

Making It Real, Making a Difference:
The Global Dimension, Citizenship and Sustainability
in Initial Teacher Education and Training
One Day Conference - Thursday 8th June 2006

Development Education Project / Manchester Metropolitan University / Northwest Global Education Network

Aims:

1. To gain further understanding of new Global Citizenship agendas, and how they link to areas such as Every Child Matters, Diversity/Race Equality and Self-evaluation in schools.
2. To contribute to professional development in areas of Education for Sustainable Development, Citizenship and the Global Dimension
3. To disseminate and share good practice within MMU and with other HE institutions in the Northwest and with other organisations regionally, nationally and internationally through participatory learning methodologies.

Audience: HE tutors, trainee teachers and partnership schools in primary and secondary programmes, teachers, classroom assistants, governors, Local Authorities, NGOs

Venue –Geoffrey Manton Building, All Saints Campus, Manchester Metropolitan University

Date – Thursday 8th June 2006 9.30am – 4.15 pm

Why ‘Making it Real, Making a Difference’?

Engaging with real local to global issues is crucial in bringing learning to life, and for young peoples' development as critically informed, active citizens, able to play a part in shaping a more equitable and sustainable future. The project research evidence to date has highlighted a number of obstacles, such as the difficulties in trying to include a global dimension within an outcomes based curriculum, which is results driven, and which emphasises observable learning outcomes and target setting, as well as a lack of interest from some pupils, together with pupil resistance to different teaching styles.

The conference will focus on how to teach about real issues, from local to global, and get young people engaged in making a difference.

Supported by Citized, DfID, ESCalate and the Centre for Urban Education

9.30-10.00 **Arrivals**

10.00- 10.05 **Welcome** - Prof. Ramprogus, Pro-Vice Chancellor and Dean of Faculty of Health, Social Care and Education

10.05-10.35 **Keynote:** 'Towards a global-awareness curriculum and pedagogy: Difficulties and prizes', Mark Chater, Curriculum Adviser QCA (Mick Waters, Director of Curriculum, QCA was unable to attend due to government business) [Presentation –pdf format](#)

10.35-10.55 **Questions** (decided in groups)

1055-11.30 **Presentation / activity:** Introduction to Open Space for Dialogue and Enquiry: 'Oppression and Domination (Red Shoes)

www.osdemethodology.org.uk/osdemethodology.html,

Vanessa Andreotti, Research Fellow - Education Coordinator, Centre for the Study of Social and Global Justice, School of Politics and International Relations, The University of Nottingham (Audrey Osler, Director Centre for Citizenship Education and Human Rights, University of Leeds, was unable to attend due to family bereavement)

11.30-11.45 **Break and move to Workshops**

11.45 1.00 **Workshops**

1.00 -1.45 **Lunch**

1.45- 2.05 **Posters** (Short, personal presentations from project participants)

2.05- 3.20 **Workshops**

3.20-3.30 **Break and move to forum**

3.30-4.15 **Open Space Forum** (Questions decided by participants on the day)

Workshop Sessions

MORNING	ROOM 222	ROOM 223	ROOM 224	ROOM 225	ROOM 226	ROOM 230	ROOM325
	Narinder Mann	Vanessa Andreotti	Peter Brett	Andy Clark	Helen Lawson	Veronica Voiels	Anne Strachan
	A: Sell that CHOCOLATE BAR	B: Focus on independent thinking: addressing global issues and developing critical literacy through dialogue and enquiry	C: Teaching around the ‘Young Lives, Global Goals’ project (with particular reference to the Millennium Development Goals)	D: It’s the World Cup!	E: What happens now? Impact on Policy Formulation of Research Findings from the MMU/DEP Project ‘The Global Dimension in Initial Teacher Education and Training’	F: Extending horizons and breaking boundaries. Teaching Global Citizenship. Review and evaluation of new courses on primary BA and as part of a joint project between DEP and MMU	F2: Social Enterprise: a global dimension to enterprise learning
	<i>Secondary</i>	<i>Secondary</i>	<i>Secondary</i>	<i>Primary</i>	<i>Primary</i>	<i>Primary</i>	<i>Secondary</i>

AFTERNOON	ROOM 222	ROOM 223	ROOM 224	ROOM 225	ROOM 226	ROOM 230	ROOM325
	Pat O’Leary	Vanessa Andreotti	Richard Baker	Tony Shallcross	Gee Macrory	Chris Chambers	Melanie Fasciato
	I: Asylum seekers and refugees: role play activity	G: Addressing global issues through dialogue and enquiry	J: Embedding the Global Dimension in Initial Teacher Education: what have we learnt about the role of NGOs?	L: Creating Sustainable Environments in Our Schools	H: Global citizenship and modern languages in the secondary classroom	K: Children’s Worlds	M: Global citizenship awareness through puppets
	<i>Cross Phase</i>	<i>Cross Phase</i>	<i>Cross Phase</i>	<i>Cross Phase</i>	<i>Secondary</i>	<i>Cross Phase</i>	<i>Primary</i>

