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Welcome

Debbie Watson – Global Education Officer

Katie Carr - CDEC Director

Global Citizenship

*Diversity and
Multiculturalism*

Sustainable Development

CPD and Training
Classroom activities
Funded Projects
Subscription Service

Fairtrade

*Outdoor and
environmental learning*

*Pupil Voice and taking
action*

Values and perceptions





Global Schools Project, a European funded multinational project which CDEC has been running in Cumbria over the last 2 years. – Embedding Global Learning in to the Primary curriculum





Furness Future Leaders Academy – a unique 3 week summer school for Year 5's, with the aim of developing leadership and entrepreneurial skills and with practical opportunities for becoming active local and global citizens.



Whose Sustainable Development Goals?





Some challenging considerations underlying
teaching and learning

Who owns the Sustainable Development Goals?





Ownership – can we define it?

To unpack the idea of ownership:

I know about the SDG's...

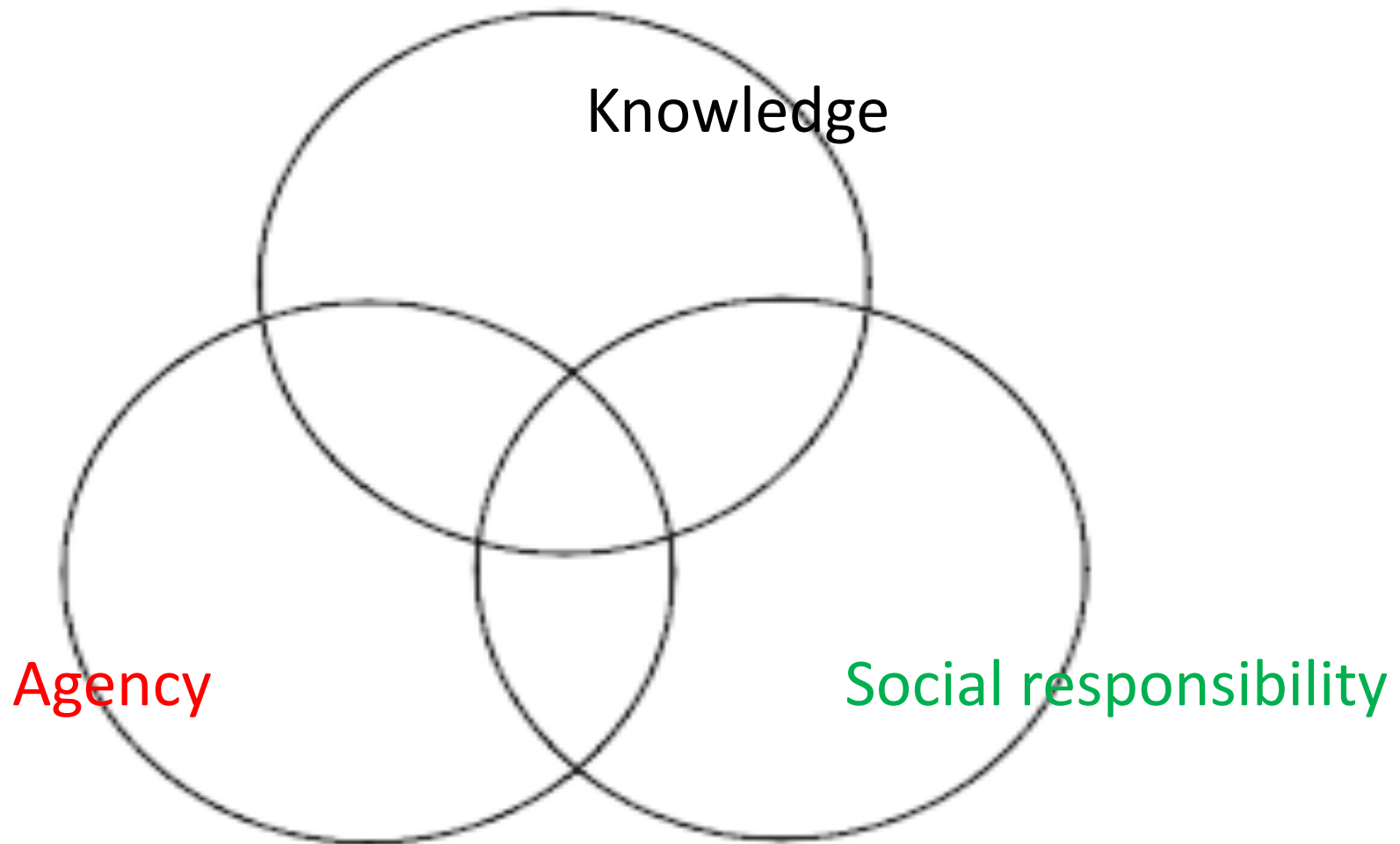
The SDG's affect us all ...

