

# GLOBAL CITIZENSHIP

from the margins to the mainstream

a partnership between Reading International Solidarity Centre and Reading, Bracknell Forest, West Berkshire, Wokingham and Windsor and Maidenhead local authorities and the Diocese of Oxford

2009-2012

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

reading international solidarity centre



# Credits

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RISC Education Team

**Liz Allum**  
**Barbara Lowe**  
**Louise Robinson**

Exhibition Panel Design:

**Shehnoor Ahmed**

Booklet and Resource Bank design:

**Nathan Edwards**

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# GLOBAL CITIZENSHIP

from the margins to the mainstream

Global Citizenship education develops in pupils the knowledge and understanding, skills and values and attitudes which enable them to take action for social justice and sustainability, locally and globally.

This 3 year project, funded for by the Department for International Development, began in 2008 and builds on RISC's successful Global Citizenship partnership work with schools and local authority advisors across Oxfordshire and Berkshire. Through the project, we have established partnerships with 5 Local Authorities: Reading, Bracknell Forest, Windsor & Maidenhead, Wokingham and West Berkshire and with the Diocese of Oxford. These partnerships have raised the profile of Global Citizenship within each of the authorities with the result that it is now embedded within training programmes for teachers, teaching assistants, governors and GTPs.

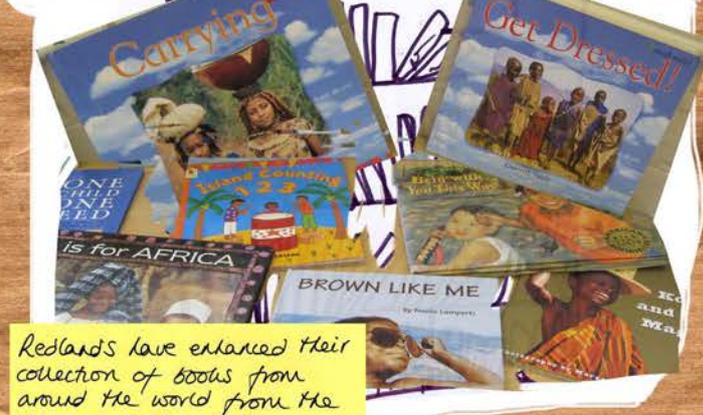
However, during the life of the project there have been significant changes in the role of local authorities, and these have presented us with challenges which had to be overcome. Since each partner has its own character and priorities it was essential to identify the common ground between the aims of each local authority, RISC as the core specialist provider of Global Citizenship education services locally and the DfID's Development Awareness Fund. A steering group made up of advisors from each of the partner authorities and headteachers from the global schools proved to be essential to the success of the project, informing its strategic direction, suggesting innovative solutions to changing circumstances and ensuring the project was equipped with the most up-to-date information.

Once this steering group was established, good practice could then be developed within each local authority, showcased and disseminated between schools and by working groups of teachers across each of the authorities, to inspire the development of further work. A self-evaluation framework was developed and made available for schools to evaluate their own progress towards embedding effective Global Citizenship education of the highest quality.

# Celebrating Global Citizenship: A showcase of Reading Schools working in partnership with RISC

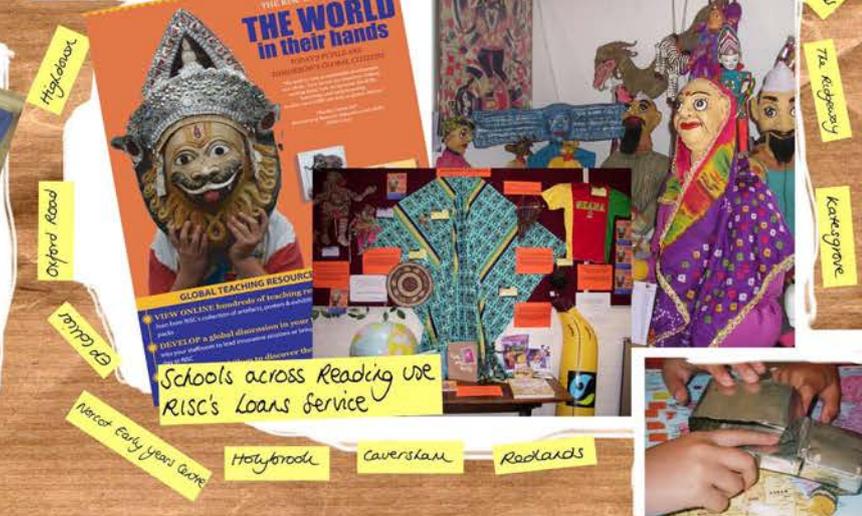
# Bringing the world into the classroom

## Books



Redlands have enhanced their collection of books from around the world from the Resource Centre in the World Shop at RISC.

## Artefacts

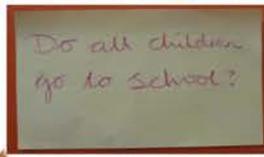


Schools across Reading use RISC's Loans Service

## Story tent



The Global kidz storytent has been a focus for book weeks at Ridgeway, Redlands, St Mary's & All Saints, Katesgrove and Caversham



Using textiles, toys and reading packs from RISC, year 2 pupils at Ranknet learnt about glara

## Visitors



Iranian Artist Margon Haskevi works with pupils at Moorlands



Pupils at Redlands thought about futures

Pupils from Prospect work alongside Indian puppeteers to create a campaigning performance about sustainability

## Partnerships

We took the rice and maize from Bonia School in Ghana, Africa, and planted them in the Community Garden.



At Redlands, local and global partnerships are embedded in the curriculum

# Reading Strategy: working through Global Schools

RISC is located in the heart of Reading, the smallest local authority in this project in terms of number of schools, and the one covering the smallest geographical area, but it also contains many of the most diverse schools in the Thames Valley and those serving some of the most economically deprived communities. RISC has a history of providing services directly to many of these schools, but only formally began a strategic partnership with the local authority at the outset of this project.

We have established two Global schools in the authority, Redlands Primary in the East Reading cluster, and Oxford Road Community School in the West Reading cluster, and this model of using existing structures and networks has ensured that the good practice developed within the schools is disseminated widely and effectively.

Given the proven success of working with the cluster structure we also approached the Whitley Excellence Cluster – a group of schools in South Reading established as part of the government's Excellence in Cities programme which aimed to raise school standards in challenging areas. The heads from these schools became convinced of the benefit that engagement in this initiative could bring to their staff and pupils and were therefore prepared to commit staff time to participate in extensive training programmes.

Further success has been achieved through the enthusiastic involvement of the Reading Governor Association in promoting training for school governors. Reading's Equality Services and Community Cohesion staff were invaluable sources of guidance, introductions and practical support.

Changes in local authority funding have meant that some work with Reading which initially appeared likely to have a significant impact was unable to bear fruit; for example funding for their exciting borough-wide PSHE initiative which was to have Global Citizenship embedded throughout was a victim of the cuts. However there is now a strong partnership in place and the profile of Global Citizenship is high in schools across the borough.

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# Investing in CPD

## GC THROUGH ART AND DESIGN: EXPLORING CONTEMPORARY ARTISTS FROM.....



ASIA

AFRICA

MIDDLE EAST

Global Citizenship through Art and Design is a CPD seminar for primary and secondary teachers

Working with artists, you will explore the creative process and how it can be used in the classroom to engage children with global issues.

For more information on Global Citizenship visit: <http://www.risc.org.uk>

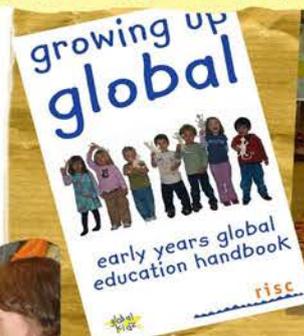
**Angaza Africa African Art Now**

Global Citizenship through Art and Design is a CPD seminar for primary and secondary teachers

Working with artists, you will explore the creative process and how it can be used in the classroom to engage children with global issues.

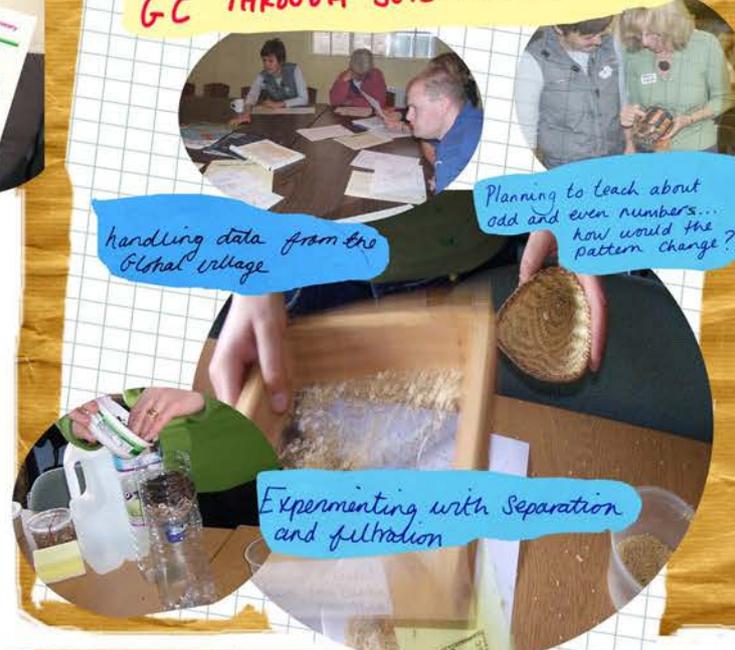
For more information on Global Citizenship visit: <http://www.risc.org.uk>

## READING TEACHERS LAUNCHING GROWING UP GLOBAL



Come, have a go and see how easy it is to try one strategy in the classroom!

## GC THROUGH SCIENCE AND MATHS



handling data from the Global Village

Planning to teach about odd and even numbers... how would the pattern change?

Experimenting with Separation and filtration

## GC THROUGH LITERACY AND ORACY



evaluating fiction and non-fiction

discussing current events

meeting award-winning authors

to celebrate 10 years of freedom in south africa an event for children 12+, young people & adults

an opportunity to meet the award-winning author of *Journey to Jo'burg*, *No Turning Back*, *The Other Side of Truth* and *26 April*

Joy Naidoo

What was most useful?

Have planning time to look for global links for tutor mastery topic

## WHOLE SCHOOL TRAINING

Oxford Road Primary School  
Global Citizenship Training Day at RISC, 3rd November 2008

| Timing        | Programme   |
|---------------|---|
| 9.00 - 9.15   | Arrive - tea & coffee   |
| 9.15 - 9.30   | Welcome and introduction activity   |
| 9.30 - 10.15  | <b>Global Science</b><br>A carousel of creative science activities to bring a global dimension to the science curriculum  |
| 10.15 - 11.00 | <b>Science and Plants</b><br>Explore the roof garden to find the global science connections beyond the classroom  |
| 11.00 - 11.20 | Tea and coffee  |
| 11.20 - 12.10 | <b>Art</b><br>Find out about a groundbreaking project using the work of contemporary artists from around the world to explore Global Citizenship themes.                                    |
| 12.10 - 1.00  | <b>Oracy</b><br>Try out and evaluate a range of speaking and listening activities for early years up to key stage 2   |
| 1.00 - 2.00   | Lunch   |
| 2 - 3.15      | <b>Global Christmas</b><br>Deliver Global Citizenship through festive celebrations and work towards a peaceful Christmas, a sustainable Christmas, a fair Christmas and a diverse Christmas |
| 3.15 - 3.30   | <b>Plenary and evaluation</b>   |

What did you learn/find out?  
Practical ways of teaching Global citizenship through Science lessons

What did you learn/find out?  
Gave more balanced view of other countries/people/cultures.  
Challenge my own stereotypes!

What did you learn/find out?  
Awareness of artists from the majority world whose work was used to me

What will you use from the day?  
Some of the creative primary art ideas used for the art project. Will be able to try some of them with Foundation class

What did you enjoy about the day?  
Found the whole day stimulating - opened up quite new areas for me! Thought provoking

Thank you - it was an inspiring day & has given me a "boost" to continue creating a GC environment

# Global Citizenship Training

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RISC's Education Team delivers Global Citizenship training for local authorities, schools, teacher training institutions and other organisations.

Our strategic approach to training involves a comprehensive CPD offer, so teachers can choose from a wide range of options. Recognising that different schools and individuals are looking for different opportunities has enabled us to engage with a large number of schools across Berkshire and Oxfordshire. One size doesn't fit all!

We offer a 'menu' of Global Citizenship workshops delivered as stand-alone twilight sessions, or combined to provide a whole or half-day training for a school or cluster of schools. Typically schools choose workshops that establish the foundations of Global Citizenship, then explore ways of developing and embedding it across the curriculum and school ethos.

We regularly run a three-day Global Citizenship Advocates Course and our own programme of afternoon and twilight sessions.

RISC's trainers were amongst the first in the country to be validated by Liverpool Hope University to deliver the new Global Teachers Award. This is now built into our training programmes.

Individual teachers, inspired by their training, encourage colleagues to explore Global Citizenship and then request training for their whole school staff. A critical mass of teachers, delivering Global Citizenship effectively, will encourage and enable pupils to bring about positive change in the local and global communities to which they belong.