Morning - 11.30-12.45

A: Sell that CHOCOLATE BAR (Secondary)

Narinder Mann, Geography / RE teacher, Hesketh Fletcher C of E School, Atherton, Wigan

- Examine how we are all already dependent on other countries for what we buy and wear.
- Resources already available on chocolate and where to get them from.
- Work in teams to produce an advert on fictional fair trade chocolate bar to sell to the class

(GD Concept: Interdependence)

Narinder Mann Workshop: Sell that Chocolate Bar

Selling a fair trade chocolate

What is chocolate/Global Dimension?

Trade laws/restrictions/fair price

Starter: Worksheet/individual work/hot seating – discussions

Fair price chocolate bar/power point presentation looking at Global Dimension

- Global Dimension and it's focus – helping students understand, how they will become a global citizen
- Kids have to be aware of human rights
- Interdependence
- Sustainable development – carrying on what you are doing in future generations
- Conflict resolution
- Tolerance
- Human rights and chocolate bar
- Encouraging diversity
- Chocolate industry is against human rights/chocolate industry is all about interdependency

Our choices affect the others around us

Consumerism – is the chocolate industry about sustainable development?

Inequality can hinder sustainable development

Can the chocolate industry change the values and opinions of your students?

A video is shown of farmers in Ghana – help farmers to help themselves, history of fair trade.

Selling your chocolate (group work)

Focus is on the selling of the chocolate bar and feedback. Suggest names, slogans, selling points, type of chocolate etc.

What was covered:

- 1) 8 factors of Global Dimension
- 2) Global Dimension/fair trading/farming
- 3) How to sell chocolate

What have we learnt:

- 1) About Global Dimension and its focus to help students understand how they will become a global citizen
- 2) Our choices affect others around us
- 3) Inequality can hinder Sustainable development

What have you learnt:

- 8 factors of the Global Dimension
- Use chocolate to sell fair trade
- How would you teach it in your subject?
- Implementation of Global Dimension is important
- Break down barriers

Give students the ability to make a change

B: Focus on independent thinking: addressing global issues and developing critical literacy through dialogue and enquiry (Secondary)

Vanessa Andreotti, Education Coordinator, Centre for the Study of Social and Global Justice, Nottingham University

Introducing a methodology of safe spaces for dialogue and enquiry (OSDE) for the introduction of global issues and the development of critical literacy in the secondary curriculum. Participants will:

- 1) be invited to take part in an exercise of dialogue and enquiry on North-South relations designed for KS3.
- 2) explore the methodological implications of the strategy used in the first exercise with a special emphasis to the concept of 'critical literacy'.
- 3) look at other stimulæ available for KS3/KS4 using this methodology.
- 4) be invited to take part in an exercise of dialogue and enquiry at an adult level.

(Global Dimension – GD - concepts: Global citizenship - Social justice – Diversity - Interdependence - Values and perceptions)

**C: Teaching around the 'Young Lives, Global Goals' project
(with particular reference to the Millennium Development Goals) (Secondary)**

Peter Brett, Senior Lecturer/Citizenship PGCE Tutor, St. Martin's College

- Overview of positive potential links between Citizenship and Geography at KS3
- Short presentation on 'The causes and effects of climate change and taking local action : a Citizenship and Enterprise team project'. Y10 pupils from Queen Katherine School, Kendal
- Use and discussion of video and resource pack materials from the significant 'Young Lives' project supported by the Geographical Association and Save the Children.
- Sharing of practice in this area.

(GD concepts: Social justice – Human rights - Values and perceptions)

Key Points:

- o Importance of making things real for pupils e.g. case studies, real life stories
- o How to get across the inter-related nature of world issues e.g. how poverty, education, health, conflict etc. are linked
- o Importance of student led lessons – teacher as a facilitator
- o Active learning – pupils seeing how they can make a difference, learning useful skills in the process

“Young lives, Global goals” a project – Save the Children and Geography Association involved

Image of child in a developing country looking at a picture of obese western children saying “poor devils” - what themes and issues are raised by this image?

- o We assume that ‘we’ are ok and it is people around the rest of the world who are not
- o Stereotypes
- o Media portrayal – who produced it and why?
- o Pictures don't necessarily clarify a point being made

Geography and Citizenship have been badly portrayed in the media recently.

