage, childhood.

### The transatlantic slave trade quiz

- Name two British ports which benefited from the transatlantic slave trade.
- What does abolition mean?
- Name a country where you think that slavery still exists.
- How would you put an end to slavery?

From *Human Rights in the Curriculum: History*, Amnesty International, 2002



#### Web links

Breaking the Silence: [www.antislavery.org/breakingthesilence](http://www.antislavery.org/breakingthesilence)

BBC Family History: [www.bbc.co.uk/history](http://www.bbc.co.uk/history)

Migration histories: [www.connections-exhibition.org](http://www.connections-exhibition.org)

Moving here: [www.movinghere.org.uk](http://www.movinghere.org.uk)

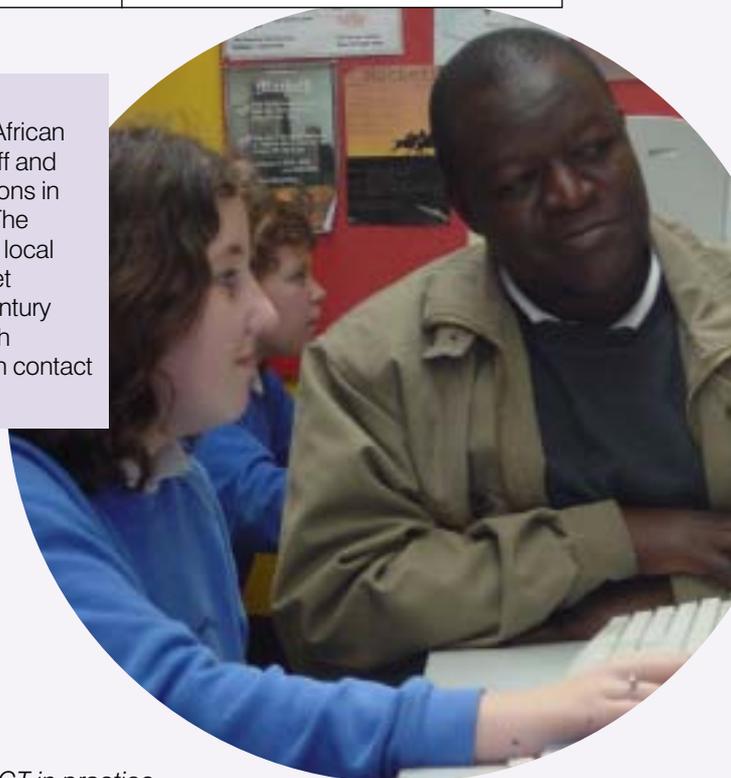
# Information and Communication Technology (ICT)

Partnerships can incorporate a global dimension by ...

using ICT to explore social justice, diversity, globalisation, sustainable development, peace and conflict themes which have a relevance to partner schools	developing negotiation and conflict resolution skills, critical thinking and open-mindedness	supporting learners in dealing with uncertainty and ambiguity and encouraging long-term thinking
exploring the ways in which ICT is bound up with issues of power, conflict and fairness within and between societies	jointly researching the most appropriate forms of communication with partner schools, particularly those that do not have electricity on site, e.g. use of mobile phone texting, snail mail, internet cafés	developing an awareness of bias in website content
considering the social, cultural, political and environmental impact of current and potential future ICT use	contributing to a participatory culture in partner schools which enables learners to influence decisions, actions and learning	enabling learners in partner schools to collaborate in joint ICT projects in an equitable way

## Virtual classrooms

The strength of a partnership between a Scottish school and a South African school has been built as a result of many reciprocal visits between staff and learners and is now being developed further through discussion sessions in 'virtual classrooms' ([www.schoolofambition.org/videoconferencing](http://www.schoolofambition.org/videoconferencing)). The South African school has access to video conferencing facilities at the local university. This means that senior students from both schools can meet regularly to discuss issues related to the history and politics of 20th century and contemporary South Africa. These sessions challenge the Scottish learners' perceptions of South Africa and vice versa. Learners maintain contact after the sessions via web forums.



*ICT in practice*

# Learners' activities

- Use the Compass Rose (page 64) as a framework for exploring and evaluating the use of ICT globally and locally. Consider the advantages and disadvantages of ICT use, including who has access.
- Use the internet to explore bias in global dimension topics, e.g. current conflict zones, terrorism, aid, HIV/AIDS and its prevention.
- Do a joint survey of the most popular communications technologies globally and locally. What infrastructure is required for these to function reliably?
- Develop a joint questionnaire to explore ICT use at school and in local communities. Find out who benefits most and least from ICT use. Suggest ways of improving access for all.
- Trace the global origins of mobile phone components ([www.jusbiz.org/resources/globalmobile](http://www.jusbiz.org/resources/globalmobile)) and find out how popular mobile phone use is in partner countries.
- Create a joint partnership website ensuring that partner schools contribute to website development in an equal way.

## The digital divide

Develop a digital divide quiz using the example below as a starting point. Discuss and share ideas about the digital divide. List the advantages of new communications technology, e.g. it puts people in touch with each other and can improve participation, and list the disadvantages e.g. it leaves some people out of the loop. Explore ways of narrowing the digital divide.

## The digital divide quiz

1. If there were only 100 people in the world how many would own a computer? (1 per cent)
2. In the UK there are 1,037 land-line telephones per 1,000 people (more than one per person). How many telephones are there per 1000 people in India? (28)
3. Which has more phone lines – Manhattan, or the continent of Africa? (Manhattan – Africa has only 14 million phone lines)

4. Buying a computer would cost the average American one month's wages. How many months would an average Bangladeshi have to work to earn the money for a computer? (8 years)
5. What percentage of the world's population uses the Internet? (7 per cent)
6. What percentage of Internet users worldwide are in the USA? (more than 50 per cent despite making up 4.7 per cent of the world's population)
7. What percentage of people in South Asia are online? (1% even though it is home to one-fifth of the world's population)

Based on an activity in *The Challenge of Globalisation*, Oxfam, 2003 with additional information from BBC News



### Web links

Digital Divide: [www.washington.edu/wto/digital](http://www.washington.edu/wto/digital)  
Jus Biz: [www.jusbiz.org/resources](http://www.jusbiz.org/resources)

Montage: [www.britishcouncil.org/montageworld-projects](http://www.britishcouncil.org/montageworld-projects)

Recycling technology: [www.digital-links.org](http://www.digital-links.org)

Also see the websites recommended in the sections for other subject areas and on page 109.