# Celebrating Global Citizenship:

A showcase of Reading Schools working in partnership with RISC

# Teaching and Learning

Becoming a Global School  
Redlands Primary began the journey in 2004 and Oxford Road Community School in 2007

## Redlands Primary



exploring food → trade → interdependence



Redlands makes the news

## Oxford Road Community School



finding similarities and differences → understanding diversity

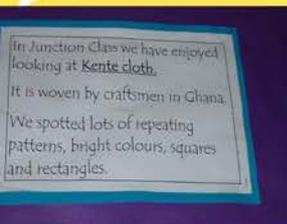


Humanities: significant people today



Science

celebrating peace



### Nursery

In Nursery we looked at the symbols on Adinkra printing blocks from Ghana. We then designed and made our own.



D+T



Considering the impact of plastic carrier bags... and finding a new way to use them



ICT

We had fun designing our own Kente cloth using paint on the computer. We used copy and paste to repeat sections.

PSED

## Alfred Sutton Primary

66

## Upcroft Primary

Cross-curricular Global Citizenship: a week at Upcroft Primary

"One day Fatima brought in her Islam study book and showed it to us, on another day Karim showed us his prayer mat and told us about how he prays using his interesting." Y3 pupils, Upcroft primary

"In class we read 'The Librarian of Basra'. The Story showed how all the people in Basra helped to save all the ancient books by hiding them in their homes. If they didn't the books would have been burnt in the war. The people would have lost all their important books"



Maths

## Blessed Hugh Faringdon School

Pupils explore politics, human rights and art using animation, sculpture and painting



MONDAY

**History** - Complete the Arab and Muslim contributions to life in 21st century Britain (p2) as a class for the introduction, discuss what we think they have contributed, then show the children what they have, are they surprised? Give children pictures and information, they match them up in pairs and put onto paper.

TUESDAY

**Maths** - look the website in the pack, complete the sheet on geometric shapes. Discuss the origin.

WEDNESDAY

**Literacy** - look at proverbs on peace and conflict and then discuss. Children choose one which they find compelling and practice writing it in calligraphy

THURSDAY

**Art** - Introduce calligraphy, Arabic, they practice writing their names in Arabic and using calligraphy, find the meaning of their names and introduce Islamic Art. Link back to the work we have previously completed in the year on Islamic Art.

FRIDAY

**Art** - Look at the work of Hassan Massoudy and Islamic Calligraphy. Children. Create their own calligraphy work inspired by the artist using the proverbs and the meaning of their names

# Global Citizenship and Newly Qualified Teachers

As part of our training programme for local authorities, RISC delivers Global Citizenship training for NQTs. This is now embedded in the training provision they receive as new teachers and usually takes place in the second part of their NQT year. By this stage they are established in their schools, ready to explore global issues and encourage the children and young people they teach to be active Global Citizens.

Following their PSHE and Global Citizenship training Wokingham NQTs said

“I can see how to encourage children to have a balanced view of the world, showing similarities and differences’

‘I’m going to improve my structure of circle time, to build in global citizenship and look for new opportunities’

‘I now need to raise awareness of global citizenship in my school wherever possible’ ”

## GLOBAL CITIZENSHIP



**An action-packed introduction to Global Citizenship & services RISC offers to schools. Explore what taking action for social justice and sustainability is all about, within & beyond the classroom - & why it's essential in encouraging children & young people to be active Global Citizens.**

**Tuesday 7 June 1-4pm**  
**risc 35-39 London St RG1 4PS** & FREE for NQTs

for more info & to book a place contact [education@risc.org.uk](mailto:education@risc.org.uk)  
or phone 0118 958 6692 & ask for a member of the Education Team

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

**Celebrating Global Citizenship:**  
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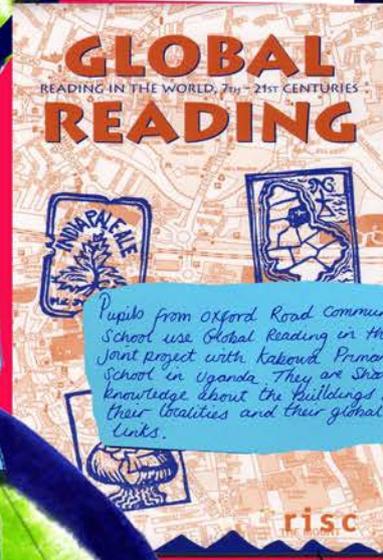
*Finding the global  
 in the local*



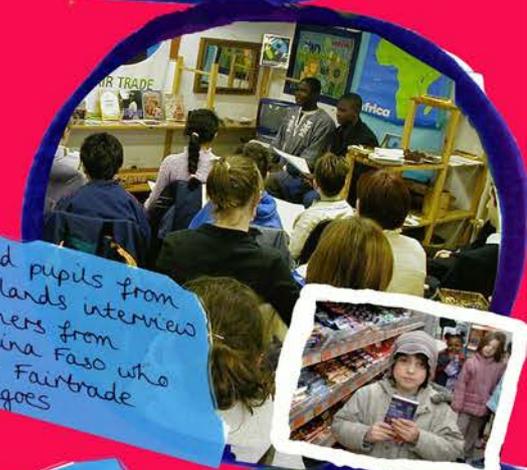
PROMOTING KNOWLEDGE  
 AND UNDERSTANDING  
 OF BRITAIN'S  
 SOCIAL AND CULTURAL  
 HERITAGE,  
 AND OF ITS  
 INTERDEPENDENCE  
 WITH THE WIDER WORLD



Pupils from Highdown discussing representations of young people before producing their own paper inspired by a street kids newspaper in Bolivia...



Pupils from Oxford Road Community School use Global Reading in their joint project with Kabowid Primary School in Uganda. They are sharing knowledge about the buildings in their localities and their global links.



and pupils from Redlands interview farmers from Burkina Faso who grow Fairtrade mangoes

Newtown, Katesgrove, Redlands and Oxford Road schools have participated in a joint project with trainee teachers from Reading University. Pupils spend a day at the university exploring Global Citizenship issues through Art and English.



Pupils from Newtown Primary create artworks inspired by Nigerian artist Chidi Okoye

and Aboriginal artist Sally Morgan

Pupils from Higwam Nursery, Redlands, Reading School, Geoffrey Road, EP Collier, Geoffrey Field visit the RISC roof garden and find plants that taste good...

... learn how to harvest water and discover minibeasts and their habitats...



Redlands pupils were inspired by Chidi Okoye to produce this installation

# Oxford Road Community School

A diverse primary school close to Reading's town centre, Oxford Road has embraced Global Citizenship through building on its strong community links.

Teachers have worked closely with RISC's Education Team to build the key concepts into the curriculum.

The school's partnership with a school in Kabowa, Uganda, has provided opportunities for exploring sustainability through the Art curriculum in both schools, with a shared project on environmental art.



In challenging stereotypes of Uganda the Year 6 teacher and her class trialled RISC's 'Uganda or UK?' Global Citizenship resource prior to its publication.

Work on peer mentoring has been a key strength of the school, with children developing their mediation and negotiation skills as they learn to be active members of the school community.

Global Citizenship has been embedded through extra curricular activities with children learning about growing their own food within their own urban school playground.



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# Developing Global Citizens



Looking for Similarities



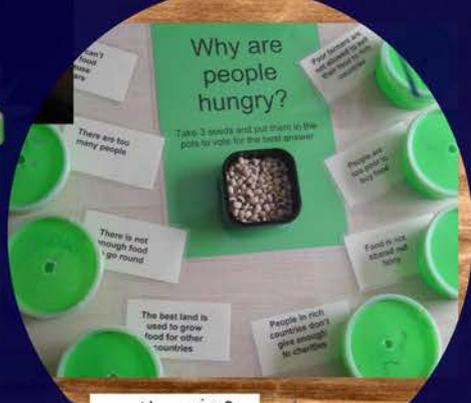
Pupils in years 2, 4 and 6 at Redlands participate in a carousel of before and after activities, so results can be compared and changes measured.



a balanced view

**how do we know it's working?**

a toolkit for measuring attitudinal change in global citizenship from early years to KS5



challenging stereotypes



understanding diversity



Pupils at Redlands Primary discuss what they'd expect to find in an African Country. After Global Citizenship input they have a more balanced view, with a greater understanding of diversity and similarities

## Redlands Primary Africa map comparison, over 4 years

**2004**  
houses, mud huts and poor people schools, taps,  
**Homes and other buildings**

**2006**  
some huts made of hardened mud, shanty houses, flats, in Cairo tall buildings like flats, buildings just like here, not many buildings in the countryside, tall buildings in the city, brick and cement, skyscrapers, churches, mosques, depends on whether it's the town or the country, Do they have tall buildings? No I don't think they have offices or things like that,

**2008**  
Houses made of mud – in this area here (points to Sahara), houses – no mud huts, houses, huts, small schools, big schools, football stadium – are there? – just one place, town, village – lots of African people live in villages, cities; some parts of Africa are city, loads of shops, train stations, hospitals, wells, water pumps, skyscrapers, churches, mosques, big buildings, tall buildings, hotels,

**Economic activity**

**2004**  
farmers, shops, markets,

**2006**  
the farmers would grow crops, cocoa farmers, people fishing, people sitting at stalls in markets, fair trade workers, making toys and footballs, a lot of nurses,

**2008**  
milking the goats, fields for people to grow their food in, collecting cocoa beans – they're white when they come out of the pod, chocolate bars? – no, chocolate beans in Ghana, cutting down trees – make rubber and stuff, people farming – digging, sugar cane, cocoa beans, wheat, stalls on the side of roads – outdoor stalls, markets, shops, supermarkets, tourists, factories, diamonds, copper, gold mines,

**Countries and features**

**2004**  
River Nile, Sahara desert, Egypt, South Africa,

**2006**  
beans come from Ghana, Tanzania, Ghana is in the west of Africa, Nigeria, South Africa, Niger, Zambia, Tunisia, Togo, Chad, Gambia, Angola, Burkina Faso, Guinea Bissau

**2008**  
Ghana, Sahara desert, Egypt, Indian Ocean, Victoria Falls, Tanzania, Tunisia, Nigeria, Niger, Chad, Nile,

# Redlands Primary School

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Redlands has always believed that valuing and welcoming different cultures, languages and beliefs enriches not only the every day life of our children, but also their future lives. Despite our existing commitment, becoming a 'Global School' did seem a daunting prospect at first.

It was a new venture and, with all the other pressures on us in education, we knew that it would need to be a commitment from all staff and that the work would not be easy.

The involvement and support of RISC has been crucial to our journey. Staff had Performance Management Targets related to Global Citizenship and the global dimension in teaching. Insets and training supported by RISC focused on embedding this global dimension and encouraging our children to be active and responsible Global Citizens. RISC have helped us to set targets for our School Development Plan and have come into school to see our work in action, to advise, to provide and suggest resources and to celebrate progress.

We hadn't foreseen that embarking on the journey of becoming a Global School would enable us to link and learn from another school in Berkshire. This friendship has been extremely profitable not only in fulfilling aspects of the curriculum, but also in forging friendships between staff and pupils.

So at Redlands we are in a strong place to be able to plan and move the learning on. The global dimension is firmly rooted now in everyday classroom practice. Staff and children are able to recognise growth and development as in other subjects. We are now at a point where we feel that we can share our progress and experience with other committed educators. None of us can ignore the fact that the world is in a fragile state needing immediate attention and action. It seems to me that our responsibility to prepare our children for the world they are to inherit is crucial. I am sure that you are reading this because you too share this belief.

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# Taking Action

**Pupils from Blessed Hugh Farringdon taking action on climate change through a bicycle powered poetry slam.**

**Shop**  
 Kendrick school students visit the World Shop. Many schools in Reading Choose products from CESC for their fair Trade Tuck Shops

**words**  
 ...  
 spoken word

**Send my friend to school 2009**  
 The Global Campaign for Education is proud to certify that in 2009, **Redlands Primary School** took part in the global BIG READ and called on leaders to keep their promise and provide education for all children around the world by 2015. Find out more at [www.sendmyfriend.org](http://www.sendmyfriend.org)

**Community cohesion: Redlands families in the BIG READ, part of the Send my friend to school campaign. 34 million more children are now in school across Africa.**

**Lights-out is an enlightening experience**  
 Pupils take direct action to encourage local shops to turn their lights off at night.

**Oxford Road School contributed towards the installation of a water-fair at Kabasa, their partner school in Uganda, and thought about how their own water consumption can be reduced. The headteacher of Kabasa working with pupils on his reciprocal visit.**

**tea time**  
 In staffrooms all over Reading teachers put principles into practice by drinking Fairtrade tea and coffee.

**cool box**  
 Pupils at Reading Girls take action to reduce and re-use waste through installations in their sculpture garden.

**Pupils from Alfred Sutton, Park Lane, Oxford Road and Redlands designed and made alternatives to plastic bags. They took their campaign to the Broad Street Mall to raise shoppers' awareness of the need to reduce plastic bag consumption.**

**Pupils from Highdown participating in the campaign.**



## HUNGERFORD

Where on your tongue can you taste  
bitter  
salty  
sour  
sweet?