(equally)

I understand how I can contribute to the SDG's ...

I feel hopeful about the future..

Working definition of ownership:





Aims: to explore **participatory** approaches to delivering SDG's in schools and examine 3 key questions that are relevant to us as educators, ourselves as global citizens and to our students as global citizens of the future.

- how we can enable young people to take meaningful **ownership** of the SDG's?
- explore the nature of **social responsibility**. How do young people interpret this for themselves?
- examine the role of **agency** in global citizenship; how can we best support children's (and teachers') agency?

Development of social responsibility:

Emotional Development - Empathy

<https://youtu.be/Z-eU5xZW7cU>

Cognitive Development – inhibition (thinking of others before self) , seeing the world from other view points

Self & identity development – independent self, interdependent self, exploring different identities



‘Seed beds’ of social responsibility:
Families, peers, schools, communities – all
working together through:

Mechanisms

- modelling prosocial behaviour – how we teach just as important as what we teach
- explicit value messages
- opportunities for practice
- time for dialogue and reflection



Oxfam- 'global citizenship helps enable young people ... to **actively engage** with the world, and help to make it a more just and sustainable place.'

Agency – what does it mean?



Why is agency important for teachers?
Why is agency important for children?

How much opportunity do children have in
in school to make meaningful decisions,
take control, effect change?



In your experience, where are social responsibility and agency embedded in education?

Teaching and learning

School Ethos

Community and school grounds

Dalston School

Participatory planning!

If you didn't know any thing about anything, what would you need to find out to make a cup of hot chocolate?





Think Global, Act Local!

What is the big idea?

- To encourage vibrant local communities in which children and their families develop a greater sense of belonging and inclusion; they understand how what they do locally can have an effect on the global scale and they feel empowered to take actions together that improve their own lives and those of others. (*social responsibility and agency*)
- Through this practical experience, children learn skills of self efficacy and resilience and the importance of considering different viewpoints and needs when working in a community. It provides them with important personal skills for their future role as citizens – that they can make a difference -and for searching out their own career path in an uncertain and fast changing world.