Focus of Young lives, Global goals project:

- o Children
- o Poverty
- o UN Millennium Development project

A project resource video is shown looking at the lives of children in less economically developed countries around the world (Ethiopia and Vietnam).

- How are they different to one another?
- How are they different to children's lives in the UK?
- How are they similar?

Video with case studies – personalises it for pupils.

Active citizenship element – pupils can join in campaigns which are in the pack.

How do pupils want the world to be in the future? What is their 'preferred vision'?

Case Study:

Queen Katherine's School – presentation by two year 10s about what they've been doing, looking at sustainable energy. Researching the issue and then an action plan to raise awareness in the school.

D: It's the World Cup! Exploring how events can be used to 'Make it real', give lessons meaning AND include a Global Dimension (Primary)

Andy Clark, Eco Coordinator, Canon Burrows Primary School, Tameside

The focus will be on two lessons using DEP's Global Express magazines (World Cup and Climate Change):

- How Canon Burrow's incorporates the Global Dimension into lessons
- Discussion of how to adapt Global express to different situations
- Development of lesson plans using editions on the World Cup and Climate Change

(GD concepts: Global citizenship - Sustainable development - Social justice – Diversity - Interdependence - Human rights Values and perceptions)

3 Key Points:

- Student voice and input into creating school codes based within Global Dimension through school committees
- Teaching with topics – finding themes within subjects to link in the Global Dimension
- Special days – fun with a message - doing arts, music, drama, gardening, recycling etc. With outside experts and influence from other cultures

Canon Burrows C of E Primary School

Year 1 teacher in Tameside

440 pupils

Outline

- The background of Global Dimension
- How it's incorporated into school life
- Using Global Express

- Football as a way in
- Impact on school life

Children's Involvement

- 2 committees – eco and school council
- Assemblies
- Classroom codes/buddy system/monitors
- Working in school grounds
- Special days – planting days, tidy days, recycling, arts etc.

Codes

- Voice of students – make changes in school
- Gives ownership – not top down model
- Committees make up school and class codes
- Problem of favourite student – popularity contest
- Can't serve twice, range of students selected in practice

School development plan

- Action plan – Day to do eco activities. All decided by students.

Assemblies

- Important in transmitting message about Global Dimension
- Go into communities
- Incorporate other cultures
- Rewards e.g. energy saving

Global Dimension assemblies

- Poverty
- Justice and fairness
- Fair trade
- Human and animal rights

With each item followed up in class

Buddies

- Buddy hat – identify students to approach
- Area in playground for students who are lonely etc. and a buddy goes to find them, play with them, take them to their teacher etc.

Outside

- Recycle
- Work in gardens outside each week with different classes
- Eco community decide on garden plans
- Nature reserve (25 years)

- New gardens developing
- School gardeners keep it running

Special days

- Fun with a message
- Fancy dress, arts, music, drama – external influence from other cultures

The Global Dimension in lessons

- Resources from all over the world
- Displays reflect Global Dimension
- Different teaching and learning approaches
- How to incorporate into other lessons e.g. D+T reusable energies, packages, batteries in torches
- Links when SOW's are rewritten
- Try to have a whole school theme, topic based approaches e.g. breads – different breads around the world, bring in and taste

How it was developed

- Staff keen
- Head's experience
- Written into all SOW across subjects
- Pressure and willingness
- DEP
- Global Express

Lesson Objectives

To show how a topic can be used to deliver a Global Dimension within the National Curriculum.

Global game: World Cup 2002 (Group work – each considering a different subject)

- How to incorporate the Global Dimension in all subjects using the World Cup
- Using topics and themes within subjects to incorporate the Global Dimension

Impact on school life

- Citizenship
- Quality of life
- Interdependence
- Sustainability
- Future generations
- Success

E: What happens now? Impact on Policy Formulation of Research Findings from the MMU/DEP Project 'The Global Dimension in Initial Teacher Education and Training' (Cross-phase)

Helen Lawson, PhD student, Manchester Metropolitan University

- Presentation of research findings.
- Interactive and participatory group work to examine implications of research findings at national, university and school level.

(GD concepts: All)

Key Research finding

PGCE Geography MFL difference

- More aware of Global Dimension secondary
- Part of what they do

Positives/Negatives

- + National Curriculum
- Too many things to do with high priority
- + Don't have to follow QCA but difficult to convey right or wrong
- Pupils are just not interested
- Creating new stereotype the 'pour'. A challenge – how to teach and make it 'new'

Self Concept

- Old teachers without a qualitative side – disillusion for teaching
- New teachers outcomes base assessments. Feeling different
- All teachers had some kind of experience in Global Dimension
- Teaching practice few impact
- Ethical issue. Brain washing?