Try tasting  
dark chocolate from Ghana  
bananas from St Lucia  
crisps from Britain  
limes from Egypt  
strawberries from our garden

Year 2 pupils at Hungerford learned that the tasty and nutritious food that we eat is grown by farmers from all around the world



## THE WILLINK

At The Willink, pupils learned about the impact of the oil spill in the Gulf of Mexico and found out about the difficulties of cleaning up polluted environments

## SPURCROFT

Through our maths work at Spurcroft we investigated Liki designs which are used to create patterns. There are rules to follow in order to create an authentic design and we had great fun in trying to make some of our own designs by weaving coloured paper

Early Years and Year 1 pupils at Falkland learned about China and tangrams

## FALKLAND

When pupils at Falkland were learning about estimating they studied pictures of a variety of threatened environments and livelihoods around the world

**Estimating**  
To help you estimate the number of objects (animals/people) in a picture  
Use the following steps to help you estimate:  
1. Look at the picture and think about how many objects there are.  
2. Use the information you have to help you estimate.  
3. Use the information you have to help you estimate.  
4. Use the information you have to help you estimate.

**Perimeter**  
You are learning to investigate the perimeter of shapes  
You to calculate the perimeter of each of the shapes you have designed.  
You to find the run with the shortest perimeter.  
You to find the run with the longest perimeter.  
Remember each of your runs must have the same area.

**THE OIL SPILL IN THE GULF OF MEXICO**  
This lesson plan is for Year 2 and Year 3 pupils. It covers the impact of the oil spill in the Gulf of Mexico and the difficulties of cleaning up polluted environments.

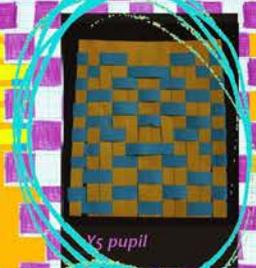
**Topic 1**  
Oil is an important fuel and source of the energy surrounding it.  
This lesson plan is for Year 2 and Year 3 pupils. It covers the impact of the oil spill in the Gulf of Mexico and the difficulties of cleaning up polluted environments.

**ACTIVITY 3 - Primary**  
This activity is for Year 2 and Year 3 pupils. It covers the impact of the oil spill in the Gulf of Mexico and the difficulties of cleaning up polluted environments.

**World Map**  
A world map showing the location of the Gulf of Mexico and the oil spill.



**ACTIVITY 4 - Starter**  
This activity is for Year 2 and Year 3 pupils. It covers the impact of the oil spill in the Gulf of Mexico and the difficulties of cleaning up polluted environments.



## West Berkshire Strategy: working through Community Cohesion

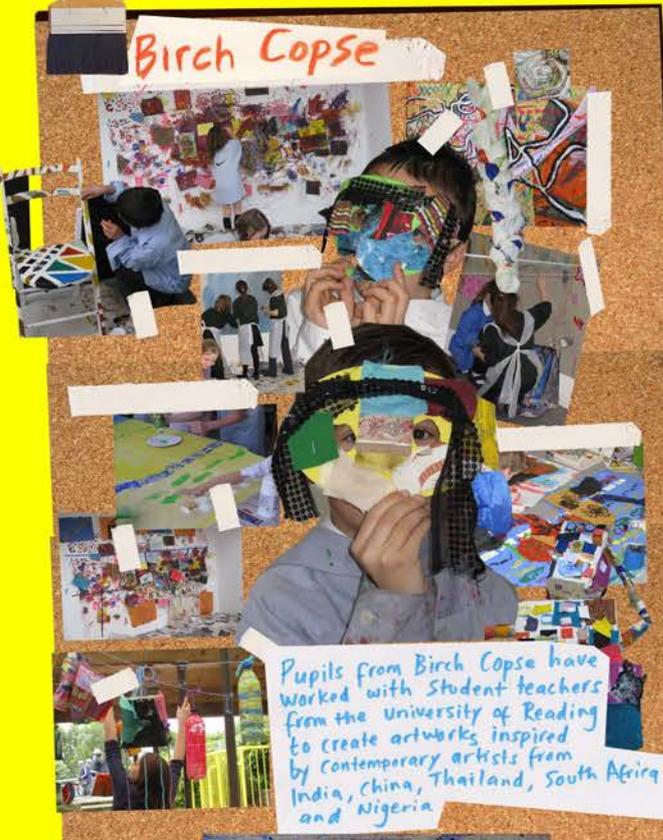
West Berkshire entered into a partnership with the Institute of Community Cohesion in 2009/11 in order to work with schools on the community cohesion agenda as reported upon by OfSTED. Schools were identified as having key issues relating to either the national or international dimension of community cohesion. Following a successful project and a Community Cohesion conference sharing good practice between schools, the international dimension was still a concern, especially in ensuring that there wasn't a tokenistic approach to global issues. At this time, RISC approached the local authority to become a partner.

RISC's intensive 3-day Global Citizenship Advocates Course was attended by staff from West Berkshire schools including headteachers. It provided much food for thought about the Global Citizenship agenda and in particular how schools focus on differences between cultures and communities rather than similarities. The course encouraged teachers to review the resources that they use and consider the overt and subliminal messages that they give. Simple questions such as, "Do all people in a country live in a house like this?" with images of urban and rural homes challenged teachers to really think about presenting a balanced view to their pupils. Teachers now feel much more confident in addressing challenging issues relating to racism and stereotyping of individuals and other societies.

All the schools working on the project were required to carry out an audit of their current provision and the attitudes of their pupils. This gave staff the time to analyse where their school is along a spectrum of provision and to identify solid evidence on which to make their judgments. A number of teachers identified gaps and challenged senior leaders' perceptions about the quality and extent of Global Citizenship work across their schools. A key outcome has been the acknowledgement that there is a wide range of understanding and commitment to the development of Global Citizenship within schools and consistency of practice is critical in developing pupils skills, knowledge and understanding of the issues beyond a superficial level.

The partnership with RISC has enabled West Berkshire to support its schools in reviewing their existing provision, carry out action research and evaluate its impact. As a result the local authority is able to draw upon a number of classroom teachers who can demonstrate good practice in approaching Global Citizenship work within their own schools. These teachers will be able to work alongside colleagues within and beyond their schools in continuing to review and adapt learning experiences for pupils. RISC has enabled the local authority to build capacity in school support through the development of this group of teachers as true "Global Citizenship Advocates."

**Birch Copse**



Pupils from Birch Copse have worked with Student teachers from the University of Reading to create artworks inspired by contemporary artists from India, China, Thailand, South Africa and Nigeria

**Falkland**

Year 5 pupils at Falkland were inspired by Contemporary artist Romuald Hazoume from Benin in West Africa, to use reclaimed materials to create their own masks



"I'll use dented dishes, vehicle rims, kettles or pans just as well; all that man has used and then left in a tip and that may inspire me. And when I say 'man' I speak of everyone, I speak of human societies, those who misuse space they live in and mutilate the environment. They are here and everywhere."  
 Romuald Hazoumé



In South Africa one man called Isaac had an idea for how to reuse all the plastic bags that were being thrown away. It all started in 1992 when he went to Africa with his aunt in Cape Town - a large city in South Africa. While he was there he met a man who showed him how to make paper flowers to sell.  
 Isaac decided to see if he could make the flowers using the plastic bags instead of paper. This worked well, so he began to experiment with making different animals including chickens. These were really popular and sold well.  
 He taught more and more people to make the animals. He became famous as the "Chicken man".  
 Now people in small workshops in the town and villages around Cape Town make the animals to be sold all over the world. The workshops are set up as Fair Trade companies to make sure that the people making the animals get a fair price for their work.

Pupils at Falkland learned how a South African artist called Isaac created chickens from carrier bags, they thought about how important it is to reduce and re-use carrier bags, and then they made their own fantastic Chickens



**Westwood Farm**

As part of their project on South Africa, pupils at Westwood Farm studied the work of artist, Esther Mahlangu and then created their own designs

**The Willink**



Pupils at The Willink learned about the work of the Contemporary artist Romuald Hazoume, from Benin in West Africa. Inspired by his work year 7s created their own Fa symbols and year 8s made masks from reclaimed materials

**Speenhamland**

At Speenhamland, when pupils had learned about the celebrated St Lucian artist Llewellyn Xavier, they created their own artworks in his style using only reclaimed materials



"Other than the souls of men, I think the environment is unquestionably the most important problem facing mankind today."



# Art and Design Working Group

Art teachers said that knowing more about the work of contemporary artists from around the world would enable them to balance their studies of white minority world artists while exploring global issues of social justice and sustainability. Working with student teachers in Reading University's art department, a series of artist profiles were researched and trialled with pupils. These have included

Bright Ugochukwu Eke from Nigeria creates engaging, beautiful cascades of water droplets which draw our attention to climate change and the devastation it causes. The contrast between the bags of pure and polluted water alerts us to the choice open to each of us. Do we contribute to the problem or are we part of the solution?

Egyptian artist Sabah Naim's work is described as an "elegant combination of photographs and press cuttings about political and economic stories...convincing us that these events are part of the ordinary citizen's life"

Krishnaraj Chonat from India describes clients craving for chandeliers even in houses that were completely avant-garde as the starting point.

*"It seemed as if the chandelier was an inevitable addition to any newly built house regardless of its architecture or compatibility. Perhaps its presence assured them of some kind of confirmation to their own imagined ideas of class and status."*

South African artist Mustafa Maluka says

*"My work draws on my personal experience as a global citizen. My characters are located in world cities where cultures morph and merge so quickly that even home is no longer a stable or recognizable place."*

These artist profiles, and more, can be accessed at [www.risc.org.uk/resourcebank](http://www.risc.org.uk/resourcebank)



# Design & Technology Working Group

D&T's priority to teach using the latest technologies within a "high-tech" world, meant some teachers felt they couldn't learn anything from the majority world. If they used examples of majority world technology it would reinforce the stereotypical views of pupils (and teachers) that indigenous technology was inevitably low-tech and primitive.

The group decided that if 'design influences' were an important part of a lesson it would use positive examples of "designers" from the majority world rather than or alongside the more famous minority world designers eg the world famous Peruvian chef Gastón Acurio rather than the English chef Michel Roux Jr. The group decided a poster exhibition of successful designers from atypical or unexpected places would underline the relevance of design in all our lives and show the global diversity of designing. This was developed with an interesting narrative for launch through an assembly before being exhibited in a school. The posters and the assembly plan can be accessed at [www.risc.org.uk/resourcebank](http://www.risc.org.uk/resourcebank)

Defining and discussing how the key concepts of Global Citizenship link to D&T enabled us to find gaps in what we were currently doing. We felt that we were strong in some areas of Global Citizenship, which came through in a few areas of D&T. These were food (produce and recipes from different areas of the world, Fair Trade, composting, organic farming, free range and food miles), resistant materials (sustainable and unsustainable forests, manufactured boards, recycling plastics and aluminium) and textiles (natural and synthetic fibres, biodegradability, textile production and sweatshops, dyeing processes and environmental damage, textiles and techniques from different parts of the world) but less in graphics and systems and control. The most commonly successful GC key concept was "Sustainability", with very little relating to "Human rights", "Social justice and equity", "Diversity", "Globalisation and interdependence" and "Peace and conflict".

The group decided to address some of these gaps using 'resistant materials product analysis' activities. Fair trade containers with interesting backgrounds were collected. Lesson plans were devised where groups of pupils investigate the containers – initially making guesses about the products with no background information; next listing questions of what they'd like to find out. They were then given information sheets about why each container was made, its purpose, who had made it, how much they'd been paid for it (compared with how much we'd paid for it from a Reading Fair Trade shop) and about the lives of the artisans. The pupils were able to compare what they now knew with what they had guessed. They went on to prepare group presentations for their containers. This raised discussions about 'human rights', 'social justice', 'peace and conflict' and 'sanctions and boycotts'. These resources and lesson plans can be accessed at [www.risc.org.uk/resourcebank](http://www.risc.org.uk/resourcebank)

# Global Citizenship across the curriculum

West Berkshire schools working with RISC

# ENGLISH & MFL

**FAIKLAND**

To Celebrate Kites for Peace Day pupils at Falkland read The Kites are Flying by Michael Morpurgo, they thought about places where there is conflict and how children all over the world enjoy kites and then everyone made and flew a kite of their own!

**THE WILLINK**

Pupils at The Willink learn about French and German speaking countries around the world, by creating a challenging and exploring similarities and differences.

**THE WILLINK**

Pupils at The Willink made a 21st Century version of a Bayeux tapestry of their expressing their concerns for the environment in French, Spanish and German.

**THE WILLINK**

GLOBAL WARMING  
SAVE THE POLAR BEARS  
TOE WILU, BE GONE!  
ARRETEZ DE POLLVER. SANSVEZ. VOTRE PLANETE.

**SPEENHAMLAND**

Speenhamland Staff and their Librarian worked with RISC to conduct an audit of fiction books from the Majority World, and how they reflect diversity.

**INK-PEN**

At Inkpen, pupils read contemporary stories from South Africa, such as Journey to Jo'burg, alongside traditional tales to ensure balance in their stories from other cultures!