Think Global , Act Local

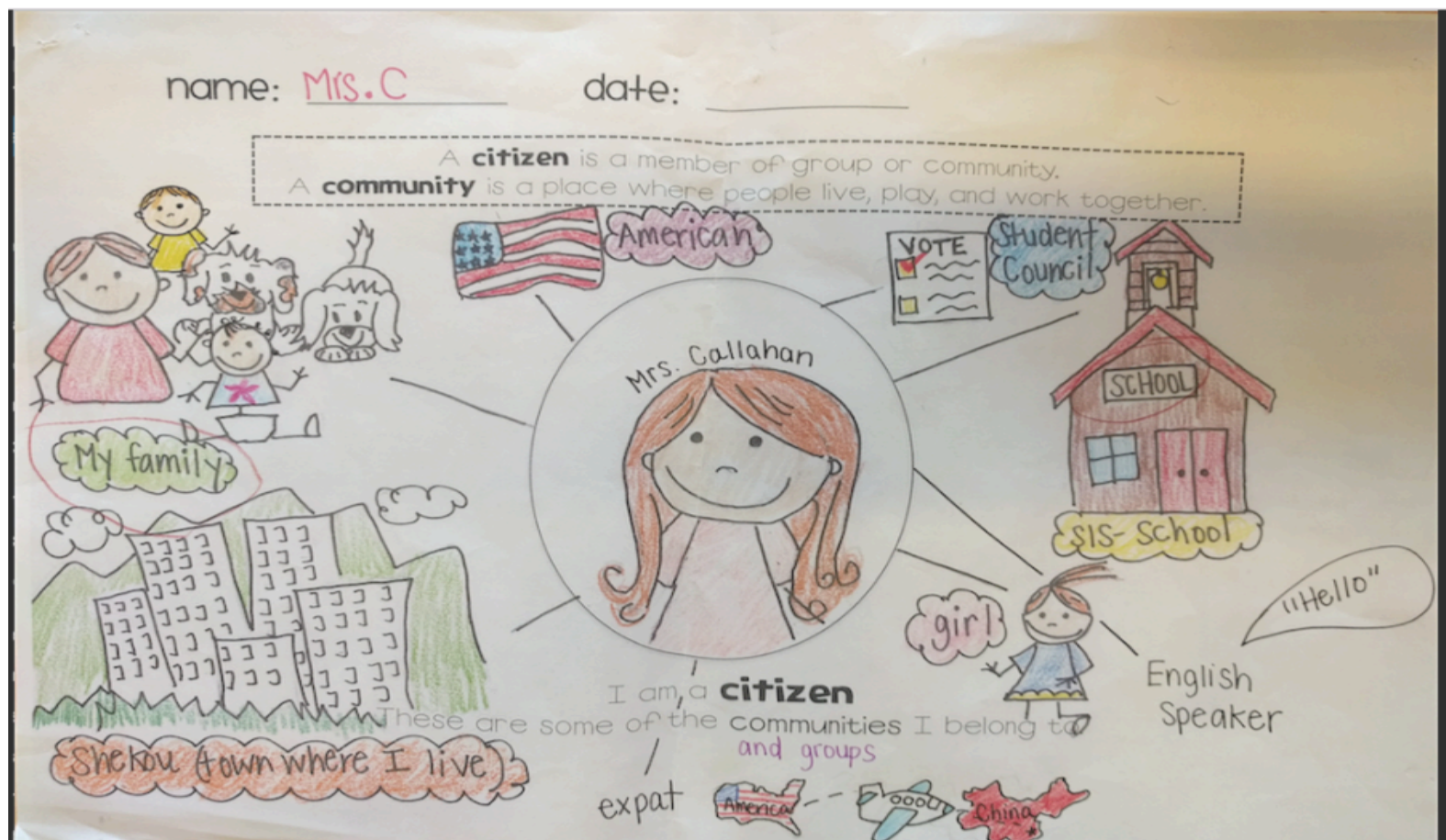
- **Build some skills and concepts**
- **Explore**: learn, feel and discuss, reach the real challenge
- **Do**: imagine , visualise success, plan the action
- **Do**: action - make change happen
- **Share**: celebrate success; I can , so you can too!



Building some skills and concepts

- What communities do I belong to?
- What does 'belonging' feel like?
- How can we work effectively together on this project? Team work and roles in a team.
- What does it mean to be a Global leader?

Drawing Community maps – awareness of interrelated communities



How would this place make you feel?

If you were on your own...

If you were with your friends...

In the daytime...

If you were with your parents...

At night...



Who is responsible for this place?

Who is responsible for looking after this place?

Who is responsible for how this place makes you feel?

How would this place make you feel?

If you were on your own...

If you were with your friends...

In the daytime...

If you were with your parents...

At night...



Who is responsible for this place?

Who is responsible for looking after this place?

Who is responsible for how this place makes you feel?

Explore

- **Young people explore local community**
- Children explore, visit, do surveys, interview people, etc in their local communities to find out what they think is important and they can realistically action.