# Language and Literature

Partnerships can incorporate a global dimension by ...

using language and literature to explore social justice, diversity, globalisation, sustainable development, peace and conflict themes which have a relevance to partner schools	using language and literature to develop negotiation and conflict resolution skills, critical thinking and open-mindedness	using language and literature to support learners in dealing with uncertainty and ambiguity and encourage long-term thinking
illustrating the ways in which texts, theatrical forms and oral traditions contribute to contemporary literary and oral expression in partner countries or regions	critically exploring concepts such as identity, diversity, belonging, culture, community	making literary and linguistic connections between partner countries in ways which reflect universal values
examining stereotypes, including learners' own about people and places	contributing to a participatory culture in partner schools, which enables learners to influence decisions, actions and learning	enabling learners in partner schools to collaborate on joint language projects in an equitable way

## Learning through traditional stories

An English-Zambian partnership focused on improving literacy levels through a storytelling project. Using traditional stories allowed the schools to explore cultural, religious and ethnic diversity in both countries through literary representation. During visits, Zambian teachers told traditional stories and worked with the literacy staff on oral storytelling techniques. Their stories were recorded on a minidisk as a teaching resource. Learners also produced artwork based on the stories and shared these with the rest of the school at an assembly. The English teachers, in return, took large picture books to Zambia and worked with teachers on their use. Learners then wrote their own stories inspired by the picture books.

## Poems for the world

Over the period of an academic year, twinned school clusters in England and Kenya worked on a poetry anthology featuring learners' written works and illustrations. Poems based on environmental themes, equality, AIDS and personal stories all found their way into the publication. The English learners chose irregular forms of poetry and tended to write about nature; their Kenyan counterparts tended to pick heavier topics, such as women's rights, health and poverty, and discussed them in a more formal, lyrical style. Performances of the poetry by the young Kenyans left their English counterparts impressed by the ease and confidence of their public recitals.

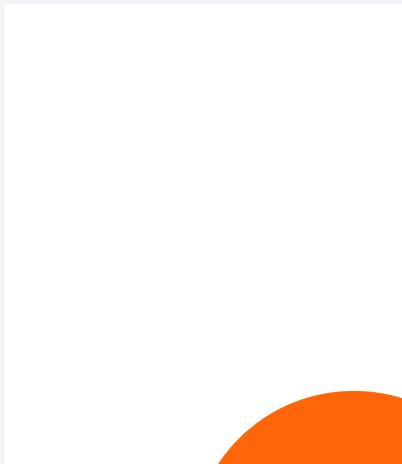
## Family roots

Creative writing was the focus of a partnership between schools in Scotland and Ghana. Having worked together on an artistic project about the roots of language and family trees, learners then researched and wrote about their own family stories. Cassettes, on which learners read their own stories, were exchanged.

# Learners' activities

- Re-write and present traditional stories with a modern slant exploring global dimension themes, e.g. fairness, interdependence, equity, care about others and the environment, conflict resolution. Learners in partner schools evaluate each others' presentations.
- Research and produce factual pieces of writing about your partner country addressing relevant global dimension issues. Ask your partner for comments and amendments.
- Use global dimension simulation and discussion activities (see pages 92–94) to develop negotiation and conflict resolution skills and critical thinking.
- Study the same text as your partner school, e.g. *Things Fall Apart* by Chinua Achebe or *Green Days by the River* by Michael Anthony or *Weep Not Child* by Ngugi wa Thiong'o or *Noughts and Crosses* by Malorie Blackman or *God of Small Things* by Arundhati Roy and compare learners' responses to common questions and activities.
- Find out about the development of the English language, illustrating the different origins of words commonly used in English today.
- Identify issues likely to provoke debate between partners, e.g. air miles versus fair trade initiatives,

wildlife conservation versus development. Learners research different viewpoints on the issue, including partner school views. Collaboratively create a simulation or role play activity which represents a range of views. Use the activity to debate the issue in each school. Compare the outcomes and continue the discussion.



## Web links

Africa Lives: [www.bbc.co.uk/africalives/features/schoolspack.shtml](http://www.bbc.co.uk/africalives/features/schoolspack.shtml)  
 All Africa website: [allafrica.com](http://allafrica.com)  
 Arabic and English: [www.1001inventions.com](http://www.1001inventions.com)  
 Christian Aid Trading Trainers: [www.christianaid.org/learn/schools/simulation](http://www.christianaid.org/learn/schools/simulation)  
 CBBC Newsround: [news.bbc.co.uk/cbbcnews](http://news.bbc.co.uk/cbbcnews)  
 Global Express: [www.dep.org.uk/globalexpress](http://www.dep.org.uk/globalexpress)  
 Global Footprints: [www.globalfootprints.org/teachers/matrix](http://www.globalfootprints.org/teachers/matrix)  
 Open Spaces for Dialogue and Enquiry Methodology: [www.osdemethodology.org.uk](http://www.osdemethodology.org.uk)  
 Oxfam: [www.oxfam.org.uk/coolplanet/conflict](http://www.oxfam.org.uk/coolplanet/conflict)  
 Save the Children Fund: [www.savethechildrenfund.org.uk/taster](http://www.savethechildrenfund.org.uk/taster)  
 Trading simulation games: [www.risc.org.uk/education/teaching-resources](http://www.risc.org.uk/education/teaching-resources)

# Mathematics

Partnerships can incorporate a global dimension by ...

using mathematical data to explore and analyse social justice, diversity, globalisation, sustainable development, peace and conflict themes which have relevance to partner schools	using mathematical data to develop negotiation and conflict resolution skills critical thinking and open-mindedness	using mathematical data to support learners in dealing with uncertainty and ambiguity and making alternative predictions about the future
illustrating everyday use of mathematics in partner countries, e.g. in farming, toy-making, game-playing, shopping or trading	illustrating the universal use of mathematics in all cultures and traditions	exemplifying mathematical achievement from a range of traditions, including partner countries or regions
illustrating how numbers can be manipulated to support particular viewpoints and interpretations	contributing to a participatory culture in partner schools, which enables learners to influence decisions, actions and learning	enabling learners in partner schools to collaborate on joint mathematics projects in an equitable way

## Anglo-Indian games

An England-India partnership examined and exchanged ideas for maths games and puzzles. The schools investigated the history of different board games using the Internet, yet the main stimulus came via reciprocal teacher visits. One of the Indian teachers brought several traditional games with her on a visit to the UK, including the popular *Goats and Tigers*. When her UK colleague came to India, she conducted further research on the game, as well as introducing the Indian learners to some European board games.

Year 2 found out that *Snakes and Ladders* originally came from India, where it is called *Moksha-Patamu* and reflects the story of life. The representations of Hindu gods are shown at the top of the board. This information encouraged discussions on cultural diversity that were suitable for the youngest age groups.

## Shopping by numbers

Learners in England and India tracked family shopping for one week. They made a list of the objects purchased, added them up, and calculated expenditure. They worked out more complex calculations, such as the percentage of vegetarians in class, or the amount of milk used at home. They also compared the equivalent values of particular goods. The information was then exchanged and learners found out about eating habits and lifestyle in their partner country.