**Deutsche Geschäfte**

| Num    | Wort | Europäer | Deutschlands | Location | Landes |
|--------|------|----------|--------------|----------|--------|
| Wort 1 |      |          |              |          |        |
| Wort 2 |      |          |              |          |        |
| Wort 3 |      |          |              |          |        |
| Wort 4 |      |          |              |          |        |
| Wort 5 |      |          |              |          |        |
| Wort 6 |      |          |              |          |        |
| Wort 7 |      |          |              |          |        |

Similaire: e.g. beaucoup de voitures  
Différent:

**NAMIBIA in AFRICA**

**Journey to Jo'burg**

**UKaid**

From the Department for International Development

# History Working Group

*“Pupils are often unable to connect discrete periods of history”*

This concern was voiced by history teachers who felt that pupils need support in ‘joining up’ their history topics and making sense of them in relation to our lives as Global Citizens in the contemporary world. In teaching about Tudor England and the Transatlantic Slave Trade, for example, they need resources to develop pupils’ understanding of interdependence and social justice while enhancing critical thinking skills.

The question ‘Why is Africa so poor and Europe so rich?’ became a focus for discussion and in response the resource ‘*European Wealth, African Poverty Why?*’ was developed.

Starting with the Tudor period and tracing the relationship between the two continents up to the present, it explores seven myths about the reasons for the poverty experienced by many in sub-Saharan Africa. A series of posters debunk the myths, enable pupils to link the past with their own lives and consider action they can take for social justice and sustainability.

Myth 1: Africa has always been poorer than Europe

Myth 2: European campaigners ended slavery

Myth 3: Europeans gave Africans an infrastructure

Myth 4: Africans are corrupt, that’s why they’re poor

Myth 5: Africans can have the same standard of living as Europeans

Myth 6: More trade will bring development to Africa

Myth 7: The best way to help Africa is to give more aid

One teacher said:

*“The pack provides possibilities for advancing students’ critical thinking skills by encouraging them to make connections – between Europe and Africa, between the past and the present, between myth and reality, and between visual images and text. Students’ skills of research, analysis, deconstruction and evaluation are extended by using the posters and information in the pack in a variety of ways. It equips them with knowledge, understanding and practical suggestions for enacting change.”*

Another said:

*“It’s a really useful cross-curricular resource; these issues need to be explored in different parts of the curriculum, so pupils step back and develop a broader understanding of why the world is as it is.’ The pack is also available in Spanish for MFL teachers.”*

It can be accessed at [www.risc.org.uk/resourcebank](http://www.risc.org.uk/resourcebank)

# Global Citizenship across the curriculum GEOGRAPHY & HISTORY

West Berkshire schools working with RISC

## INKPEN

As part of their study of Ghana, Pupils from Inkpen began by thinking about Ghana, and later they wove images of contrasting urban and rural landscapes there



## FALKLAND

Year 4 pupils at Falkland compared life in Newbury and Mumbai, looking for similarities, differences and surprises

How big is Ghana?

Are there any sharks?

Do they have politics?

How cold does it get?

Is it warm in Ghana?

Are there any big cats?

How big is the population?

Are light switches available?

Do they have a Ruler?

Would any animals attack you?

Is it a nice place?

What language do they speak?

We found that this approach had a positive impact on the numbers of children achieving at a higher level on the core Geography objectives !!

### What do you know about India?

Year 4, Falkland Primary School, Newbury

- ### Global Citizenship Learning Objectives
- To challenge stereotypes of people and places and offer pupils a more balanced view.
  - To encourage pupils to focus on the similarities between people.
  - To raise pupils' awareness of the connections between their own lives and the lives of others.

### Geography - Locality study

- Five main locations studied:
  - Newbury
  - Mumbai
  - Rajasthan, Jodhpur & Thar Desert
  - Kerala, Kochi city & backwaters
  - Mt Fuji Hills, Goulter & Chembakott

Study themes for each location: Climate, homes, school life, work, shopping, transport, culture & leisure.

### Example screen: Newbury



### Example screen: Mumbai

### What's the same? Newbury & Mumbai

Both places have hot weather sometimes. It rains sometimes. We learn the same subjects at school.

Order is placed in both places. Both have petrol/fuel tank. **some** There are cars. There are different road signs in both places (eg. roundabouts, traffic lights, etc) in both places.

You can go to football. People in both places use computers. Both places have schools. Both have their own children. Soccer, tennis, etc. You can see film in both. Both places have markets. There are big shops. There are big shops.

- ### Post-unit analysis shows:
- A greater number of responses (195).
  - A more even balance of responses.
  - Increased awareness of economic activity.
  - Increased awareness of energy, transport and communications.
  - Increased awareness of built environment.
  - Overall Global Citizenship Learning Objectives achieved.

### Example screen: Kerala

### What's different? Newbury & Mumbai

Does Mumbai have a river canal? There are no rivers in Newbury. There are no canals in Newbury. There are many trees. There are many trees in Mumbai. There are no trees in Newbury.

There are no trees in Newbury. There are many trees in Mumbai. There are no trees in Newbury.

Does Mumbai have a river canal? There are no rivers in Newbury. There are no canals in Newbury. There are many trees. There are many trees in Mumbai. There are no trees in Newbury.

### What surprises you? Newbury & Mumbai

That the rain was warm. That there were lots of high buildings. They had cars. I had thought they had no cars. They had cars. I had thought they had no cars.

They had cars. I had thought they had no cars. They had cars. I had thought they had no cars.

## THE WILLINK

As part of the school development plan, the history department at The Willink asked RISC to review their KS3 curriculum to identify opportunities to more deeply embed Global Citizenship

### ACTIVISM: TEACHERS' BOOKLET

## What did being an activist mean during the fight against slavery and what does it mean today?

www.slaverystandingslavery.com/citizen

HOW DID THE MOVEMENT FOR THE ABOLITION OF SLAVERY GET IN MOTION? THE KEY FACTORS USED IN CAMPAIGNING TODAY!

FROM: Abolition of the Slave Trade Act 1807

Abolition SLAVERY BRITISH DOMINION

HELP END WHALING!

WHAT UNUSUAL PRACTICES EXIST THAT ARE ON THE GROUND THEY ARE ECONOMICALLY

HOW DID ANTI-SLAVERY CAMPAIGN SYMBOLS WORK, AND WHAT CONNECTIONS DO THEY

### Robert Owen Day

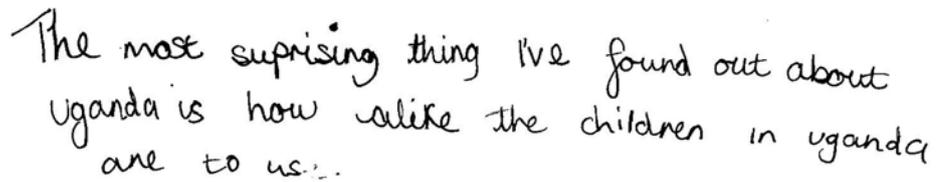
Exploring social enterprise from the past to the future

# Geography Working Group

Geography teachers and their colleagues across Humanities Departments recognise that their pupils need to develop a more balanced view of people and places, both within and outside the UK. They discussed how school partnerships may reinforce narrow, negative views and decided a teaching resource with a focus on balanced images would support quality teaching and learning, in the geography classroom and beyond.

In response, RISC worked in collaboration with local teachers who had recently visited Uganda to produce *'Uganda or UK?'* The resource was designed to provide balance, focusing first on similarities between Uganda and the UK, before exploring their diversity. It was developed as a photo based resource to challenge stereotypes, support partnerships and enable teachers to deliver Global Citizenship effectively. Through images and activities, pupils explore what they share in common with young people in other countries, as well as what is unique about each individual. Through making connections between our actions and the lives of others, locally and globally, pupils are empowered to take action in support of the MDGs and as citizens of the many communities to which they belong.

After doing the activities in the pack one pupil said



The most suprising thing I've found out about Uganda is how alike the children in Uganda are to us...

Colleagues in local primary and secondary schools found that accessing photos to provide a balanced view of countries across the majority world was too time consuming. Yet such photos are an essential tool for teaching and learning about any country, or any global issue. Their advice led to the design and development of RISC's online Resource Bank, a work in progress which already includes photos from more than twenty majority world countries – all have been donated without copyright and are free for teachers to download.

The *'Uganda or UK?'* pack can be accessed, along with over 1,500 images from the majority world, at [www.risc.org.uk/resourcebank](http://www.risc.org.uk/resourcebank)



Falklands pupils' performance  
The Birds combined traditional stories from South Africa, Australia, Indonesia and India with their research into the loss of habitat affecting birds in the 21st century



Park House  
Pupils at Park House, explored Global Citizenship and Reggae, using Critical Literacy to consider a range of issues: the lasting impact of the transatlantic slave trade, political protest, copyright, censorship and freedom of speech

Lesson Plan

|   |   |
|---|---|
| <p>1. To understand the historical context of Reggae music and its connection to the transatlantic slave trade.</p> <p>2. To explore the social and political issues that Reggae music addresses, such as poverty, inequality, and political protest.</p> <p>3. To understand the concept of copyright and its implications for artists and the public.</p> <p>4. To explore the concept of censorship and its impact on artistic expression.</p> <p>5. To understand the importance of freedom of speech and its role in a democratic society.</p> | <p>1. To understand the historical context of Reggae music and its connection to the transatlantic slave trade.</p> <p>2. To explore the social and political issues that Reggae music addresses, such as poverty, inequality, and political protest.</p> <p>3. To understand the concept of copyright and its implications for artists and the public.</p> <p>4. To explore the concept of censorship and its impact on artistic expression.</p> <p>5. To understand the importance of freedom of speech and its role in a democratic society.</p> |
|---|---|



Pupils will show their understanding of Reggae by learning how to...

- Interpret cultural aspects of Reggae music by the rhythms of Reggae.
- Identify the social and political issues that Reggae music addresses, such as poverty, inequality, and political protest.
- Understand the concept of copyright and its implications for artists and the public.
- Explore the concept of censorship and its impact on artistic expression.
- Understand the importance of freedom of speech and its role in a democratic society.

SPURCROFT music



Beedon Dance  
Pupils at Beedon School worked with their partner school in Mumbai, India. They shared dances by filming a routine and sending it to each other. Y3 and Y4 pupils not only learnt the dance themselves but also shared it with the whole school and parents.



As part of their Ghana project, pupils at Inkpen listened to some contemporary music, made shakers and learned dance moves

At Falkland pupils created their own version of a Chinese Dragon Dance, they thought about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they worked, they developed an awareness of the historical and cultural origins of the dance

# Music Working Group

'World music' is an important element of the National Curriculum for music at Key Stages 3 and 4. However, partly through a lack of detailed knowledge, and partly because GCSE listening examinations encourage a narrow focus on a limited range of stylistic features, the teaching of music from the majority world frequently relies heavily on cultural stereotypes. This focus can leave pupils with a very narrow view of other cultures, focussing on primitive, tribal, historical and rural stereotypes.

RISC and the working group also wanted to consider how Global Citizenship would fit into the music curriculum outside of the 'world' music bracket. Another concern that was identified was the significant lack of resources around Global Citizenship and music education that challenged the narrow views of music being rooted in one place.

Through RISC's partnership with the University of Reading music mentors in schools and their trainee secondary music teachers addressed this issue. They developed a scheme of work that embedded Global Citizenship within whichever area of musical learning was being taught at the time of their placement.

Some extremely creative and innovative lessons and ideas were tried, refined and written up for other teachers to access, via RISC's online Resource Bank. These schemes are now in use in the schools and the trainees will take them forward into their future teaching practice.

Here are some examples:



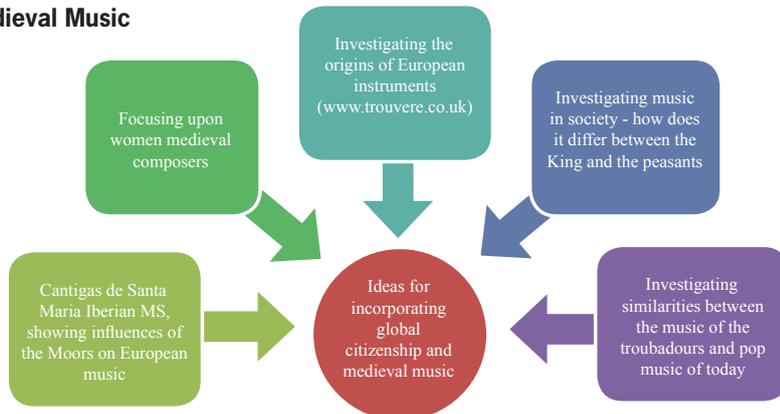
(Picture reproduced by kind permission of Alan James and Yothu Yindi)

## Pop Music

Through looking at a variety of pop artists from around the world, especially those whose work raises GC issues, this scheme of work aimed to show how music can be described as a vehicle of expression and a means for communicating common hardships, issues and a way to convey individual voice. The work focussed on the musical history of Aborigine group Yothu Yindi and the musically restricted Chinese Pop artist Aaron Kwok. Work also explored dissonance

and its similarities and differences with 'Western' harmony structures through specific forms of West African song, and through the task of composing a pop song for a West African pop artist.