Student trip in Morocco – spent a night in a remote valley

Research findings – small group discussion

- 1) Sheer amount of work that has to be covered
- 2) Feeling the need to concentrate and focus on the 'end result'
- 3) Pressure to pass the test. Too much emphasis on only the exam. Maths, English and Science is important.
- 4) How to inspire head teachers is the issue
- 5) Little awareness of Global Dimension among teachers
- 6) Not an obstacle, but justification, excuse (of teachers not to teach GD)

- 7) 'Experience' is a good starting point to get students interested e.g. to avoid 'brain washing', to observe the Refugee community
- 8) Bolton – good practice in bridging a difficult community
- 9) School trip to Morocco – meet different people – impact

How to structure? Why we teach? Rather than what?

- Lack of K+U students arrive within 2004 - 2005. 12% of students had met the Global Dimension at secondary school.
- Problems definitions – what exactly does this encompass?
- Awareness is greater at the end of the course but this is not sufficient.
- Students focus on the end result in a culture driven by assessment and results.

Problems:

- Pupils engaging in the issues
 - Skill or how you teach it well, rather than compounding stereotypes
- Great ideas – how do you use them?
 - Logistical problems
 - Physical restrictions
 - “How do you do that when pupils aren't taught to think?” – a further challenge
- Class you have taken over
- The sheer amount of work
- Focus on assessment
- No idea that there is a range of issues
- Pupils being unable to work with methodology
- Stages of career to Ofsted changes. Quantitative rather than qualitative
- Accept climate based on assessment

How can we prioritise in this climate of assessment?

Exposure

- Pressures from larger forces
- Changes to cultural development
- Why we teach, not what we teach
- Whole school needs a change of culture
- More beyond standards

F: Extending horizons and breaking boundaries. Teaching Global Citizenship. Review and evaluation of new courses on primary BA and as part of a joint project between DEP and MMU (Primary)

Veronica Voiels and Yvonne Sinclair, Senior lecturers, Manchester Metropolitan University

- An outline of the new course for year 3 and 4 and primary BA for students specialising in the Humanities, including the planning process and how MMU collaborated with DEP in a DfID funded project
- Trainees and students from the course will present some of their projects. These include adapting QCA schemes of work and learning activities in ICT which promote global citizenship.
- Discussion will enable feedback and evaluation of the benefits and challenges of these new courses.
- Attendees will be given course handbooks and handouts as well as access to electronic resources

(GD concepts: All)

- Follows directly – cross curricular course for years 3 + 4 BA – global citizenship
- History, Geography and RE joining together – break away from own subject and extend horizons
- Broke boundaries – became cross curricular
- New course – at the end of 3rd year students were asked to amend a new SOW to incorporate global citizenship
- Worked with external agencies such as Oxfam and DEP
- Wanted to confront controversial issues like climate change, social inequalities and racism – How can we make the world a better place?
- Make it ‘real’ by experiencing global citizenship in schools – Kingsmead school and Andy Clark school
- Own beliefs and values were very important
- Why global citizenship for humanities?
 - Further dimension of subject
 - Relevant/current issues
 - Personal, social, moral education students
 - Central issues from subjects
 - Collaboration with DEP vital
 - Successful course – very directly involved
 - More time to consider relevant issues to education

Talk about whole school approach of global citizenship in primary schools:

- Bringing relevant issues into sessions
- Importance of making these issues relevant/accessible to primary school children
 - Huge part of education and hugely affects their issues

Material from the course shown and a handout given.

How students choose this course as to what to specialise in with primary education – the title of ‘Global Citizenship’ puts people off as people don’t understand what it actually includes, how citizenship is just ‘added on’ in primary education. This needs to change.

Colleen – Student ITT 3rd year primary

QCA SOW – “Weather around the world” adapt to include global citizenship.

How does it affect countries, people and way of life?

Looks at people all over the world and how they live – how weather affects them:

- How they dress
- How it affects animals and food
- Talks about fair trade
- Activities throughout to make it interactive

Learnt how easy it is to adapt subjects in primary education to include global citizenship.

Ashma – Student ITT 3rd year primary

QCA SOW – “Contrasting locality overseas” – discuss one country compared to another. Linked to how schools, houses etc. are different. Introduces theme of poverty worldwide in global citizenship.

F2: Social Enterprise: a global dimension to enterprise learning (Secondary)

Anne Strachan, Project Manager, DEP

(Social) enterprise learning in the curriculum gives the opportunity for student-led projects reflecting real world problems.

Participants will engage in activities and discussion around

- What is social enterprise and how it differs from other forms of business activities
- How a focus on social enterprise enhances enterprise learning
- How social enterprise can be brought into other aspects of whole school work, school-school and school-community links, global citizenship and education for sustainable development.