## Wish you were here!

Partners in England and Kenya collected climate and weather data and exchanged their findings. The figures were then used for mathematics coursework to test hypotheses about differences and similarities between the two climates. Each school also carried out a survey of the trees growing onsite and exchanged the mathematical data they had gathered.

# Learners' activities

- Develop number and data-handling skills by exchanging and comparing information, e.g. typical daily activities, surveys on journeys to school, family groups, helping at home and use of free time.
- Develop an understanding of place value by studying alternative number systems, e.g. the counting system based on knots used by the Incas. Find out about local counting systems, past and present.
- Develop an understanding of measurement and approximation by using alternative systems of measurement, e.g. equine hands, Roman cubits. Find out about local measurement systems, past and present.
- Find a range of shapes, such as cubes, pyramids and cones, in environments around partner schools. Photograph, draw or make models of these and exchange them.
- Research and compare games that use numbers, e.g. dominoes, hopscotch and Oware.
- Hold an Oware competition in both partner schools.
- Compare prices of common commodities. Are the commodities locally produced or imported? Does this affect the price? Display this in graph form. How can 'food miles' be represented?
- Ask classes in partner schools to create their own board game which has the following rules: there need to be two or more players who take turns; each has to make a choice about how to move; the game should not rely (entirely) on chance.
- Trace the cost of a commodity that

- is fished, produced or grown in one partner country and which is sold in the other, e.g. tuna, coffee, tea, chocolate, cut flowers, nuts, whisky. Are the costs shared fairly?
- If partner countries use different voting systems, compare these. Which is the fairest system?

## Kaprekar constant

D. R. Kaprekar, an Indian mathematician, discovered the Kaprekar constant in 1949.

Try it:

- create a table with four columns headed Number, Largest, Smallest and Difference
- choose any three-digit number, e.g. 584, and insert it in the Number column
- largest: make the largest number possible using the same three digits – 854
- smallest: make the smallest number possible – 458
- difference: subtract the smallest number from the largest –  $854 - 458 = 396$
- now repeat the process using the number in your Difference column (396) as your new starting point.

Keep going. What happens? Try starting with other three-digit numbers. What about four-digit number? What about five-digit numbers?

From *Human Rights in the Curriculum, Maths*, Amnesty International, 2004



*Playing counting games from our partner school*

© Edinburgh Primary School

Teaching and Learning



### Web links

Enrich Maths: [www.enrich.maths.org](http://www.enrich.maths.org)  
 Global Footprints: [www.globalfootprints.org/teachers/matrix](http://www.globalfootprints.org/teachers/matrix)  
 History of mathematics: [archives.math.utk.edu/topics/history/html](http://archives.math.utk.edu/topics/history/html)  
 The Oware Society: [www.oware.org](http://www.oware.org)  
 Water Aid Water Numerate: [www.wateraid.org/uk/learn\\_zone/educational\\_resources](http://www.wateraid.org/uk/learn_zone/educational_resources)

# Music and Drama

Partnerships can incorporate a global dimension by ...

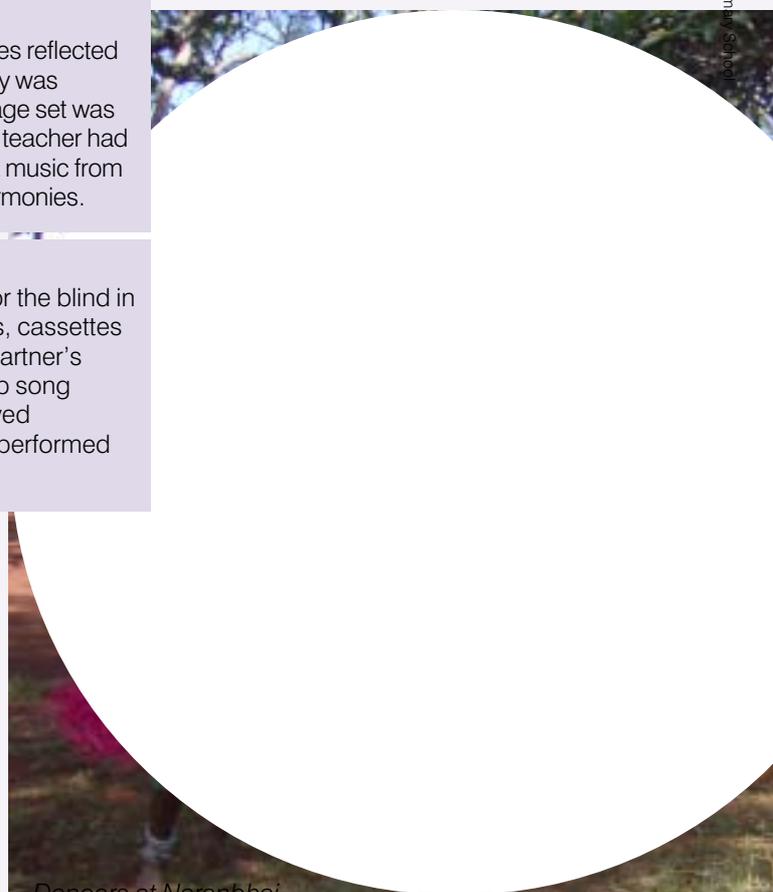
using music and drama to explore social justice, diversity, globalisation, sustainable development, peace and conflict themes which have a relevance to partner schools	developing negotiation and conflict resolution skills, critical thinking and open-mindedness	supporting learners in dealing with uncertainty and ambiguity and encouraging long-term thinking
exploring the role of music and drama in expressing, constructing and strengthening individual, community and national identities	encouraging learners in partner schools to examine their own and others' assumptions and express their individual and cultural identities through music and drama	illustrating the ways in which music and drama from different cultures and traditions have borrowed from each other and influenced each other, using partner countries or regions as examples
making artistic connections between partner countries or regions in ways which reflect universal values and questions	contributing to a participatory culture in partner schools, which enables learners to influence decisions, actions and learning	enabling learners in partner schools to collaborate on joint drama and music projects in an equitable way

## A play for today

Through a play on the theme 'A Day in the Life of...', learners in Wales reflected on the lives of their friends in their Ugandan partner school. The play was informed by accounts from their Ugandan counterparts and the stage set was fitted out with costumes, cloth, artefacts and daily objects that their teacher had brought back from Uganda. The play drew also on traditions of folk music from both countries, incorporating Welsh songs alongside Ugandan harmonies.