## Medieval Music



Hungerford



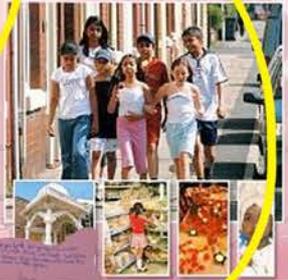
We went to a Hindu Temple



Inkpen

Pupils at Inkpen learned that Britain is made up of people from many different faiths

HINDUS IN BRITAIN



MUSLIMS IN BRITAIN



As part of the Ghana project, pupils at Inkpen read a prayer by a Ghanaian fisherman, and wrote their own prayers on a shoal of fish



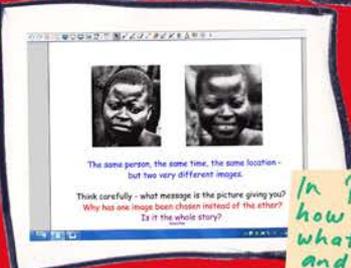
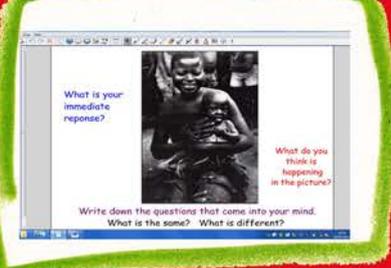
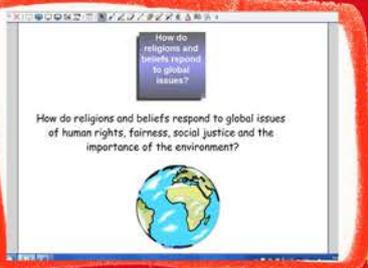
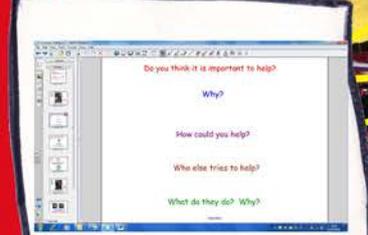
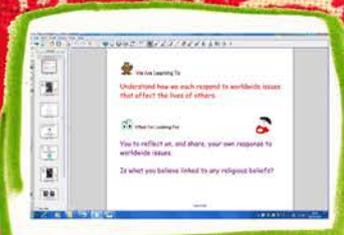
We visited Redlands School



pupils from Hungerford spent a day at Redlands Primary in Reading as part of their school partnership. They explored the locality of the school, visited the Hindu Temple nearby, and reflected on the similarities and differences between the schools and the communities they serve

The Willink

Year 12 pupils at The Willink critically evaluated fundraising strategies used by charities as part of their Global Citizenship Campaign leaders training



Falkland

In RE pupils at Falkland thought about how charities can help in emergencies, what we can all do to reduce poverty and how this may be linked to faith

# Religious Education Working Group

Teachers of RE have highlighted that the key concepts of Global Citizenship are embedded in the principles that inform RE teaching. However this isn't always recognised and the overlaps need to be made explicit.

Assumptions are often made about all religions having a similar stance on certain issues such as saving the environment. This means there's a danger of taking a key issue and not really getting to the heart of why it's important. It's essential to avoid tokenism and develop stories of real life experiences to challenge the stereotypical approach of some resources.

Working with a group of RE specialists it was recognised that

- Lack of time is a problem if teachers are to thoroughly explore the nuances of different religions
- 9/11 opened up discussion on how people follow one religion in different ways. It needs to be made as easy as possible for teachers to raise and deal with issues of Islamophobia
- Teachers often don't have time to research new material, for example on individuals whose faith has led to positive action for change in relation to Millennium Development Goals
- New ways of looking at 'old faces' are also needed, for example was Gandhi a good Global Citizen? Was Mother Teresa?

In response new and contemporary individuals, who are people of faith, have been researched and profiles created to support RE teachers in exploring faith into action, while delivering Global Citizenship effectively. These include

Alia Muhammed Baker who, responding to her Muslim faith, saved many of the books in Basra's Central Library during the Iraq War in 2003. Her profile raises issues about what she did, why she did it and the impact her actions have had. It also helps pupils to make connections with action they can take in their own lives to bring about positive change.

Laura Cook, a young Christian photographer, shares her story of how her work helps her to express her faith and how her aim is to achieve change for some of the world's poorest people, through raising awareness and challenging people to think about what they can do to make a difference.

These RE profiles, and more, can be accessed at [www.risc.org.uk/resourcebank](http://www.risc.org.uk/resourcebank)

# Resources Strategy

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RISC has always used resources as a focus for training. With a large resource centre at its heart, we promote books and teaching packs for children and young people that support learning on Global Citizenship, social justice and sustainability. RISC's Education Team has written and published teaching resources over many years; with significant expertise in working with teachers and other educators, we have produced a wealth of resources for use within and beyond the classroom.

Resources have therefore been a key focus for our work in bringing Global Citizenship from the margins to the mainstream. All of the project working groups identified a need for resources with a particular focus and for some this was a significant output. *'Uganda or UK?'* and *'European Wealth, African Poverty, Why?'* were two extremely successful publications, while the self evaluation framework *'Are We Nearly There?'* has been a lynchpin in RISC's work with schools, throughout the project and beyond.

Other working groups have focused on resources in a different way, through the writing of schemes of work, or inspirational lesson ideas, that are shared through RISC's online Resource Bank.

All of these resources provide teachers and local authorities with lasting tools to continue the development of their Global Citizenship practice.

# The Resource Bank

One of the project's most impactful outcomes, in response to teachers' requests for online resources, has been RISC's Resource Bank. It includes photographs, artefacts, teaching packs, lesson plans and ideas.

The Resource Bank was launched with over 1500 photographs from around the world, to enhance Global Citizenship teaching by challenging stereotypes, focussing on similarities and providing a balance of images. Teachers can search the photos using a wide range of criteria, enabling them to collect images that best suit their needs: from homes around the world, to energy in Mongolia, transport in Ghana or food in Brazil – there is a huge, and growing selection to choose from.

The search criteria also apply to RISC's collection of artefacts, which can now be accessed through the Resource Bank. This enables local teachers to add relevant artefacts from their country or topic of choice, which they can then borrow from RISC. Artefacts can also be searched by subject area and by Global Citizenship key concepts - the collection can be used creatively by teachers across the curriculum.

RISC's teaching resources, many of which can be downloaded for free, are also accessed via the Resource Bank. Teachers can browse and create 'lists' which are saved for their future reference, allowing them to download all the resources they have collected in one go. Books available from the teachers' resource centre in RISC's World Shop will soon be included so teachers will be able to see what is available.

The section for schemes of work and inspirational ideas continues to grow steadily, as individual teachers and those in the working groups contribute their ideas. The content of this part of the Resource Bank is the most diverse; through it RISC aims to provide a wide range of lesson plans, schemes of work and ideas for embedding Global Citizenship from Early Years to KS5. This will demonstrate the quality Global Citizenship taking place in schools, and provide teachers with the tools to deliver it in creative ways, even within the challenging and changing educational climate.

Registering to use the Resource Bank is free and within 3 months of its launch in October 2011, over 350 teachers had already signed up.



photos



to download



artefacts



to borrow



## schemes of work



## and inspirational ideas

### Mustafa Maluka

Biography



Mustafa Maluka was born in Cape Town, South Africa in 1976, and moved to London as a graphic designer. He has written and illustrated several books, including 'The Boy Who Swam to Africa' and 'The Boy Who Swam to Africa: A True Story of Survival'. He has also worked as a journalist and a television presenter. He is currently living in London with his wife and two children.

Artist's Statement



### Tejal Shah

The artist:



Tejal Shah was born in India in 1979, and moved to London in 2001. She has worked in the fashion industry and is currently a freelance journalist. She is currently living in London with her husband and two children.

About her work:

Informed by a range of histories and cultures, Tejal Shah's work is primarily about the human experience.



### A Conversation with Laura Cook

Why do you take the pictures you do?  
I do not see myself as a photographer. I see myself as a visual storyteller. When we turn on the news, there are so many stories of despair, loss and tragedy. There is a place for those kind of stories but I think we should be celebrating the more positive aspects of being human too. The pictures I take are an expression of the hope that exists in the world. The pictures can change the way we look at the world. It can open our eyes. My faith is really central to me. I do with my photography. Jesus told us to love our neighbour - I hope my pictures promote a world worth loving because we are all connected to everyone, in one way or another.



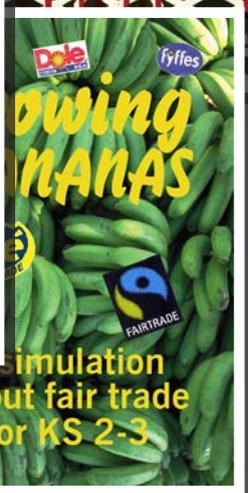
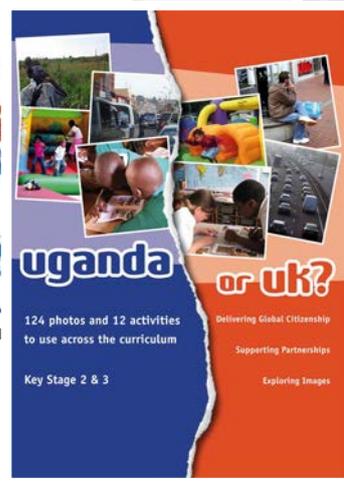
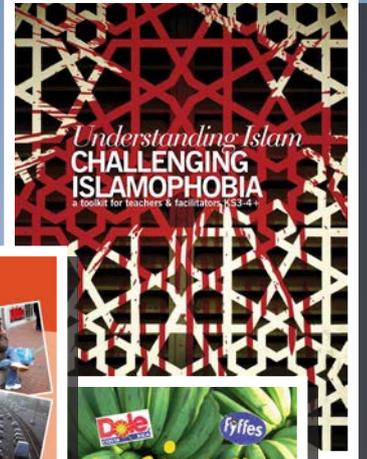
## risc publications



## to buy and download

## ...are we nearly there?

a self evaluation framework for global citizenship



## books



## to buy



## early years global education handbook

global kids risc

## Simulation about fair trade for KS 2-3



# Bracknell Forest Strategy: working through Rights Respecting Schools

Many Bracknell Forest schools have been proud to be part of the 'Margin to the Mainstream' programme, bringing Global Citizenship education to the forefront of curriculum development. The programme has raised the awareness, knowledge and understanding of issues of social justice and sustainability in the global context for all those involved - children, young people and their teachers alike. In particular, the programme has underpinned a great deal of the UNICEF Rights Respecting Schools work that the vast majority of Bracknell Forest schools have undertaken. Global Citizenship education has in very practical ways deepened youngsters' knowledge and understanding of the reciprocal nature of the rights enshrined within the United Nations Convention on the Rights of the Child. This has in turn led to a greater appreciation of the global reach of our actions and responsibilities.

Work in schools has been inspired by the superb training that teachers and, in many cases, governors, have received from members of the RISC Education Team. Highly effective facilitators guide wide-ranging discussions based on practical, interactive and stimulating activities supported by an excellent array of resources. Participants speak of the way their preconceived and often stereotypical notions of other countries and peoples have been challenged during these sessions. Teachers have returned to school enthused and equipped to improve the global dimension of lessons across the curriculum.

Children and young people in schools where Global Citizenship education is most advanced, experience a curriculum enriched by activities and approaches that value and respect different cultures and draw upon a wealth of resources from those cultures. They have opportunities to assess issues of equality, justice and sustainability, to recognise the impact our actions have on the lives of others and the planet and to change the way they do things. For example, schools which have embraced Global Citizenship education tend to pay greater attention to growing their own food crops, composting and recycling. They make deeper and more significant links with schools and communities in other countries, sharing experiences and resources. Significantly, their pupils play a prominent part in the decision-making of the school.

Combined with the Rights Respecting Schools agenda, Global Citizenship education enhances children and young people's personal development, increasing their self-awareness, promoting empathy and enriching their understanding of the lives of others. It emphasises the responsibility we have to ourselves and others and, fundamentally, shows how young people can make things happen.

We have much still to do, but continue the journey with enthusiasm!

# Diversity



Ranelagh pupils use a training activity to explore issues of diversity with their staff.

Who will do which job?  
At a rights respecting school conference  
Harmans Water pupils present the results of their survey about gender stereotypes.

Training

Binfield

Latin America:  
French is spoken in some countries of the Caribbean: Guadeloupe, Martinique, French Guiana and Haiti.

North Africa:  
French is also used in Mauritius, Algeria, Morocco and Tunisia.

There are 33 French-speaking countries in the world.

Ranelagh

**ACTION**



Sixth form students from Brakenhole attend training on challenging homophobia. They share their learning with peers and staff.

Binfield pupils challenge RRS conference participants to think about diversity in India and the UK.

**ACTION**

Binfield MFL promoting awareness of diversity... at Binfield pupils understand French and Spanish are global languages.



Brakenhole

**Before**

Africans live in mud huts and old stone houses.

All African people live in tribes.

AFRICA

**After**

Some people have to walk, but lots have cars in the big cities.

They have lots of different buildings in Africa, from mud brick adobe houses to large mosques and skyscrapers.

There are lots of environments in Africa - it isn't all jungle and desert - some of it even looks like England.