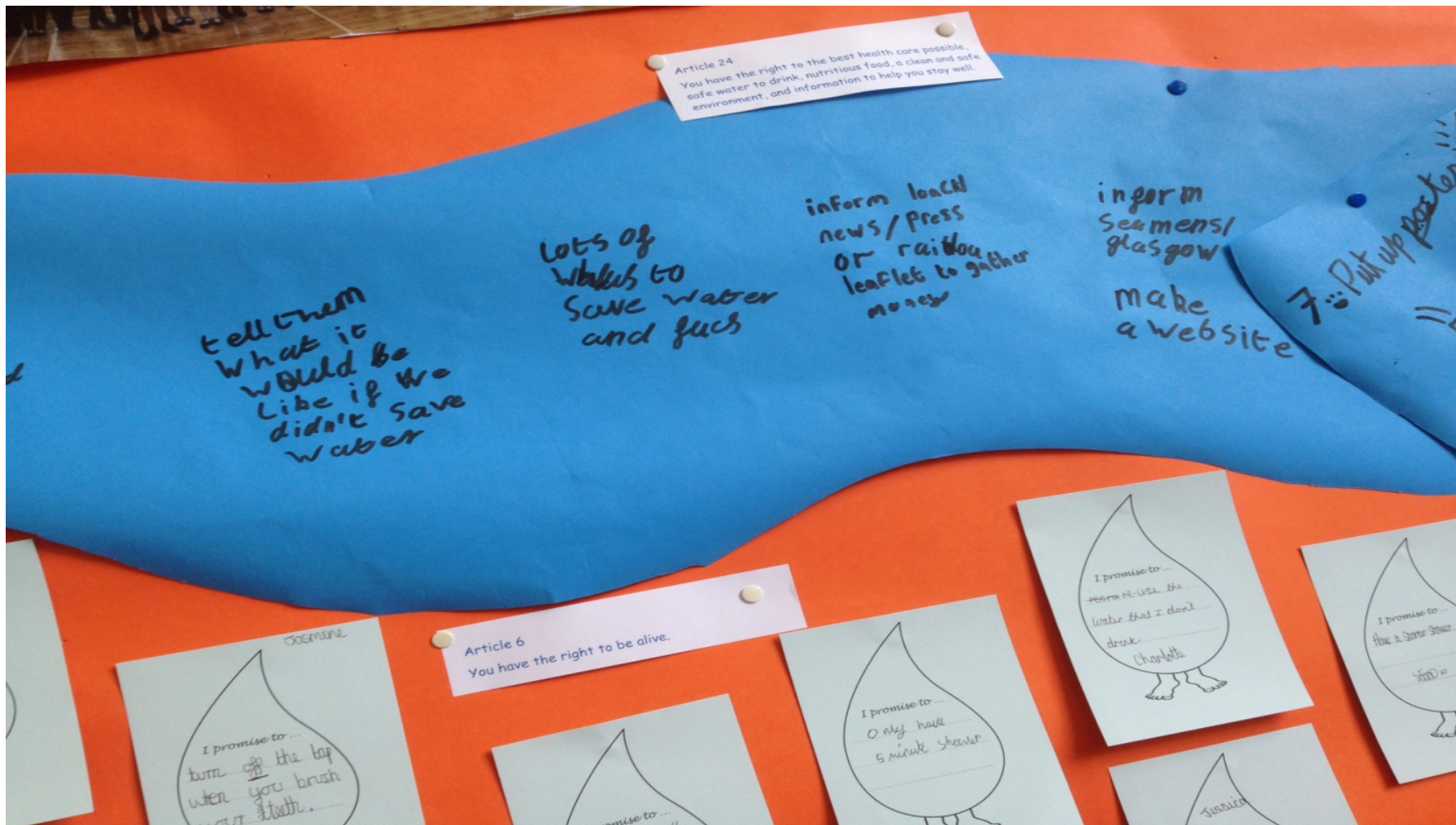




Do – plan and action

- They discuss options; what are they most interested in? What can they realistically action?
- Decide and make an action plan.
- What global links are there for their chosen action? Can they investigate these links?
- They carry out the activities.
- They organise a school/community event to share what they have done.