## Song exchange

Music was one of many strands of activity that partner schools for the blind in England and Sierra Leone focused on. Throughout the year, CDs, cassettes and lyrics were exchanged, enabling each school to learn their partner's songs. These included a song in Krio 'Dis nor to Life' and the pop song 'Evergreen'. Other outcomes included pitch bending and improved understanding of free and complex rhythms. The schools finally performed their partner's songs at their end of year concerts.



*Dancers at Naranbhai Primary School, Uganda*

# Learners' activities

- Compare music from partner countries or regions which explores identity, discrimination, human rights or conflict issues. Examples might include *Hungry* (Fantan Mojah), *What A Day* (Tanya Stephens), *Imagine* (John Lennon), *Where Is the Love?* (Black Eyed Peas), *My Culture* (One Giant Leap), *Rong Radio Station* (Benjamin Zephaniah), *Gua* (Emmanuel Jal), *Judgment Day* (Ms Dynamite), *Fight To Win* (Femi Kuti). You may also wish to include some non-English lyrics. Examples might include Oumou Sangare and Salif Keita (Mali), and Daara J and Baaba Maal (Senegal).
- Explore musical journeys which illustrate how music has migrated with people. The UK music scene offers vibrant exemplification of fusion with South Asian, African, Caribbean and Latin American musical traditions.
- Do surveys in partner schools to find out about musical tastes and the role music plays in everyday life. How many learners play an instrument or sing? Do parents and grandparents have different tastes? Are there connections between music, drama and dance? Compare surveys.
- Use participatory drama techniques to identify key issues for communities; analyse these and develop solutions.
- Jointly write a film script or storyboard around a particular story or issue relevant to one or both partner communities. Examples might include land rights, being an outsider, children's rights, unemployment or gender equality (past and present).
- Dramatise case study interviews from local community members. This could be done in conjunction with a history project on local memories of change, independence, colonisation, migration or war.
- Explore a chosen topic to dramatise from different viewpoints. For example, use trade simulation activities as a stimulus for illustrating different perspectives on the production and consumption chain for bananas or chocolate. This could be done in conjunction with a Geography project on fair trade.

### Forum theatre

Choose a contentious issue that is of interest to partner schools. Groups prepare a short scene that ends in crisis.

Each scene is performed in front of the rest of the class and recorded for partners. Scenes are repeated for a second time. The audience is invited to stop the action at a point when things could be different. They tell the performers what they would like them to say or they can take on the role of the person whose action they wish to change.

From *Rehearsing the Event: citizenship education*, TIDE © TIDE – globalllearning www.tidec.org

### Songs of mass and individual protest

Teach the song *We shall overcome* and point out how its simple, catchy melodic hooks made it appropriate for mass protest. Compare this with *Buffalo Soldier* by Bob Marley and *Prisoner* by Lucky Dube (a songwriter from Johannesburg who has adopted a reggae style).

From [www.oxfam.org.uk/coolplanet/oxjam/one](http://www.oxfam.org.uk/coolplanet/oxjam/one)



### Web links

BBC World Music: [www.bbc.co.uk/radio3/world](http://www.bbc.co.uk/radio3/world)  
Chickenshed: [www.chickenshed.org.uk](http://www.chickenshed.org.uk)  
Creative Exchange: [www.creativeexchange.org](http://www.creativeexchange.org)  
Creative Partnerships: [www.creative-partnerships.com](http://www.creative-partnerships.com)  
Oxjam: [www.oxfam.org.uk/coolplanet/oxjam](http://www.oxfam.org.uk/coolplanet/oxjam)  
RISC: [www.risc.org.uk](http://www.risc.org.uk)

# Physical Education, including Dance

Partnerships can incorporate a global dimension by ...

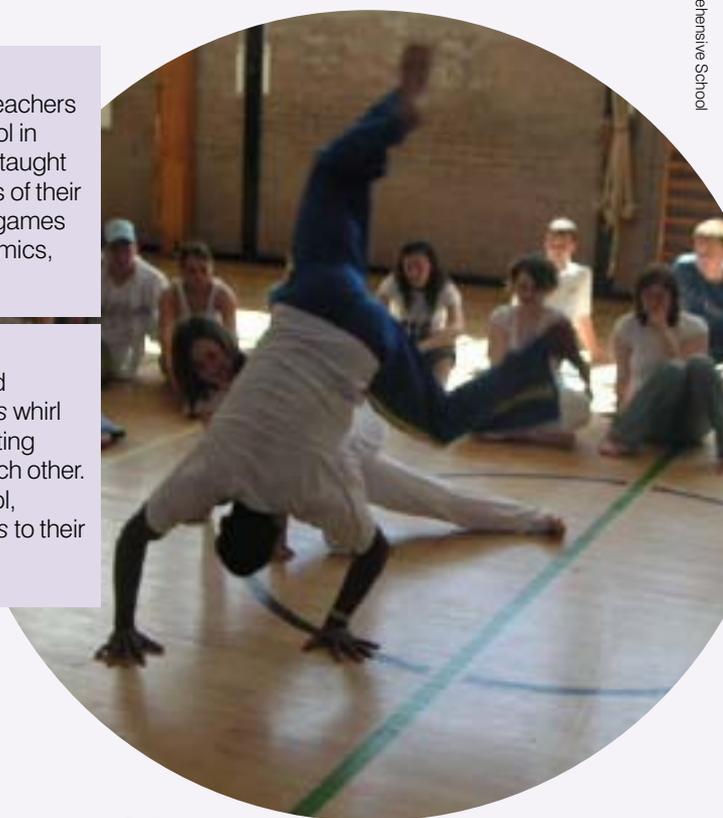
using P.E. and dance to explore social justice, diversity, globalisation, sustainable development, peace and conflict themes which have a relevance to partner schools	developing negotiation and conflict resolution skills, critical thinking and open-mindedness	illustrating the ways in which P.E. and dance can express individuality and cultural identity
exploring the ways in which international sport is bound up with issues of power, wealth, conflict and fairness within and between societies	illustrating the ways in which sport and dance are common languages which connect people worldwide	encouraging participation for all in P.E. and dance, regardless of social status, ability or gender
using P.E. and dance to explore universal concepts such as identity, diversity, belonging, culture and community	contributing to a participatory culture in partner schools, which enables learners to influence decisions, actions and learning	enabling learners in partner schools to collaborate in joint P.E. and dance projects in an equitable way

## Co-operative games

Many circle and team games all over the world follow similar rules. UK teachers discovered this when they went on reciprocal visits to their partner school in India. They returned equipped with new playground games, which they taught to their classes. They not only gained an insight into the leisure pastimes of their friends abroad but also learnt about conflict and its resolution, as team games and playground games were used to examine the forces of group dynamics, cooperation, competition and hostility.