(GD Concepts: Global citizenship - Sustainable development - Social justice –Interdependence)

We see a Global Citizen as someone who

- Is aware of the wider world

- Respects and values diversity
- Is outraged by social injustice

What is a Social Enterprise?

Introduction activity –

2 items on table e.g. pen, key, comb

How do these items represent enterprise?

Duck – staying afloat

Sweets – energy

Candle – product put together from different parts of the world

Key – start up building, new premises

Enterprise –

People working together?

Setting up business from scratch

Third sector of economy – Social Enterprise

Organisations managed by citizens to meet social or environmental needs

Social claims of self – help, care and concern for others/environment

Contains business that puts money back into the environment.

Task:

Sort businesses into sectors private, public, third

Social Enterprise

Makes money operates in the market

Sell goods – not because of the product e.g. biscuits. Instead it's because people are getting a fair trade.

What happens to profits? Charge for products used to deliver the message, give a fair trade.

Social Enterprise is a new term – about inclusion and making profit for public benefit.

Activity:

Differences between Social Enterprises and private e.g. McDonalds.

Environmental

McDonalds

Encourage driving

Unicorn

Walking

Values

More for your money

Where product has come from

Staff Relations

Often not good relationships
Less interested in customers

More open
More familiar with customers

Triple bottom line.

Profits are usually the bottom line (economics).

Double BL – are we meeting public need?

Afternoon 1.55-3.10

G: Addressing global issues through dialogue and enquiry (Cross-phase)

Vanessa Andreotti, Education Coordinator, Centre for the Study of Social and Global Justice, Nottingham University

Introducing a methodology of safe spaces for dialogue and enquiry (OSDE) for the introduction of global issues in Ks2/KS3. Participants will:

- 1) be invited to take part in an exercise of dialogue and enquiry on Sustainability designed for KS2/3 which received an 'excellent' in an OFSTED report.
- 2) explore the methodological implications of the strategy used in the first exercise.
- 3) look at other stimulæ available for KS2/KS3 using this methodology. In the last part
- 4) be invited to take part in an exercise of dialogue and enquiry at an adult level.

(GD concepts: Global citizenship - Sustainable development - Social justice – Diversity - Interdependence - Values and perceptions)

H: Global citizenship and modern languages in the secondary classroom (Secondary)

Dr Gee Macrory (+ secondary MFL PGCE trainees Carole Bernard, Astou Descrocher-Lo, , Dorothee Desvougues, Elise Goodman, Milanka Levi, Souad Razik)), Principal Lecturer in Languages Education; Associate Division Leader: Arts, Humanities and Languages, Manchester Metropolitan University

- Outlining ways in which the MFL classroom can both stimulate young people's interest in global citizenship and use this as a theme to increase interest in MFL. - Examples of activities that can be used at KS3, KS4 and 16+, and include a presentation by a group of MFL PGCE secondary trainees of material that has recently been trialled in a local secondary school to promote the study of Francophonie.

(GD concept: Global citizenship)

Global Citizenship and modern languages in the secondary classroom

There are 5000 languages and 180 – 200 countries in the world.
There are 122 languages just in Manchester schools. Urdu is England's second language.

- Teachers of Modern Foreign Languages have enormous scope for bringing the Global Dimension into the classroom.
- Languages and Global Dimension interlink.

Theme: School at Key Stage 3
Pupils from France

Pupils from India

Key questions raised:

What counts as progression in the Global Dimension? How to assess and move it forward?

Fits into language as a reminder that there are lots of countries and languages in the world. Uses what already is to learn in relation to other countries. Allows pupils to know children in other countries as 'just like us'.

Theme – Rights and Responsibilities

In French just learn new words.

Research at Altrincham Grammar

- Project on countries which speak French other than France to compare housing, cuisine and music to link to Global Dimension. General facts about other countries, all done in French.

3 Key Points:

- We live in a multilingual and cultural world. Through languages children can learn about this world.
- Teachers of Modern Foreign Languages have enormous scope for bringing the Global Dimension into the classroom as they link considerably
- Teachers of Modern Foreign Languages can just expand vocabulary to fit into any Global Dimension theme. To raise children's awareness more globally
- Every culture is shaped by the language used by its citizens

I: Asylum seekers and refugees: role play activity (Secondary)

Pat O'Leary, PGCE Drama Student, Manchester Metropolitan University

Asylum Seekers and Refugees Workshop

This workshop will explore:

- the reactions of townsfolk to an imminent arrival of asylum refugees into the town.
- status and how status can inform opinion of self and others.
- refugees having to flee their homes and villages.