Plan – Church walk School



Plan – Church walk School

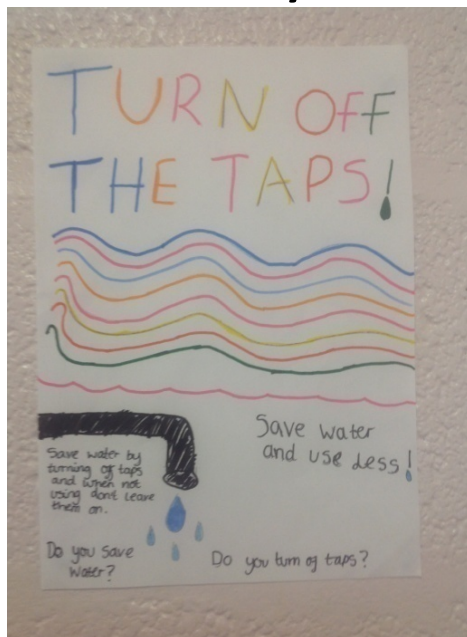


Action – Church walk School



Share – I can, so you can too!

- They organise a school/community event to share what they have done and to celebrate the action.



Global Role models

**ONE CHILD,
ONE TEACHER
ONE BOOK & ONE PEN
CAN CHANGE
THE WORLD.**

MALALA YOUSAFZAI



PHOTO: ANTONIO OLMOS



HOME

NEWS

Politics

Head to Head: Pige

Captain Cook

Sun City

Forum

Weather

Sun Top

Motors: No More

VIDEO

SPORT

Football

Cricket

Grid

F1 & Motorsport

Ⓢ

SHOWBIZ

Blaze

Film

Music

Box Set

Ⓢ

TV

Britain's Got Talent

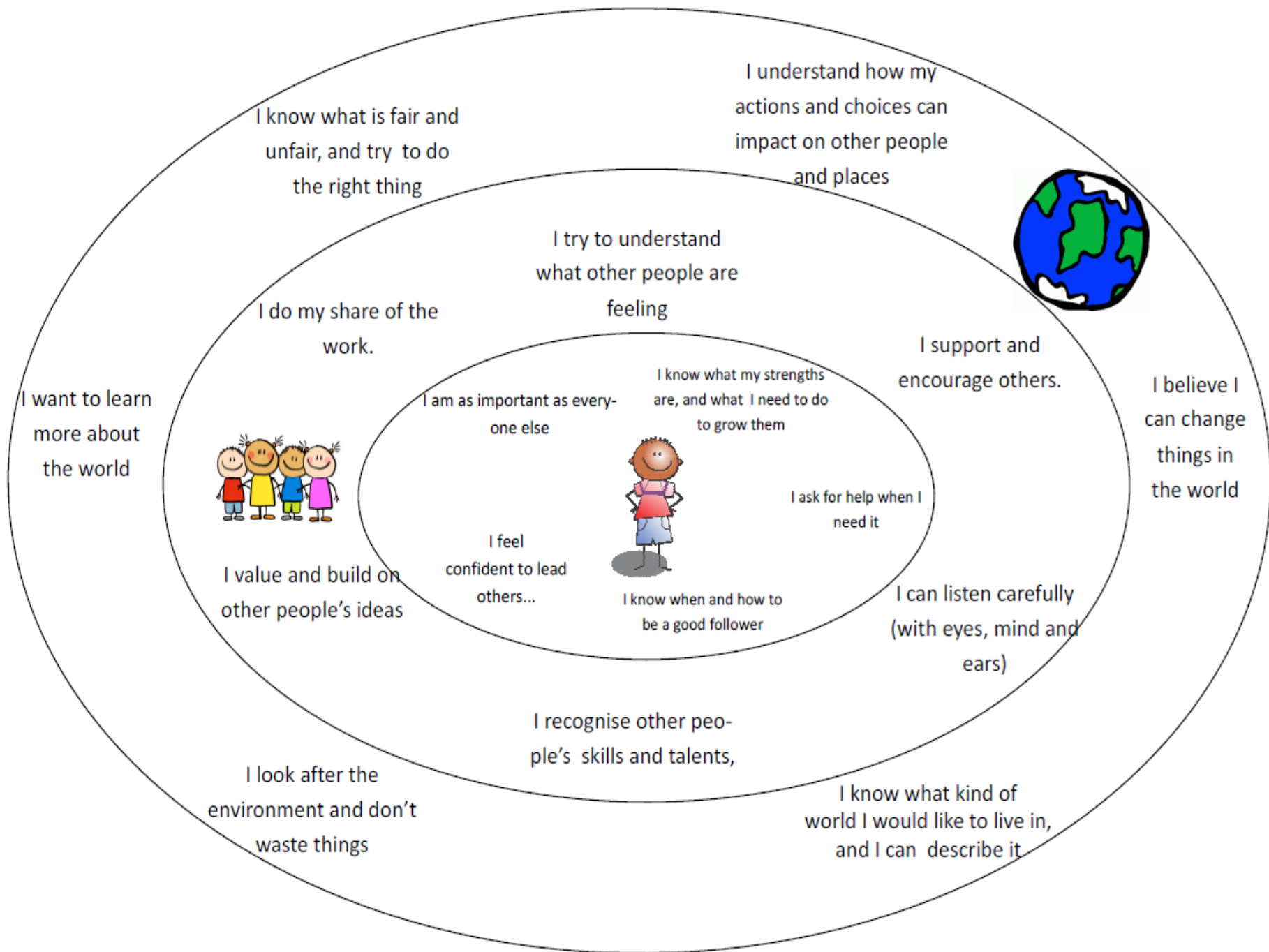
The Voice

Soaps

News

'Bad school dinner' blog is internet hit





Cumbria Development Education Centre

Educating for a fair and sustainable world





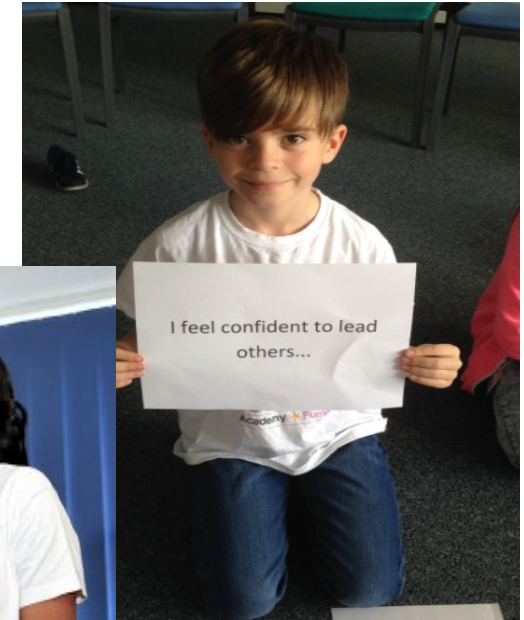
“What shone through for me was the pupils’ feeling of injustice. We often assume our pupils are desensitised to many of the global issues, but when given the opportunity to really explore an issue – its root causes, the impact it actually has on people, and possible solutions – the pupils were sharing their opinions, discussing ideas and listening to each other. They knew how much their voice counted.”



“A global citizen is somebody who contributes to the wider world community. They don’t just follow the crowd, they are their own person and they want to make a difference but they know they can’t do it on their own.”



- Examine T&L , School ethos, Community
- Embed opportunities for development of social responsibility and agency from the start and build
- Use local opportunities to link to Global issues
- Share these ideas with parents
- The way you teach is just as important as what you teach.
- Celebrate success!



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- Fleet Street maxim:
'One dead in London equals 10 dead in Paris equals 100 dead in Turkey equals 1,000 dead in India equals 10,000 dead in China.'
- Hurricane Harvey killed estimated 50 Texans and forced 32,000 into shelters
- Southern Asia 1,200 killed through flooding and 40 million others without homes
- Yemen – since war started in March 2015, 10,000 killed, 7 million made homeless. Cholera already killed 2,000 and infected 540,000. Saudis have kept Sana'a airport closed which means food and medicine cannot get in.
- Before 2003 – discussion – what should 'we' do about it – eg Bosnia, Kosovo. Since Iraq, Afghanistan and Libya, non- interventionists have won. Test case Syria. Shift – if we are not going to act , why bother knowing about them? Result – people dying under hot desert sun, killed by our allies- and by our inattention.
- Syrian Civil War since 2011- 400,000 died, 6 million internally displaced, 5 million refugees have left the country.