## Rights through dance

From around 1770, African slaves in Brazil developed a martial art called *capoeira*. This was disguised as a traditional African dance. *Capoeiristas* whirl around from hands to feet, springing into back flips and cartwheels, getting faster and faster in time to music, with their high kicks barely missing each other. *Capoeira* was outlawed until 1920. St Bede's RC Comprehensive School, partnered with Colegio Estadual Costa Viana, Brazil, invited *Capoeiristas* to their Brazil Day celebrations.



Capoeira at St Bede's

# Learners' activities

- Study traditional dancing styles from partner countries. Learners choreograph modern dances using traditional movements. Videotape these interpretations for exchange.
- Do surveys in partner schools to find out about the role dance plays in everyday life and on special occasions. Compare preferred dance styles.
- Do sports bring people together or keep them apart? Explore this question with your partner school. Find examples to illustrate different points of view – where do you stand?
- Explore the concepts of fair play and co-operation in sports and in other situations.
- Find out about the criteria for international competitions and the history of these events – Olympics, Commonwealth Games, football and cricket World Cup. Which countries do best and why? Do all countries compete on an equal playing field? Are competitors encouraged to compete if they stand little chance of winning medals? How much support is given to minority sports?
- Hold a Kabaddi competition in partner schools. Identify similarities between games, e.g. Kabaddi and British bulldog.
- Do a survey to find out the countries of origin of the most successful players in European football leagues. What opportunities do these players have to play professionally in their homelands?
- Collaborate on designing a logo for an international sporting event which promotes access for all, e.g. for the 2012 Olympic Games in London or the 2010 World Cup in South Africa.

## Back to back

Divide the group into pairs. Ask each pair to sit back to back. Now each pair should stand up without using their hands. Pairs need to work together to complete the task.

Learners can make up their own ideas about fair play and co-operation and exchange these with their partner school.

Activities from 2010 Africa Dreams: Broadening Understanding of Other Cultures: Young Leader's Pack, British Council, 2006

## Kitted out?

Make three or four teams. The task is to dribble the ball about 20 metres from one point to another, but use different balls for each team: a football, a punctured ball, a ping pong ball, a balloon, a pea! Have a race and see who wins. Discuss with the whole group what this shows about the importance of having good equipment and what might prevent some athletes from having access to the most up-to-date equipment.



### Web links

Action Aid Football: [www.actionaid.org.uk/1545/africa\\_resources\\_for\\_schools.html](http://www.actionaid.org.uk/1545/africa_resources_for_schools.html)

Association of Dance of the African Diaspora: [www.adad.org.uk](http://www.adad.org.uk)

Capoeira: [www.capoeiraworld.org](http://www.capoeiraworld.org)

Dance UK: [www.danceuk.org](http://www.danceuk.org)

Dreams and Teams: [www.britishcouncil.org/dreamsandteams](http://www.britishcouncil.org/dreamsandteams)

Kabaddi: [www.kabaddi.org](http://www.kabaddi.org)

National Resource Centre for Dance: [www.surrey.ac.uk/NRCD](http://www.surrey.ac.uk/NRCD)

Oxfam: [www.oxfam.org.uk/coolplanet/index](http://www.oxfam.org.uk/coolplanet/index)

South African Dance Network: [www.akademi.co.uk](http://www.akademi.co.uk)

South Asian Dance Network: [www.southasiandance.org.uk](http://www.southasiandance.org.uk)

# Religious and Moral Education

Partnerships can incorporate a global dimension by ...

exploring how values and beliefs affect responses to social justice, diversity, globalisation, sustainable development, peace and conflict	developing negotiation and conflict resolution skills, critical thinking and open-mindedness	exploring how values and beliefs can support learners in dealing with uncertainty and ambiguity and encouraging long-term thinking
exploring the ways in which different faiths, traditions and belief systems have borrowed from each other and influence each other, with reference to partner countries or regions	illustrating common elements and concerns in different belief systems, reflecting universal questions and values	motivating learners' involvement in making the world a better place
exploring the ways in which different belief systems address social and moral issues	contributing to a participatory culture in partner schools, which enables learners to influence decisions, actions and learning	enabling learners in partner schools to collaborate on joint religious and moral education projects in an equitable way

## Dead different

Using enquiry-based learning techniques (see page 65), partner schools in Mexico and England investigated attitudes to death. While in the UK, death tends to be a subject that is usually avoided, in Mexico the Day of the Dead ritual serves as an affirmation of life. Both schools celebrated the Day of the Dead and explored philosophical questions about life and death.

## Act for a better world

A Nepalese school developed a play based on a strong environmental theme. In it, sinners against the environment found themselves judged at Vishnu's court. They were punished by being sent back to Earth to revisit the hell they had created and turn it into a better place. They performed the play during a visit to their partner school in England. The English learners adapted the play to their own cultural context, replacing Vishnu's court with St. Peter's Gate. They filmed the show, and sent a video back to Nepal, where it served as inspiration for further cross-cultural discussions.



*Teachers at a DFID Global School Partnerships workshop in Sri Lanka using an activity from Making Sense of World Conflicts, Oxfam*

# Learners' activities

- Exemplify communities with similar and different beliefs and values that have and do live peaceably together. Find out about why some diverse communities, at times, do not live in harmony.
- Collect examples of injustice from newspapers and magazines and exchange these with partner schools. Partner schools draw together their own definitions of justice. Share ideas and try to agree a partnership definition.
- Learners identify a text from a religion or an organisation that they are familiar with that expresses a fundamental belief about the natural world, peace, poverty, power or authority. Share and compare responses.
- Identify a list of questions that would reveal a lot about each other. For example, What is special or interesting about me? What do I believe in? What do I enjoy doing when I'm not in school? What are my hopes and dreams for the future? Agree a common set of questions with your partner. Use these as stimuli for Philosophy for Children work (see page 65).
- Share circle time practices with your partner school.
- Prepare a core of common questions about a global dimension issue with your partner school. Interview local people involved in human rights, fair trade or sustainable development. Record the interviews. Edit and exchange these with partners.
- Use simulation and role-play activities in partner schools to explore conflict situations and fair trade issues.
- Develop anti-bullying, peer-monitoring and/or buddying schemes in partner schools. Learners jointly evaluate these.

## The two donkeys

Learners work in groups of four: two (of roughly similar stature) take the role of donkeys and two act as advisers to each donkey. The two donkeys both stand inside a hoola-hoop, facing outwards and holding the hoop at waist height. An apple is placed about a metre from the hoop opposite each. The task is given – each animal must retrieve their own fruit within 30 seconds. If either fails, both apples are lost. When time is called, find out if the problem has been solved, and if so, how. What did the advisers say or do? Did it help? Exchange photographs or drawings with your partner school showing what happened.