(G D concepts: Social justice – Human rights - Values and perceptions)

Resources:

Marker pens, bags, CD player, CD of radio announcement, resource sheet 1, deck of cards.

Activity 1

Explain to the delegates the exploration of the pupils' concept of 'Home and Your Country', this being undertaken by using sheets of sugar paper with the above headings.

Activity 2

Blindfold activity.

Split delegates into groups; place each group into a section of the room using chairs or tables to create an enclosure, scatter counters onto the floor of the room. Hand out blind folds explain activity; the group each take a turn wearing the blindfold while the other members guide them verbally to a counter which must then be taken back to the groups enclosure, blind fold to be worn at all times, blindfolded person must remain on their feet and not crawl around the room on their hands and knees.

Activity 3

Read out resource sheet 1 (*End of the Line for Refugees*).

Explain that the pupils would now be taking on the role of:

Council workers in *Seaville* and are responsible for the welfare of the refugees due to arrive in the town.

They are attending a meeting at the local civic hall.

The time is present day.

They are being briefed by the council leader TIR.

Ask the pupils to set the chairs up for a formal meeting with the leader of the local council.

Teacher in role as the Mayor of the fictional town *Seaville* explains that as council workers they have been asked to attempt to resolve any foreseeable problems which the refugees might face when they arrive in *Seaville*.

Ask the delegates (in their previous groups to) create a small scene in the future highlighting a problem the refugees might encounter when they arrive in *Seaville*.

Allow the delegates 10 minutes to create this scene.

Activity 4

Show the work and discuss how, as council workers, these problems explored through drama can be resolved. Write this information on a sheet of sugar paper.

Activity 5

Explain the introduction of Nico.

Activity 6

Hand out a playing card to each of the delegates they are not to look at their own card, explain that ace is low and King high. Ask them to walk around the room and to greet the other delegates in a manner befitting their card. Ask delegates to react to the greetings using body language to interpret their status.

Ask delegates to form a line, across the space, reflecting where they perceive their card number and therefore their status, one end of the space to be high status and the other low status.

Discuss activity with delegates.

Activity 7

Explain to the delegates that you are now going to play them a radio announcement that has been translated into English. When the announcement has finished they are to write 10 items on the pieces of paper and put them in the bag, they will have 10 minutes to do this.

Play the CD of the news reader.

Activity 8

Set up the border crossing, teacher in role as the border guard. Ask each group to cross the border, as they attempt to cross the border the guard is to take items out of the bags. The border guard asks the refugees to remove all jewellery, shoes, belts, watches.

When all groups have crossed the border discuss activity and workshop as a whole.

Workshop ends.

I would like to state quite clearly that this workshop was an amalgamation of several lessons taken from a scheme of work written by John Rainer and Martin Lewis, who I thank for their permission to utilise the scheme. The whole scheme of work, and others, can be found in their book *Teaching Classroom Drama and Theatre: Practical Projects for Secondary Schools*:

Routledge Falmer (1 April 2005) - **ISBN:** 0415319080. All resources for this scheme can be found in the book.

My addition to the scheme is the recording of the radio announcement, which was undertaken by using *Cake Walk Home Studio 2004*, with additional sound effects downloaded from <http://www.partnersinrhyme.com/soundfx/warsounds.shtml>.

J: Embedding the Global Dimension in Initial Teacher Education – what have we learnt about the role of NGOs? (Cross-phase)

Richard Baker, Curriculum Adviser, Oxfam

- Sharing what Oxfam has learnt from its work in Initial Teacher Education about what it takes to embed the Global Dimension in students' learning and practice. - Exploring the role that NGOs such as Oxfam can most usefully play in supporting tutors to embed the Global Dimension in their Initial Teacher Education programmes.

(GD concepts: All)

Key Points

- o NGOs have a lot to offer in global education but how can they fit in and help embed global education in ITE and schools?
- o Time needs to be spent with trainees on how to incorporate the Global Dimension into existing schemes of work.

K: Children's Worlds (Cross-phase)

Chris Chambers, Sandra Palmer, Sue Bermingham, Senior lecturers, Manchester Metropolitan University

Introduction to Children's Rights considering wants and needs, considering changing historical perceptions and cultural differences.

An interactive workshop unlocking diversity in children's experiences using a range of strategies including rope, dolls and mystery items!! Come and join us.