In evaluating their Africa Project teachers at Harmans Water said "children's perceptions changed: they were able to explain similarities as well as differences"

AMERICAS

At Harmans Water Primary School, we wanted to continue to challenge stereotypes held by our children about different continents. This project focused on Central and South America.

We worked on the Americas project for two weeks and it really changed children's perceptions. These displays produced by the whole school.

Inspired by the work of Julius Ujamaa, we made these pictures.

ASIA

We talked about festivals and religions that are celebrated in some Asian countries.

UNICEF's Article 14 tells us that "Children have a right to practise their own religion."

These are the Chinese dragons we made. Can you see the different shapes we have used?

Our 'Asia' project linked well with UNICEF's article 29.

This says that: Education should develop each child's personality and talents to the full. It should also encourage children to respect other cultures."



Polynesian Tapa Design

Japanese Theatre Masks

As part of our Asia project, we had a go at drawing the Taj Mahal. We learnt that it was almost completely symmetrical in design - this helped us complete our pencil sketches!

Alysha, Rhy's, Joe and Megan are interested to know what a day at school might be like in the different parts of Asia.

Chloe, Ryan and Chris want to find out about the different types of sports played across Asia.

Siberian tigers are from Russia. They are endangered which means there aren't many left.

# Global Citizenship and School Governors

School Governors have a key role to play if Global Citizenship is to be embedded across the curriculum and ethos of their schools.

RISC provides training for Governors through their local authority training programmes and through local governor associations. Training is also provided for whole governing bodies, often as an outcome of staff training. Headteachers are keen to involve their governors in the process of embedding Global Citizenship and often invite them to take part in training alongside staff.

One Governor said

“On Saturday 19th March twenty-five eager school governors descended on RISC to learn how Global Citizenship can be developed and embedded in their schools. We took part in activities to help us get to grips with some of the issues. Examples that stick in my mind are ...when we think about people in other countries or in another community nearby, focus on the things we have in common rather than the differences. This does not mean that we should ignore the differences but it has a big impact on the extent to which we can identify with the people concerned...When asked to characterise parts of Africa, what images come to mind – mud huts and starving children? It's important to challenge such narrow stereotypes if children and young people are to develop a more balanced view of the world”

Others Governors said:

“We must ensure GC is woven into the fabric of the curriculum and encourage teaching in a much more balanced manner”

“It's helped us to ask questions about and evaluate what our school does and given us greater ability to be challenging and supportive in terms of how the school discusses global issues”

“We can now think about Global Citizenship from a strategic rather than subject perspective – embedding it in the school development plan”

**Global Citizenship**  
for primary & secondary **School Governors**

How do schools prepare pupils for the future in a changing & challenging world?

- develop pupils' understanding of social justice & sustainability
- explore pupils' values & attitudes
- enable pupils to take action as local & global citizens

Two participatory workshops

**Sat 28 April**  
risc 35-39 London St  
RG1 4PS & free funded by DFID  
contact [louise@risc.org.uk](mailto:louise@risc.org.uk) or 0118 958 6692

Morning: 9.45am-12.45pm  
What is Global Citizenship?  
Why is it important? What do pupils in Berkshire know and think about global issues?  
A repeat of last year's popular workshop.  
"Very relevant!"  
"A superb session!"  
"It will help us ask questions and evaluate what our school does."

Afternoon: 1.45-4.45pm  
Taking Global Citizenship Forward  
How can your school embed GC through the curriculum and through extra-curricular activities? What support is available? For those who attended the morning session, or last year's training.

RGA COMFORE UKaid  
[www.risc.org.uk/education](http://www.risc.org.uk/education)

**Delivering Global Citizenship:**  
**Bracknell Forest Rights Respecting Schools**  
 working in partnership with RISC

# Interdependence

**bananas & beans cocoa**

Harmans Water pupils, staff and parents promote fair trade

**ACTION**

Schools across Bracknell Forest put social justice into action by donating fair-trade tea and coffee in the staff-room.

**Fair-Trade the Big Swap 2010**  
 As part of fair-trade fortnight we took part in the 'big swap'. We all swapped something we usually buy for something fair-trade, and thought about why it is important to buy fair-trade products.

**Article 31:** children have a right to play and play and join in a wide range of activities.

**Article 28:** children have a right to primary education to learn. Wealthy countries should help poor countries achieve this.



**ACTION**



Edgarrow School promotes fair trade through book shops... and helping develop RISC publications.



At a training day for Bracknell Forest Schools teachers look for similarities and connections between Ghana and the UK.

**football fever!**  
 teaching about the World Cup in South Africa  
**Thurs 29 April**  
 risc  
 £30 + VAT (teacher refreshments included)  
 0118 958 6887

**KS 2-3**  
 This workshop will illustrate how the excitement generated by the World Cup can be harnessed for teaching Global Citizenship across the curriculum:  
 - Working participating nations on a globe  
 - considering the impact of tourism  
 - Fair Trade kit (the international footballer)

The World Cup provided pupils at Binfield with an opportunity to research participating nations... they thought about Global Connections and made collections and made footballs from reclaimed materials.

Binfield's play pumps project makes the link between social justice, sustainability and action for change... locally and globally.

**ACTION**

Pupils from Binfield write conference participants to rank different ways to protect the environment.



**Dave Birch's talk**  
 Dave Birch raised £1000 for a playpump to be installed in South Africa by recycling around South Africa with his group.

Playpumps help the people of Africa's lives because as they don't have to walk far miles to get water. Also all the water at fish and clean so they don't get diseases like with the contaminated water they get from rivers or lakes. It is very easy to operate. Playpumps are also fun for the children - as it is a windmill light which it is made at home as an awareness for the water crisis and so there is not much play equipment for the children.

I think the playpump is a good idea because it is green and it is fun and it can water but more people should be aware of it and more get a playpump. There is bottled water in some areas when there is no water in the morning it is full in the evening so it is a good idea.



Children have fun spinning on the play pump merry-go-round (1)  
 Clean water is pumped (2)  
 From underground (3)  
 Into a 2500-litre tank (4) 7m above ground.  
 A single tap (5) makes it easy to use water.  
 Excess water is directed from the storage tank back down into the borehole (6)

| Tuesday (4th school)            | Wednesday (4th school)          | Thursday (4th school)           |
|---------------------------------|---------------------------------|---------------------------------|
| Glass of water x2 (half a pint) | Washed Hands x2                 | Brushed Teeth x2                |
| Dishwasher Load (handy) 2hrs    | Washed Hands x5 (once)          | Dishwasher (handy) 2hrs         |
| Washing Machine (handy) 2hrs    | Brush Teeth x2 (1 spare)        | Washing Machine (handy) 2 hrs   |
| Flush Toilet x3                 | Brush Teeth (top)               | Glass of Water (half a pint) x5 |
| Washed Hands x4 (once)          | Brushed Teeth (one spare)       | Flushed Toilet x5               |
| Brush Teeth (6 little sponges)  | Glass of water, 2 (half a pint) | Washed Hands x5                 |

**Global School feedback**  
 Back in January, Mr Birch (a local resident) came to talk to Year 6 about Playpumps as part of our work on Water (our RRS connection with children having the right to clean water and the right to play).

After the talk, the children decided to try to make a difference. For World Book Day they organised a second hand book sale in the school. They felt this would address sustainability (reusing); making a difference, willingness to act; respect diversity; right to clean water; right to health care (thinking was that clean water would lead to better health and less need for care); clean environment; primary education (less time collecting water - more time to go to school)...and possibly some others that I cannot remember. Over £300 was raised and forwarded to the Play pumps organisation.

Mr Birch then offered to get the school logo put onto the next water tank, and as the photos on the attachment show, there is now a little bit of Binfield in South Africa.



# Global Citizenship Twilight Sessions

Teachers are able to choose from a broad range of twilights as part of RISC's annual CPD programme. These range from age specific curriculum focused sessions to investigating global issues through world events such as the 2012 Olympics. Action on Millennium Development Goals is explored through themes such as school partnerships and approaches such as Rights Respecting Schools.

**EYFS & the outdoor classroom**

Why do we need to start Global Education with very young children?  
Explore this through a series of fun & practical activities on RISC's roof garden & take away lots of ideas for use in your own setting.



**Wednesday 16 June 4-6pm**  
risc 35-39 London St RG1 4PS  
£30 + VAT  
for more info & to book a place contact education@risc.org.uk or phone 0118 958 6892 & ask for a member of the Education Team

UKaid www.risc.org.uk/education

**for primary & secondary schools** **Global Citizenship & Rights Respecting Schools**

Discover how Global Citizenship underpins the RRS model at Levels 1 and 2. Explore ways in which RISC are involved in planning and practice, as well as being embedded throughout the curriculum and ethos of your school. Experience hands on activities and be inspired by other Rights Respecting Schools to engage their pupils to become active Global Citizens.



**Wednesday 11 May 4-6pm**  
risc 35-39 London St RG1 4PS &  
£30 + VAT  
for more info & to book a place contact education@risc.org.uk or phone 0118 958 6892 & ask for a member of the Education Team

UKaid www.risc.org.uk/education

**SCHOOL PARTNERSHIPS local & global**

How local & global partnerships can deliver Community Cohesion through Global Citizenship

**KS1-4**



**Wednesday 26 January 4-6pm**  
risc 35-39 London St RG1 4PS &  
£30 + VAT  
for more info & to book a place contact education@risc.org.uk or phone 0118 958 6892 & ask for a member of the Education Team

UKaid www.risc.org.uk/education

**CPD for KS2-4**

**what's global citizenship got to do with the olympics?**



Can we challenge sporting myths & stereotypes?  
How does the medal table change if you adjust for population & wealth?  
Do the sponsors reflect the Olympic values of excellence, friendship & respect?  
Will it be the greenest games event?

**Thurs 23 Feb 4-6pm**  
risc 35-39 London St RG1 4PS &  
£30 + VAT booking essential contact barbara@risc.org.uk or phone 0118 958 6892

UKaid www.risc.org.uk/education

**introduction to GLOBAL CITIZENSHIP EYFS-KS4**



An action-packed introduction to Global Citizenship. Participants will explore what taking action for social justice & sustainability is all about – written & beyond the classroom – & why it's an essential part of encouraging children & young people to be active Global Citizens.

**Tuesday 12 October 4-6pm**  
risc 35-39 London St RG1 4PS &  
£30 + VAT  
for more info & to book a place contact education@risc.org.uk or phone 0118 958 6892 & ask for a member of the Education Team

UKaid www.risc.org.uk/education

**a ग्लोबल Christmas**



This workshop for KS1-2 will show how schools can deliver Global Citizenship through their festive celebrations & work towards a peaceful, sustainable, fair & diverse Christmas.

**Thursday 11 November 4-6pm**  
risc 35-39 London St RG1 4PS &  
£30 including Fairtrade cake & a free Global Christmas resource  
for more info & to book a place contact education@risc.org.uk or phone 0118 958 6892 & ask for a member of the Education Team

UKaid www.risc.org.uk/education

**GLOBAL SCIENCE in the outdoor classroom**

Explore RISC's roof garden & the full potential of the outdoor classroom to deliver Global Citizenship. Focus on the Science curriculum and how to embed sustainability & social justice in science lessons



**KS2-3**

**Wednesday 22 June 4-6pm**  
risc 35-39 London St RG1 4PS  
£30 + VAT  
for more info & to book a place contact education@risc.org.uk or phone 0118 958 6892 & ask for a member of the Education Team

UKaid www.risc.org.uk/education

**GLOBAL CITIZENSHIP & HISTORY from the local to the global for secondary schools**



to trace a connection between poverty in Africa and wealth in Europe?  
Starting with the Tudor period, trace the relationship between the two continents to the present day.  
What have been the global influences on Reading & Berkshire over the centuries?  
• Enable pupils to connect directly periods of history.  
• Develop pupils' ability to think critically about cause and effect.  
• Encourage pupils to be active Global Citizens.

**Wednesday 23 November 4-6pm**  
risc 35-39 London St RG1 4PS &  
£30 + VAT includes a copy of RISC's Global Reading & African poverty, European wealth. Why? booking essential contact lia@risc.org.uk or 0118 958 6892

UKaid www.risc.org.uk/education

**How does this fit together? Global Citizenship, Music & Gamelan KS3-5**



How can the complex and beautiful music of the Indonesian Gamelan support your delivery of Global Citizenship? Challenge stereotypes, explore contemporary 'world' music, and learn how to play a Gamelan, which will be available for schools to borrow on long-term loan from RISC.

**Thursday 17 November 4-6pm**  
Kennet School Thatcham RG19 4LL &  
£30 + VAT booking essential lia@risc.org.uk or 0118 958 6892

UKaid www.risc.org.uk/education

# Delivering Global Citizenship: *Peace and Conflict*

Bracknell Forest Rights Respecting Schools working in partnership with RISC

## Evaluation

What impact will this have on your practice in school?  
 the P4C session was particularly useful & is something I will be using.

What impact will this have on your practice in school?  
 More confidence in tackling controversy/introducing controversy to children.

What did you learn/find out?  
 - Different people's attitudes towards "racist" words  
 - explicitly teaching about diversity

What impact will this have on your practice in school?  
 - Greater confidence to unpick the issues & on deeper level.



Birch Hill pupils explore the Causes of Conflict through their project on San Land Rights.