Give groups the donkey story cut into strips. Ask them to put the strips into the correct order to tell the actual story. How did the 'real' donkeys solve the problem?

Activity from *Our Rights: teaching about rights and responsibilities in the Primary School*, Amnesty International, 2007



### Web links

Action Aid: [www.globallinks.org.uk](http://www.globallinks.org.uk)

CAFOD: [www.cafod.org.uk/resources](http://www.cafod.org.uk/resources)

Christian Aid: [www.christian-aid.org.uk/learn](http://www.christian-aid.org.uk/learn)

Learning Africa: [www.learningafrica.org.uk](http://www.learningafrica.org.uk)

Oxfam: [www.oxfam.org.uk/coolplanet](http://www.oxfam.org.uk/coolplanet)

Save the Children Fund: [www.savethechildrenfund.org.uk/taster](http://www.savethechildrenfund.org.uk/taster)

Trocaire: [www.trocaire.org/education/educationresources](http://www.trocaire.org/education/educationresources)

# Science

Partnerships can incorporate a global dimension by ...

considering the part that science can play in promoting social justice, sustainable development and conflict resolution	developing negotiation and conflict resolution skills, critical thinking and open-mindedness	supporting learners in dealing with uncertainty and ambiguity and considering what science can do to contribute to a more equitable and sustainable future
considering the local and global, ethical, social, economic, cultural and environmental elements of scientific issues and activity	exploring the ways in which scientific achievement is bound up with issues of power, conflict and fairness within and between societies	exploring the consequences (positive and negative) of scientific research and development on communities and the environment
illustrating how cultures and traditions have borrowed from each other's scientific understanding and have influenced each other, using examples from partner countries or regions	contributing to a participatory culture in partner schools, which enables learners to influence decisions, actions and learning	enabling learners in partner schools to collaborate on joint science projects in an equitable way

## Greening our world

Partner schools in England and Kenya studied their school grounds, comparing the creatures found there and considering similarities and differences. They also 'greened their environment', planting trees and introducing composting. Learners in both schools collected information about the passage of the sun, day length, seasons and equinoxes. A permanent sundial has been erected in the Kenyan school and one is to be sited in the English school. These studies have given a practical basis for learners' understanding of seasons and the influence of the tilt of the Earth's axis. They have shared information about water use and treatment. This has helped to dispel some misconceptions about water supply in Kenya, as well as giving the English learners a greater awareness of the importance of water for life. They have also undertaken practical work to investigate ways of cleaning water and have engaged in surveys and reciprocal questionnaires.

## Give me energy!

A partnership between England and Nepal undertook research into the different types of renewable and non-renewable energy resources and conservation in each other's country. They looked especially at processes of recycling paper and cans, and assessed the impact of paper wastage on the environment through observation and evaluation of collected data. Both schools set up recycling schemes and designed sustainable energy resources for their own school, such as wind power and solar panels.

# Learners' activities

- Design collection processes for the retrieval of data about local eco-systems. Collect and exchange data and prepare and compare food chains or food webs.
- Carry out experiments to compare water or air quality in different locations. Use secondary sources, such as the Internet, to go beyond the immediate neighbourhood. These can then be exchanged and compared.
- Have a debate between schools on issues of local relevance, such as the role of national parks in conservation, genetically engineered cash crops, factory fishing versus local fishing practices, food miles versus fair trade, green transport systems, technology transfer.
- Compare the diets of learners in partner schools. What makes a healthy diet? Which makes the greater global footprint? Test the carbohydrate values of a range of staple foods from partner countries.
- Research the benefits and disadvantages of organic and inorganic fertiliser use and pesticide/herbicide use. Interview local farmers about changes in farming practices. Investigate the environmental and social impact of insecticides such as DDT.

## Chemistry in our homes

Do surveys in partner schools about the products used for cooking and preserving food, cleaning, decoration, keeping healthy or treating disease, fuel, growing plants and protecting them from disease.

Identify the similarities and differences between the chemicals found in and around your homes. How important is the chemical industry in partner countries?

Activity from *Science Across the World: Chemistry in our lives* (see below)

## Global dimension debates

Research and discuss some of the following statements:

- It is easier to get funding for research into obesity and slimming treatments than it is for malaria.
- Poverty is the most environmentally destructive force on the planet.
- The promotion of baby formula milk has improved infant survival and health.
- Terminator gene technologies benefit farmers in India.
- Nuclear power is clean, safe and easy to use.

Activity from *Science: the Global Dimension* (see below)



### Web links

Islamic Science and Technology: [www.1001inventions.com](http://www.1001inventions.com)

New Scientist: [www.newscientist.com/channel/life](http://www.newscientist.com/channel/life)

Oxfam – controversial issues: [www.oxfam.org.uk/coolplanet](http://www.oxfam.org.uk/coolplanet)

Science Across the World: [www.scienceacrosstheworld.org](http://www.scienceacrosstheworld.org)

Science in Africa: [www.scienceinafrica.co.za](http://www.scienceinafrica.co.za)

Science: The Global Dimension [www.ase.org.uk/htm/ase\\_global/index1.php](http://www.ase.org.uk/htm/ase_global/index1.php)

Teach and Learn: [teachandlearn.net](http://teachandlearn.net)

# Technology

Partnerships can explore a global dimension by ...

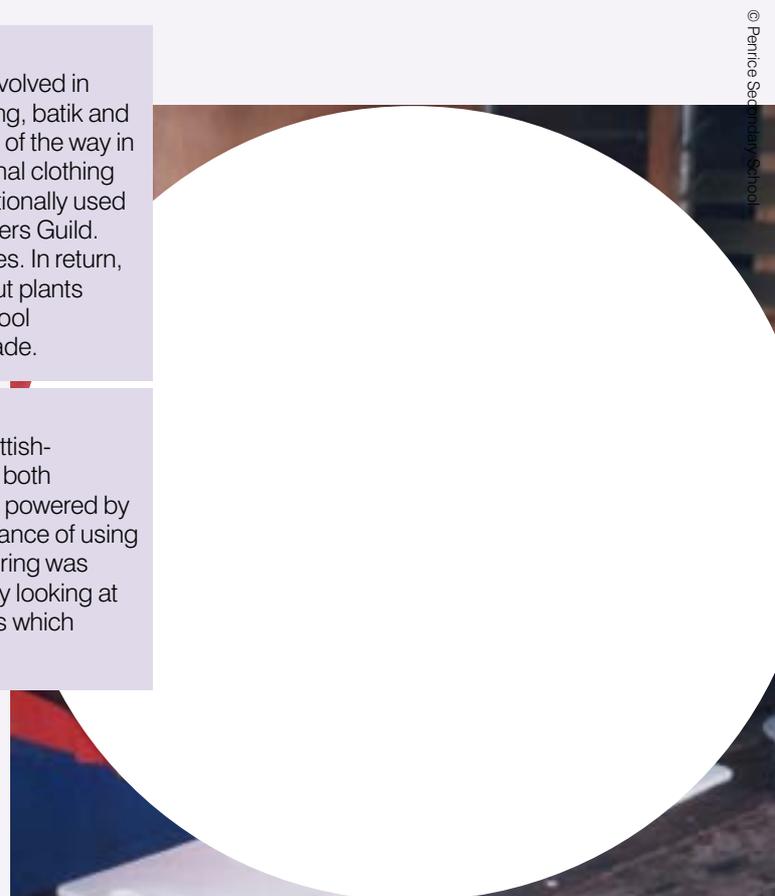
exploring the part that technology plays in social justice, diversity, globalisation, sustainable development, peace and conflict issues	developing negotiation and conflict resolution skills, critical thinking and open-mindedness and relating these to design processes	supporting learners in dealing with uncertainty and ambiguity and considering how technology can contribute to a more equitable and sustainable future
evaluating the social, economic, cultural, political and environmental impact of technology	illustrating the ways in which different cultures and traditions have borrowed from each other's technology and have influenced each other, using examples from partner countries or regions	illustrating technological achievements (past and present) from partner countries or regions
developing participatory approaches to the design process which involve a range of potential users, particularly the most marginalised	contributing to a participatory culture in partner schools which enables learners to influence decisions, actions and learning	enabling learners in partner schools to collaborate on joint technology projects in an equitable way