(GD concepts: Diversity - Interdependence - Human rights)

www.geography.org.uk/projects/gtip/thinkpieces/childrensworlds

- o Link in humanities to explore Global Dimension
- o Getting children to become more aware

- o Environment of empathy
- o Be creative, many ways to teach the Global Dimension

L: Creating Sustainable Environments in Our Schools (Cross-phase)

Tony Shallcross, Head of International Education, Manchester Metropolitan University

Examination of case studies of 'good' practice in ESD in classrooms and school, the workshop will be interactive and linked to principles of ESD

(GD concepts: All)

Key Points

- 1) Education system is, at the moment, meeting demands of economic growth rather than education for its own sake or a socialisation process. Education which changes attitudes and behaviours.
- 2) All schools are doing things about Sustainability. They just need to recognise and acknowledge they are looking at things in a different way.
- 3) Cover all levels of culture and Sustainability.
 - o What is good practise?
 - o Education which changes attitudes and behaviours/actions
 - o What can schools do in local communities?
 - o Look at 3 case studies to consider the big picture of education
 - o Strong relationship between enrolment, home and Co2 emissions
 - o High values on material goods
 - o Look at solutions, not problems

Education system is to meet the demands of economic growth rather than education for its own sake or a socialisation process.

Culture and Sustainability task in groups

- o Look at case study
 - Identify extent of culture in the study
 - Arts, culture, communication etc.
 - Which type of Sustainability does the article support?
- o Explain case study to the group
- o Complete a table for all case studies identifying culture

- What have you learnt as a teacher?
- Discuss examples of Sustainability in teaching
- What are the crucial messages gained from this?
- Acknowledge and discuss on a rating scale – shows how it has impacted on the students
- Make sure you take your teaching back to reasons why/objectives for teaching that in the first place

All case studies on www.education.ed.ac.uk/esf/sq/index

- Sustainability is in everything being targeted already in schools, it just needs to be acknowledged and emphasized. Look at doing things in a different way.
- There is a need to address designing and teaching and resist spiral curriculum.
- The restraints can be overcome using extra curricular activities time to do projects on Sustainability.
- Or link it to the curriculum and get actively involved in the community – a whole school approach.
- Education which changes attitudes and behaviours.

M: Global Citizenship awareness through puppets (Primary)
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(GD concepts: Global citizenship)

Melanie Fasciato, Principal Lecturer, Division of Maths, Science and Technology Education, Manchester Metropolitan University

Using original ethnic artefacts as the inspiration for puppet making in the Primary Classroom. We will be focussing on the use of artefacts from the African continent and using these patterns and symbols to create and decorate puppets appropriately



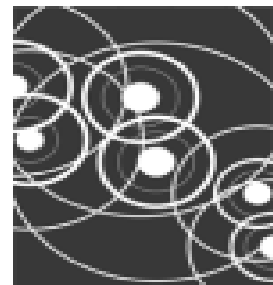
Manchester
Metropolitan
University

Making it Real, Making a Difference
Thursday 8 June 2006

Participants Evaluation Feedback
Summary Report



DEP



Keynote 1: Mark Chater

Content

1	2	3	4	Total
0	1	17	47	65

Presentation

1	2	3	4	Total
0	1	16	49	66

1 = Poor 4 = Excellent

Encouraging noises from QCA
Extremely helpful to hear QCA's movements
Felt the damage already inflicted by QCA was glossed over!
Wish we had more time to debate the issues in this session
Inspiring lively and fun. Excellent
Should have tackled audience question about languages
Great Presentation but did not really answer the questions
Useful and encouraging
If you need a person for OFSTED, call on us
Excellent
Liked the context of global being illustrated –challenges etc. Would have liked a deeper insight into global issues for school to address etc
A bit too general and vague
Very interesting to hear QCA perspective
Too hard to read slides – blue on blue
Very interesting to see QCA opinion
Less time for intro would have aided more time for second speaker

Keynote 2: Vanessa Andreotti

Content

1	2	3	4	Total
0	10	18	27	55

Presentation

1	2	3	4	Total
0	7	29	28	64

1 = Poor 4 = Excellent

Very rushed, not appropriate for such a short session
Very rushed unfortunately
Very good but too rushed!
Low points only due to lack of time
Wish we had more time to debate the issues in this session
Good and informative
Was held back only by time constraints
Rushed but good
Too rushed
It was very rushed
Too packed
Rushed
Wanted much more time on this, shame it was so rushed though
Great, brief

Time was too limited here. Did not allow questions listed etc to be explored
 Rushed, needed more time (really disappointed with Key note changes of speaker)
 Interesting idea good that it focussed on teacher thinking
 Too short a session for what seemed like it would have been interesting
 More time needed
 Too rushed
 No technology threw the speaker
 Too rushed to fully engage – very interesting
 A little rushed

Morning Workshops

Content

1	2	3	4	Total
1	2	18	39	60

Presentation

1	2	3	4	Total
1	5	24	27	57

1 = Poor 4 = Excellent

Sell that chocolate bar!