RISC's global schools, Binfield & Oxford Road share whole staff training on teaching about controversial issues.

Pupils at St. Josephs know that they have a role in resolving Conflict

St. Josephs Primary

Peer-mediation is when a child helps another child who may have had a problem in the playground. They would take the child to a quiet, private place in the school and talk to them about their problem. They would then take the child to the person/people that the problem started with and sort it out with them.



PEER MEDIATION

Here is what you are not allowed to do: tell every one their problem, take sides, when a person comes up to you and asks for help with a problem and you say no and last but not least don't ever forget your jacket because if people need help they wont know where to go.



Peer-mediation is good because it helps you to learn new skills like listening, learning how to problem solve and being more responsible. It is good to have a peer-mediation by children because some people don't like talking to adults; they are a bit shy. They also feel more confident talking about their problems to a child of their age from their class. It would also help children to be more confident.

## INSPIRATIONAL PEOPLE

Was Baljit a Global citizen? Who?  
 Baljit Singh: seva in action

**Baljit's story**  
 Baljit Singh, a 25 year-old IT consultant from Pinner, London, related his life in Europe's historical narrative since World War 2. Moved by the desperation of the starving refugees from Kosovo, who were being driven out by the Serbs, Baljit and his friends decided to drive a truck full of food and blankets to the border.

## Joan of Arc

Was she a Global Citizen?  
 Maybe, although maybe not, as she helped in fighting in war, when she could have tried to stop it.

Consequently he took responsibility for his actions by travelling (by car) all over Europe, being driven by his strong Sikhism.

In addition he is a global citizen because he is willing to make the world a more sustainable place. He did this by actually acting to make an impact a difference instead of sending clothes and money that won't help everyone.

## Ranelagh



At Ranelagh year 8 pupils created art on the theme of war and peace; and considered the impact of war on civilians, soldiers and their families.

## Binfield primary school

At Binfield pupils studied inspirational people in RE. They considered whether they were good global citizens and how putting their faith into action resolves conflict.



I think that John Santorum is a global citizen because he stands up for other places in the world, takes responsibility for his actions and is taking responsibility for his community from local to global.

# Binfield CE Primary School

Binfield participate in the UNICEF Rights Respecting Schools programme, and Bracknell Forest local authority held a conference to showcase and celebrate the work of their Rights Respecting schools. At this, Binfield pupils and staff presented their Global Citizenship work, with pupils guiding adult participants through RISC's Global Citizenship audit activities. They shared their ideas and challenged the adult conference participants' views, questioning stereotypes and reminding them of balance and representation. Many participants were impressed by the pupils' confidence and understanding. Pupil responses to the audit activities were also shared with governors and parents to ensure the whole school community was on board.

The school was highly committed to ensuring staff had every opportunity to access Global Citizenship training through whole staff provision, attending twilights, and in school offers for governors, teaching assistants and all new staff. Feedback confirms this investment of time had a significant impact

*It was practical and informative and showed us how to make further links and use cross curricular ideas. I will look at my plans and see how to adapt and change them as a result of today.*

*I have a heightened awareness of how to make global citizenship more explicit in teaching across the whole curriculum.*

*I loved the idea about using an object from a country and building a week around it!*

*I found out how to use plants to make links across the curriculum*

*I'm going to adapt some of the resources used today, especially the oracy activities*

*I really enjoyed being able to think and talk - not rushed - not lectured at*

Binfield has established a local partnership with a multi-ethnic school in central Reading, with the aim of strengthening their contribution to community cohesion. This has been developed through shared INSET days as well as pupil visits to each other's schools and joint activity days for pupils at RISC.

Staff from reception to year 6 have greatly valued the opportunity to undertake regular curriculum reviews alongside colleagues from RISC. This has developed both skills and confidence in ensuring GC is successfully embedded throughout the school's curriculum and ethos.

**Delivering Global Citizenship:**  
 Bracknell Forest Rights Respecting  
 Schools working in partnership with RISC

# Sustainability



Ranelagh pupils devise a programme about waste and landfill for Bracknell Forest primary schools.

## Ranelagh

### Action



Teachers from Bracknell Forest consider strategies for reducing consumption and tackling climate change.

## Uplands

**Eco-friendly School**  
 Uplands school is an eco-friendly school and we are trying to do a lot of things. We have eco-monitors who close the doors to save the heat in, turn off the lights and computers to save electricity. We have compost bins and water butts to produce compost and to save water. We grow our own vegetables in the green house and vegetable patch which we give to the kitchen. We recycle paper and use scrap paper so we don't destroy more trees. We have also put hippo bricks in the toilets which saves water. If you want a nice school, BE ECO-FRIENDLY.

Kameron and James



At Uplands eco computers use less energy than a light bulb and pupils design an eco school.



### Action

## Birch Hill

At Birch Hill pupils explore action for sustainability in India and made puppets from reclaimed materials to retell the Chipko story.

## Binfield



### Waste and Energy

At Binfield year 1 pupils discover the importance of local food the world over... while years 5 and 6 learn about waste and alternative energy... to bake Cookies.

### Food



### Handa's local produce



### Action

Wow! Solar Ovens (powered by sunshine!)

## Windsor and Maidenhead Strategy: working through Sustainable Schools

Learning for Sustainability has long been a priority in RBWM schools. The local authority provided support through the Sustainable Schools Framework and asked RISC to contribute expertise to the 'Global Dimension Doorway'. A member of our Education Team joined the LfS steering group and offered Global Citizenship support and training to schools across the Borough. This resonated with RBWM's work to establish a culture of learning for sustainability.

Using Albert Einstein's quote:

*"We can't solve problems by using the same kind of thinking we used when we created them" the LfS officer said "Learning for Sustainability encourages school communities to face this challenge. It is our responsibility to address the challenging reality of the world and, in so doing, provide the fertile ground needed for thinking to evolve"*

Through LfS network meetings, RISC has been able to provide training for network members. This led to whole staff training for a number of schools many of whom have, or are seeking, Eco-School status.

Recognising the importance of delivering effective Global Citizenship to children and young people of all ages has led to training for EYFS teachers in various settings, to the whole staff of numerous primary schools and to the whole staff of one of the Borough's largest secondary schools.

Supporting teachers in exploring social justice within the context of sustainability has enabled them to develop the ways in which they teach about Millennium Development Goals.

# Global Citizenship through partnership: The Diocese of Oxford and RISC

# Global Partnerships

Dear Mr Afrifa

We watched a video about girls around the world that don't go to school this was from the campaign 'Send my Sister to School'. We have been encouraged to join in. We made a girl saying what she thought about not going to school and what we thought about it. The United Kingdom has signed up to the UNICEF Rights of a Child that says that we all have the right to an education. The Government promised they would do whatever they can to get every child in primary school by 2015 and with four years left they still have 67 million children out of school.

We have sent this information to you so the government will acknowledge their promise. We hope you will send this to the Prime Minister David Cameron.

Yours sincerely,

Year 6, Binfield CE Primary School

## Binfield

It's really great that you got 5 million more children going to school. But how are we going to get the other 67 million children to go to school? A lot of it is being educated is one of our rights and it's our responsibility to make it happen.

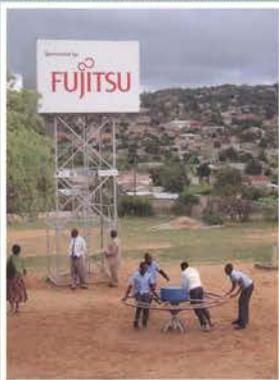


Binfield pupils, inspired by a member of the local community, organise a second hand book sale. The proceeds support the building of a play pump to provide clean water for a community and its school in South Africa.



Sponsored by the Binfield CE Primary School, Berkshire, UK

Thank you to the Binfield CE Primary school



Your donation of £350 contributed to this Roundabout PlayPump. With the children play, water is pumped into the water tower and is available to them at any time. The Pump was installed at the Mankosi primary school, east of Worcester in South Africa in June 2010. 1337 children now have a fresh, clean and safe water supply for the first time!

David Birch, Fujitsu and fund raiser for the One Foundation.



## Freeland

Teachers from Freeland with other UK schools, visited South Africa and are now developing a partnership with one of the inspirational Primary School Principals they met.

At Carrington Heights Primary School, Durban, children showed the UK teachers some of their work

St Christopher's work on science topics with their Partner School, Presby A, in Tafo, Ghana. The Schools' work on fair Trade has strengthened their partnership



## St John the Evangelist

In collaboration with their partner school in Bangladesh, St John the Evangelist pupils explore children's rights, and exchange letters

The name of my school is Sunflower Kinder Garten. The school is situated in Jhiltuli, Faridpur city. My fathers' name is Rezaur Rahman Babu. My father is a businessman. My mothers' name is Shahin Reza. My mother is a housewife. My father is a businessman. My friends' names are Jarin, Shitol, Oyshi, Prapti, Luna, Tahia. My hobby is reading books. I like to listen songs. I like to watch Sismipur in Television. I like to eat mimi, meat, rice with pulse, grape and lemon. I love my father and mother. I want to be a doctor.



## St Andrew's

St Andrew's is linked with Brikama Lower Basic school in The Gambia. The children exchange letters and two teachers from the upper school visit St Andrew's and explain about education in their country....

.... during 'Africa month' children made toys from wire. These proved extremely difficult and our pupils were most impressed by the skills needed to make some of the wire toys from African Countries



## Global Education and Church School Ethos

“Neither global education nor church school ethos can be an ‘added extra’, they both run through the whole curriculum and wider school life. There is a very natural fit between global education and the Christian ethos of a church school. The more aware you become of issues of global poverty and inequality, and of Christian perspectives on these issues, the less the question seems to be: ‘how does global education fit with church school ethos?’ but rather: ‘how can global education NOT be deep at the heart of all we do in a church school?’”

*From ‘Every Child of God Matters Everywhere’  
Diocese of Bradford and Ripon & Leeds*

Partnership has been a focus for RISC’s work with the Diocese of Oxford, a partnership in itself. With RISC’s support, Church of England Schools across the Diocese have delivered effective Global Citizenship through school, local, UK and Global partnerships.

Although the core specialist provider of Global Citizenship education services for Berkshire and Oxfordshire schools for many years, RISC now has a more clearly defined role in offering training and resources to Diocesan schools

- In partnership with the Diocese, RISC has run Global Citizenship Advocates training. This has been followed-up by participating schools, many of whom request whole staff training
- Training for governors of Diocesan schools is being run annually, in partnership with Reading Governors Association
- Members of the Diocesan Board of Education have worked with RISC’s Education Team to embed Global Citizenship in their own schools and explore wider global issues
- The Diocesan Religious Education Adviser has been key to RISC’s Secondary Schools Working Group on RE, exploring ways of embedding Global Citizenship through case studies of ‘faith into action’

# Global Citizenship through partnership:

The Diocese of Oxford and RISC

# School Partnerships

Kennet School worked with five Church of England Primary Schools on this Global Citizenship Project

Thatcham Park  
Bucklebury  
Woolhampton  
St Mark's  
Brimpton



Pupils began by exploring Ghanaian Adinkra cloths borrowed from RISC's artefacts collection and found out that Adinkra symbols are a traditional way of representing values in Ashanti Culture



Some played Oware, a Skillful game of Strategy, very popular in Ghana

Pupils thought about their own values and about what is important in their lives



my symbol means respect

My symbol means comforting

They designed Symbols using CAD (computer aided design) programme; then their symbols were engraved using CAM (computer aided manufacturing)



Pupils worked Collaboratively, printing and embellishing a wallhanging which represented values of all the children in the class

Finally they evaluated how well they had achieved their goal and thought about what it means to be a Global Citizen

# Are We Nearly There?

## A self evaluation framework for Global Citizenship from EYFS to KS5

Supporting teachers in embedding, advancing and improving the delivery of Global Citizenship, across the whole school and beyond.

A 'Global School' is one in which Global Citizenship is embedded across the curriculum and throughout the school ethos. Knowing when we are delivering quality Global Citizenship effectively is vital for making sustainable progress in the journey to becoming a 'Global School'.

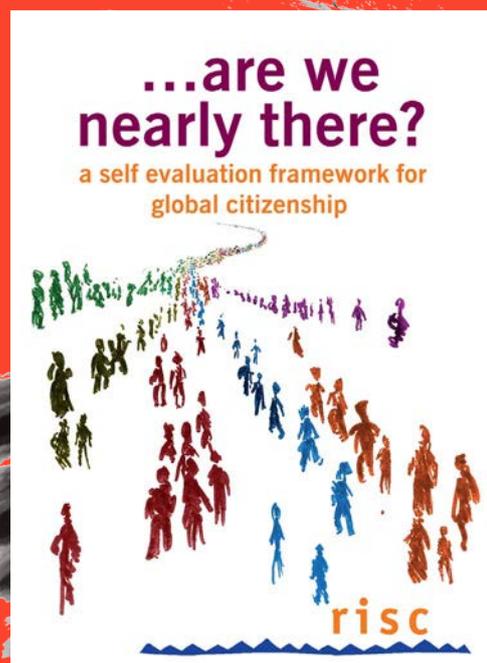
RISC designed this self-evaluation framework, with a school & local authority colleagues, to enable teachers to assess their school's current position and progress against a wide range of headings.