## Making traditional textiles

Learners in Scotland and The Gambia worked on the processes involved in producing and designing textiles, such as dyeing, spinning, weaving, batik and tie-dye. Through the project, learners developed an understanding of the way in which both countries employ similar processes to produce traditional clothing locally. The Scottish children researched and identified plants traditionally used in dying wool, with help from Shetland's Spinners, Weavers and Dyers Guild. They dyed wool and used it in knitting, spinning and making pictures. In return, the school in The Gambia invited local women weavers to talk about plants used in making dyes. They produced cloth in tie-dye and batik school workshops. The schools exchanged some of the products they made.

## Sustainable toys

Inspired by the movable wire toys popular throughout Africa, a Scottish-Malawian partnership developed a toy-making project. Learners in both schools designed toys that were made from re-used materials and powered by photovoltaic cells. Images of the toys were exchanged. The importance of using sustainable energy resources and recycled materials in manufacturing was identified. Learners also learnt about issues of wealth distribution by looking at the respective prevalence of mass-produced and home-made toys which learners owned.



Learners at Chemelil making Cornish pasties

# Learners' activities

- Trace the technological journey of a product that travels between partner countries, e.g. tea bags, instant coffee sachet, tin of tuna, t-shirt, chocolate bar.
- Compare the sustainability of traditional and modern building materials, the structures of buildings and changes in house-building techniques.
- Design toys using recycled materials; send designs to your partner school for evaluation before making prototypes.
- Research and design an appropriate, sustainable souvenir for visitors from partner schools which typifies your community.
- Use the Compass Rose (page 64) to explore a technological product which partner schools share, e.g. mobile phones, bicycles, footballs, school uniforms, toys, snacks.
- Research, produce and market a healthy snack that can be used to raise funds for your partnership. Will your snack travel? Produce and promote your partner school's snack.

## Improving your world

Evaluate the appropriateness of particular technologies, e.g. cooking and farming equipment and utensils, and compare how people have addressed similar problems differently.

- Is the technology and/or product what people want and need?
- Is the product affordable? Is it made locally?
- Does the product use local skills? Does it use local materials?
- Does the technology and/or product provide work and help people make a living?
- Is the technology and/or product environmentally friendly?

## Winners and losers

Every technology or product has both good and bad consequences; groups are affected in different ways. Learners look at a technology which connects partners, e.g. mobile phones, the internet, the technology needed to export fresh products such as peas and cut flowers long distances to market places. Consider all the groups who are directly affected by the product during steps in the production process, which include extracting and processing materials, manufacturing, distribution, sale, use recycling and disposal.

At each stage in the production process:

- who benefits and who loses out, financially?
- who is affected indirectly?
- which groups will gain and which groups will lose?

Activities from Sustainable Technology Education Project [www.stepin.org/id=activities](http://www.stepin.org/id=activities)



### Web links

Islamic Science and Technology: [www.1001inventions.com](http://www.1001inventions.com)

Oxfam – controversial issues [www.oxfam.org.uk/coolplanet](http://www.oxfam.org.uk/coolplanet)

Sustainable Technology Education Project: [www.stepin.org](http://www.stepin.org)

# Global dimension classroom resources

This small selection of resources shows the wide range available to teachers. Further details of most of these can be found at [www.globaldimension.org.uk](http://www.globaldimension.org.uk) or [www.oxfam.org.uk/coolplanet/teachers/catalogue.htm](http://www.oxfam.org.uk/coolplanet/teachers/catalogue.htm) or from the producers (see addresses on pages 101–104)

**\*Subject areas:** **A** – Art, **C** – Civics, **CFL** – Community and Foreign Languages, **G** – Geography, **H** – History, **ICT** – Information & Communication Technology, **L&L** – Language & Literature, **M** – Mathematics, **M&D** – Music & Drama, **PE** – Physical Education, including Dance, **RME** – Religious & Moral Education, **T** – Technology, **S** – Science.

Title	Producer	Descriptions	Primary or Secondary	Subject area
A healthy diet? Who decides?	UNICEF	Food packaging and food types, malnutrition and access to food	S	T, S
A Survival Pack for Future Citizens	CDEC	Explores the way we use food, water, shelter etc	P&S	C, G, S
Algebra: Activities from many cultures	Avail RISC	Global number systems, equations and number patterns	P&S	M
Change the World in 8 Steps	Oxfam	A poster set with activities based on the MDGs	P&S	C, L&L, G, RME
Changing Places	CILT (Oxfam)	Cross-curricular approaches to teaching languages	S	CFL
Citizenship Education: the global dimension	DEA	Clarifies the global dimension of citizenship	S	C
Citizenship in Common	TIDE	Exploring the relationship between Africa and Europe	P&S	C, H, L&L
Citizenship in History	Avail RISC	Explores themes of democracy, equality, human rights, racism	P&S	C, H
Climate Change – local and global	TIDE	An enquiry approach to climate change	P&S	C, G
Dealing with Disasters	Oxfam	Why are the poorest affected most by disasters?	S	C, G
Exploring Values	Cumbria DEC	Values and philosophy for children	S	C, RME
Feeling Good about Faraway Friends	Leeds DEC	Daily life of a Maasai family in Kenya	P	C, G
First Steps to Rights	UNICEF	A global approach to exploring rights with young learners	P	C, RME
Food and farming – local and global	TIDE	Makes connections between European and Southern countries		C, G, S
Freedom Human Rights Education Pack	Amnesty Int	Information and activities on human rights		C, H, RME
Games We Play	Manchester DEP	Street games from around the world	P	C, PE
Geography: The global dimension	DEA	Advice on bringing the global dimension to geography	S	G
Geometry: Activities from many cultures	Avail. RISC	Circles in Kenya and Mexico, Indian and Islamic trigonometry etc	P&S	M
Get Global	ActionAid	Download <a href="http://www.actionaid.org.uk/schoolsandyoung/getglobal">www.actionaid.org.uk/schoolsandyoung/getglobal</a>	S	C
Global Citizenship	Oxfam	Teachers handbook – lesson plans and practical ideas	P	C