Narinder Mann

Great resources that I can use
 Too rushed
 V helpful with practical suggestions

Independent Thinking

Vanessa Andreotti

Really good!
 Great facilitators, time here was much better. Good insight into planning interactive activities. V good exchanges

Teaching around the ‘Young Lives, Global Goals’ project

Peter Brett

Very useful
 Excellent

It’s the World Cup!

Andy Clark

Very useful to see a whole school approach
 Inspired me as an eco-co-ordinator and teacher – all achievable
 Very useful case study and examples
 Excellent

What happens now?

Helen Lawson

Helen’s research was very informative and will help me in my own research into incorporating the GD into ITE
 Really good stimulus

Would've been good to have ppt working, would have been handy to have had handouts at end
Good debating opportunities, very thought provoking

Extending horizons and breaking boundaries

Veronica Voiels and Yvonne Sinclair

Very exciting, very interesting to listen to trainees experiences

More critical evaluation expected, presentation not representative of methods promoting

Afternoon Workshops

1 = Poor 4 = Excellent

Content

1	2	3	4	Total
1	3	25	27	56

Presentation

1	2	3	4	Total
0	6	25	25	56

Asylum seekers and refugees

Pat O'Leary

Interesting, involving and some v useful techniques

Way too rushed

Addressing global issues through dialogue and enquiry

Vanessa Andreotti

Could have provided notes @ start – we were frantically scribbling

Super methodology

Would've been good to have ppt working, would have been handy to have had handouts at end

Creating sustainable environments in our schools

Tony Shallcross

Too quick! Not enough time to enjoy

Workshop a bit too complex for time we had available

Rushed due to timing – though stimulating with a sense of realism

Good but not enough time

Needed website to be clearer

Pace a little rushed

Children's Worlds

Chris Chambers

Very useful practical activities to do with both adults and children

Had wanted more insight into the course offered

Needed to go a little deeper. Very many subjects address. Difficult to cover these Interesting ideas exchanged

Great ideas for activities

Posters

Very brave and very inspiring students!
More please, gd eggs are best way of teaching the teachers
Sure it will be better when it's finished
Not sure ?– liked Traidcraft and resources stall
Great to find out about orgs such as Bulb
Poor presentation – IT

Personnel

Very well organised!
Very helpful at every turn
Staff were all extremely knowledgeable and helpful
Fantastic
Excellent. The students and staff were absolutely brilliant and always on hand when needed
Brilliant organisation
Good if not slightly over keen – told several times the same info
Marvellous
Excellent
Excellent love 'here to help'
Very helpful and there when you needed them
Generally v helpful, easy to find staff. Nice lunch
Excellent – including bell
Super

Administration/Overall

Very good event
Very well organised!
Excellent Thank you
Very professional and well organised
Didn't get a morning break – unable day overran
Time was an issue. Some things were cut short because others over ran
Excellent day. Very positive initiatives and ideas to take back to school
National Rail Timetable link would enc use of sust transport (*BIO note – this was on the information sent to them*)
Food could have been healthier
Excellent thank you – please keep us moving on this – can we have follow up?
Very useful and informative (good food)
Very good – learnt a lot
Trouble with technology
An extremely inspirational day
Excellent conference thank you
Perhaps timing was too tight. Difficult to know to pace these events
Excellent
Send the programme and address by email as I didn't get it in the post (*BIO note – could have been that this person did not book a place, confirmation packs were mostly sent by post*)
Time keeping could have been addressed/ particularly the morning and also making sure all is obvious
Good stuff

General comments on the conference

Please put the contact details of workshop leaders on the web
And outlines of ALL sessions

A really useful day: please continue to 'roll' this particular stone ... it must gather speed and influence!

Fantastic conference! Well done all, particularly Clive!

If you are trying to promote ESD – use double sided photocopying on agenda, programme and admin details – *BIO note- we would have liked to do this but the details had to be flexible until the last minute due to speaker changes*

For future reference – 'linen' bags can be got from Energy Saving Trust – ask your local EEAC – has freephone no on them. Not plastic

Need stricter chairing – firm but fair therefore kept to time to achieve your agenda

Poor sound quality is annoying when you WANT to listen

The actual programme bore little resemblance to written one – still good though

Change the views of existing teachers and school staff

Gov policy has to change

Promote more teaching of the GD in ITT

I thought the conference was well run and included useful info and ideas. It was a bit rushed and didn't allow enough time for discussion which is the most valuable aspect of these spaces/opportunities. Also the plenaries concentrated on the needs of student teachers and there were fewer opportunities for those who were not student teachers but involved in other areas. Overall a useful day, thanks

A very interesting and successful conference – thank you

Positive buzz to the day, trainees helped a lot