## Global dimension classroom resources

Title	Producer	Descriptions	Primary or Secondary	Subject area
Global Focus Weeks in Primary Schools	GLADE	Teachers handbook – ideas for activities for a week long project	P	A, G, M&D
Growing Bananas	RISC	A simulation about fair trade with bananas as a case study	P	G
Heart of West Africa	Global Ed Derby	Craft activities from Mali, Nigeria, Ghana and Benin	P&S	A, T, G, H
Here I Am	Global Link	Children in Lancashire with origins all over the world	P	C, L&L, G, H
How do you say hello?	DECSY	Pointers for planning for and working with an overseas visitor	P&S	C, L&L, CFL
Human Rights in the Curriculum: French	Amnesty Int	Human rights approach to teaching French	S	CFL
Human Rights in the Curriculum: History	Amnesty Int	Lesson ideas about justice, democracy, power etc	S	C, H
Human Rights in the Curriculum: Maths	Amnesty Int	Global human rights issues explored through maths	S	C, M
Human Rights in the Curriculum: Spanish	Amnesty Int	Human rights approach to teaching Spanish	S	CFL
If the World were a Village	Avail Oxfam	Imagine the world's population equates to 100 people	P	G, M, L&L
Jamaica: Out of Many, One People	TIDE	Focuses on the links between Britain and Jamaica	P	C, L&L, G, H
Just acting	Christian Aid	15 sketches on global issues	P&S	C, L&L, M&D, RME
Let's work together	ActionAid	Defining views on rights and responsibilities Kenya case study	S	C, RME
Live Well, Live Wisely!	Practical Action	Education for a sustainable future	S	T, S
Local Citizen, Global Citizen	Christian Aid	Citizenship and personal /social development	P	C
Looking Behind the Logo	Oxfam	Understanding the issues behind the sportswear industry	S	C, G, PE
Making Peace	Oxfam	Teaching about conflict and reconciliation	S	C, H, RME
Mapping Our World	Oxfam	Different map projections and different perspectives	P&S	G
One Child, One Seed	Avail Oxfam	A South African counting book	P	G, M
One Small Step	ASE	Understanding the science of environmental issues	P	S
Our World Our Rights	Amnesty Int	Handbook introducing the Universal Declaration of Human Rights	P	C
Out of the Bin – The global challenge	Aylesbury DEC	Comparisons between different countries responses to waste	P	T, G
Participation – Spice it Up	Save the Children	Handbook – engaging pupils in planning and consultations	P&S	C
Partners in Rights	Save the Children	Uses mural art, drama and puppets	P	C, A, M&D
Photo Opportunities Maths	Oxfam	Activities based around 12 colour photo cards	P	M
Photo Opportunities Science	Oxfam	Activities based around 12 colour photo cards	P	S
Playing our Part	DEED	Explores children's rights	P&S	Art, C, M&D, PE
Real People, Real Lives	Plan UK	Lessons with focus on Ghana	S	G
Reel Lives	Music for Change	Celebrating lives in Sierra Leone	P	G, M&D
Reflections on Citizenship	Oxfam	Incorporating citizenship issues into multi-lingual world language lessons	P, S	C, CFL, L&L

## Global dimension classrooms

<b>Title</b>	<b>Producer</b>	<b>Descriptions</b>	<b>Primary or Secondary</b>	<b>Subject area</b>
Rooted	Christian Aid	Journeys of roots and religions around the world	P, S	H, RME
Science: The Global Dimension	DEA	A guide to incorporating a global dimension in science	S	S
Show Racism the Red Card	Oxfam	A video and DVD produced by campaign against racism	P&S	C, PE, RME
Speaking for Ourselves, Listening to Others	Leeds DEC	Explores perceptions of ourselves and others (UK and Kenya)	P&S	C, G, L&L
Start with a Story	TIDE	This book supports young children's exploration of issues	P	L&L
Sustainable Lifestyles	Practical Action	Sustainable and appropriate technologies	S	T, S
Teaching sustainable development in Primary Schools	ASE	Global case studies for a scientific approach to sustainable development education	P	S
The Challenge of Globalisation	Oxfam	Activities for learners to consider the impact of their decisions	S	C, T, G, ICT
The Changing Face of Slavery	Anti-Slavery Int	Looks at the history of the slave trade, child labour and draws parallels with present day practices	S	C, H
The Coffee Chain Game	Oxfam	Why coffee growers receive so little of the profits	S	C, G, M&D
The Computer Game	CAFOD	Role play about experiences of Mexican computer workers	S	C, G, ICT, S
The Trading Game	Christian Aid	How trade works: who wins who loses	S	C, G, M&D, RME
Timanyane	DECSY	Guidance for working with artist-educators from the South	P&S	A, C, M&D
To Begin at the Beginning	DEED	Brings the global dimension to art and craft activities	P	A
Toying with Technology	Scottish DEC	African children playing with and making toys	P	D&T, G, S
Values and Visions	Manchester DEP	Developing spiritual awareness	S	C, L&L, RME
Wall to Wall Design	Practical Action	Focuses on cultural and environmental issues of building homes	S	D&T, G, S
Water Issues – local and global	TIDE	Uses water to explore sustainable development	P&S	C, G, S
Water Numerate	WaterAid	Data handling problems related to water	P	M, S
We Work together. Can You?	Interfaith Ed Group	Young people of different faiths work together	P&S	RME
We, the World	Survival Int	Challenges stereotypes of tribal peoples	P	C, G, RME
What is Development?	TIDE	Questions the different dimensions of development	S	G, C
What makes me happy	Save the Children	A DVD of the lives and interests of 6 children around the world	P	C, L&L
Writing our Past	TIDE	Uses biographies of black people who are part of UK society	P	L&L
Young Citizens	Save the Children	How children around the world are involved in their communities	P	C, G
Young Lives, Global Goals	Save the Children	Teaching about poverty, children and the UN MDGs	P&S	C, G, RME