Although different aspects of teaching and learning provide an obvious starting point, other headings such as staff development, communications, ethos and participation, resources and language are also key areas for consideration in assessing a school's delivery of Global Citizenship.

Each heading provides an opportunity for gathering and evaluating specific evidence, while combining them allows an overview of the whole school journey and its aims.

RISC has used this resource to measure the impact of training delivered through the project, our aim is to ensure that schools receive the appropriate support and resources to move forward at least 2 points on the framework.

Because the resource encourages teachers to reflect on all aspects of school life, including connections to the wider community, and to collect evidence and data to demonstrate progress, it should enable teachers to use information from this self evaluation in other forms of reporting, using language which they will find familiar.



# School Partnerships



St Barnabas

Radley and St Barnabas pupils share an away day at Hill End Field Studies Centre, developing co-operation skills within their local school partnership

Radley



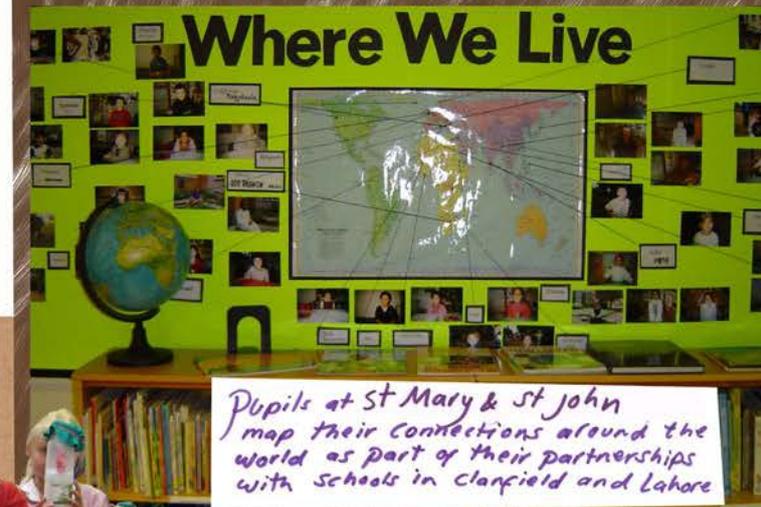
St. Mary & St John

clanfield

St Mary & St John and Clanfield Primary School Councils meet to develop their partnership at school and on an away day



St Barnabas visit Radley: the Pupils work together on ways to tackle bullying



Pupils at St Mary & St John map their connections around the world as part of their partnerships with schools in Clanfield and Lahore



Redlands

Binfield

Pupils from Redlands and Binfield Primary schools work collaboratively on a creative Global Citizenship day at RISC

# Self Evaluation Case Study

Case studies from a large number of schools, from Early Years to KS5 and beyond, support and illustrate each heading.

One school, when evaluating their links and partnerships both globally and locally, realised that despite the excellent learning that was going on around these areas, the Global Citizenship message was not as strong as it could be, and they scored themselves a 1-2.

The school achieved change in a number of ways; improving their local links with a contrasting multi-ethnic school in the area; working on challenging stereotypes and focussing on similarities about other countries and continents; evaluating their global partnership's fundraising elements and fundraising across the school. Through this, the school was able to implement plans that would move them towards a score of 5.

## Teaching and learning Links and partnerships

| Score     | 1 (inadequate)  | 3 (satisfactory)   | 5 (good)  | 7 (outstanding)   |
|-----------|---|--|---|---|
| Principle | Our school has a link with a school in the Majority World, addressed through assemblies and extra-curricular activities only.   | Our school has a partnership with a school in the Majority World. A few joint projects take place, linked to the curriculum.   | Our school has partnerships with a local school and a school in the Majority World. The partnerships focus on curriculum projects that are jointly planned and delivered. Staff in the schools work together to secure resources for sustaining the partnerships. | Our school has partnerships with schools locally and globally. We have agreed policies for partnership work that delivers Global Citizenship concepts, promotes respect and ensures activities are reciprocal. Joint curriculum projects are embedded and evaluated. Pupils understand and respond to the mutual learning that is taking place.   |
| Example   | Our link was established through a teacher's contact. Pupils are involved in fundraising activities for the link school. Some pupils send pen-pal letters, and some classes send gifts. | Our partnership involves a joint project annually and we exchange examples of pupils' work. Reciprocal visits are being considered and some resources may be allocated to this. We are considering whether fundraising for our partner school conflicts with our Global Citizenship learning objectives. | We have regular projects, embedded in the curriculum, to further pupils' knowledge and understanding. We run a joint garden project with our link schools, covering sustainability and interdependence, Science, Geography and ICT.                               | We established our local partnership to promote Community Cohesion and understanding about diversity in Britain. The learning from this informed our global partnership. We work with our partners to evaluate the effectiveness of the partnerships in delivering Global Citizenship concepts. The wider school community is involved in reciprocal visits that are educational for all, and not focused on fundraising. |

Definitions: few=less than 15%; some=15-34%; many=35-64%; most=65-100%

### Case Study 1

#### Primary School

Over a multi-ethnic city primary school, we visited our SEF team, in addition to our International Partnerships, from 2014 to 2016. Not only through the development of our international links, but through partnerships with a local school and 20 online ones.

By the summer of 2007 our overseas partnerships with a school in Pakistan was becoming established. We had considered our curriculum and demonstrated our commitment to provide an inclusive education for all our children, many of whom are from local Pakistani families. We were looking to share our expertise in their country, to support their learning, to work and have cultural and religious impact on education there. We aimed to highlight the many similarities between the two schools as well as sharing the differences. In the long run we aimed to achieve a score of 3 on the 'Links and Partnerships' strand of the SEF. We recognised that there would be benefits in establishing a serious, ongoing partnership, for the time with a local school.

Our local partner is a predominantly white rural village school with 100 pupils and 6 teachers. Our partnership is based on a shared ethos, both schools being part of ERF's (Local Schools) project and committed to understanding Global Citizenship. This has done benefits for both schools, although an expectation for some was that the mainly white school should gain most from the partnership through visiting with a school in a multicultural urban community. However, this wasn't the case. Our partner proved to be serious in demonstrating their strong global understanding and awareness, possibly because their staff do have more experience in the way they tackled a wide range of issues. We used opportunities such as joint staff training days to share lessons learned by both schools and how to tackle them, such as how to challenge stereotypes. We reported and discussed the differences between our schools which meant our partnership was being built on mutual understanding.

From the children's perspective, the partnership began with our KS2 school council members visiting our partner school. They were invited into classes, went for a walk around the local area, had lunch together and then attended a joint school council meeting. It soon became clear that the same issues were raised with the school reports of both schools, uniform, school meals, abuse for fundraising and 'two houses' concerning waste and recycling. The success of this first visit was followed by several team building days where both school councils were taken to an outdoor centre to work together and take part in activities such as orienteering, where the children could interact without adult intervention.

By the summer of 2009 classes in the two schools were linked, exchanging letters and cards and working on shared curriculum projects as the partnership became increasingly embedded in the work of both schools. These have included projects on water and the weather. One example of our growing and working together focused on our partner's ICE Day in Islamabad.



...to visit by their whole school to the mosque in our local community. Prior to this the mosque had been one of our school governors' visits and for our partner school to the children who they would see and do during their visit. After going to the mosque the children came to school and were made to listen to a video of the mosque. It really helps to see an assembly so they could share their experience of being there. The children do not have to be present for their growing knowledge which, their school council just activities, are an important aspect of our partnership.



...the children are really positive about the partnership and look forward to joint visits. Parents and governors are equally enthusiastic about it and can keep track of it through newsletters and a book we've put together for visitors to see when they visit. During our partner's inspection in summer 2008 OFSTED commented on this, highlighting the contribution it makes to Community Cohesion. Over the last year we've moved it to a 2 on the links and partnerships strand of the SEF, with plans to move it to a 3. We hope to receive further commendation with increased OFSTED comments and have set up a blog where visitors can be encouraged. It would be to share this within our local partnership too.

...the extending our overseas partnerships through links with schools in China and our partnership continues to be implicit in all we do as a focus for extending our links throughout the school.

### Case Study 2

...the school's responsibility for school partnerships actions secondary schools. The SEF team that they should focus on four main areas to ensure their partnership is successful.

...working and learning, all Department Heads need to contribute. All too often it is the Chair of Governors who is seen to be the main person responsible for the partnership. All curriculum areas should make a significant contribution to the partnership. All staff should be encouraged to contribute to the partnership. The school should play its part in clearly communicating the aims of the partnership. It is essential to ensure regular reports of school staff and departmental meetings and for a range of newsletters to be shared across the school and wider community.

Clanfield pupils explore Sustainability and take action by Composting at School...

## Clanfield and the Local Community

... and find out what happens to local authority "green waste"

Partnership with a local homeless shelter enables Clanfield Pupils to develop their understanding of Poverty locally and globally...



The Clanfield Community make a human chain as part of the Send my Friend to School Campaign



... following an assembly with someone from the shelter, the school reevaluate their annual shoebox appeal. The children focus on giving locally and deliver their shoe boxes to people in the shelter

## Binfield and RISC

Through their partnership with RISC, Binfield teachers embed Global Citizenship in schemes of work across the Curriculum



## Global Citizenship advocates course

Training course for 2 days:  
18th November (10am-4pm, Oxfam House, Oxford)  
8th or 10th March (2pm-5pm, venue tbc)  
4th or 19th May (2pm-5pm, venue tbc)

RISC's partnership with the Diocese of Oxford enabled Global Citizenship training to take place for 22 Church of England Schools...

## The Hendreds

We are currently working with Oxfam GB Education for Global Citizenship and the Reading International Centre (RISC) to help develop the children's knowledge and promote attitudinal change in Global Citizenship.

### one teacher said...

What did you enjoy about the day?  
Fantastic, informative day. Lots of useful information that tackled alot of my assumptions so lots of food for thought! Lots of opportunities to discuss and challenge ideas.

What impact will this have on your practice in school?  
Alot of my questions have been answered today but also have stimulated ideas to direct GC throughout the school. This will help alot with our Community Cohesion focus on our School Development Plan and I will be feeding back to the whole teaching team.



Introduces the theory and practice of Global Citizenship  
Identifies opportunities for embedding social justice & sustainability across the curriculum  
Emphasises the delivery of RE, and promotes understanding of faith as an agent of change  
Explores methodologies for measuring attitudinal change  
Enables controversial issues to be tackled  
Considers how change can be achieved & sustained  
Demonstrates how Global Citizenship underpins Every Child Matters, SEAL, Community Cohesion, Rights Respecting Schools

£76 + VAT for service agreement schools  
£120 + VAT for non service agreement schools  
both prices include £75 worth of FREE resources

Further Details: Louise Robinson | 0118 9586 692 | education@risc.org.uk  
Penny Bingham | 01865 208200 | penny.bingham@oxford.anglican.org

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

'What do you think makes a family?'

Love, Care, Generosity

Marriage, Babies, Happiness

Dad, Cousins, When two people fall in love.

Grandparents, Parents, Uncles

Children, Pets, Mum

Here are some of the responses...

The Hendreds Global Citizenship displays show how activities from the course are used in School

# Clanfield CE Primary School

Located in rural Oxfordshire, Clanfield CE Primary is a small, thriving village school that successfully embeds Global Citizenship across its curriculum and ethos. The Head teacher said

*“Knowing that 80% of our children had never visited their own capital city and that very few of them had ever met anyone with non-white skin was enough to decide that a deeper understanding of our role as Global Citizens should be a priority... we began with our School Development Plan; ‘Embedding a Global Dimension in Everything We Do’ was detailed as a two year priority. This was essential for ensuring that governors understood its importance to us and involving them from the outset.”*

One of its strengths in embedding Global Citizenship has been an emphasis on partnerships

- With the wider school community and village in which it is located, especially through assemblies and other events
- Within the local area, including a hostel for the homeless for whom the school provides Christmas shoe boxes. They agreed that fundraising for majority world projects could reinforce negative attitudes
- With a large, culturally diverse primary school in Oxford city. Children from both schools have worked together and discovered how much they share in common, despite differences in their schools
- With a school overseas, sharing and developing curriculum based projects with a school in Sweden.

Ascot Heath Junior

Clanfield

FAIR TRADE

GUARANTEES A BETTER DEAL FOR THIRD WORLD PRODUCERS

UNICEF RIGHTS RESPECTING SCHOOL

HOW CAN WE BE SURE WE RESPECT THEM?

EVERY CHILD IN THE WORLD HAS RIGHTS



Schools across the Diocese work in partnership with the Fairtrade Foundation. As a Fairtrade School, Clanfield pupils take part in Fairtrade Fortnight and investigate fairtrade products in their local Supermarket

Ascot Heath Junior works in partnership with UNICEF to become a Rights Respecting School

Kanelagh



Kanelagh Pupils devise a performance about waste and landfill for Bracknell Forest Primary Schools



Through their local Authority, Kanelagh work in Partnership with UNICEF to become a Rights Respecting School. Pupils lead workshops with their teachers on the Rights of the Child



Kanelagh art gallery..

# Global Citizenship Advocates Course

The aim of this unique course is to enable teachers and advisers to deliver Global Citizenship effectively, so that it becomes embedded in their schools. The course equips each participant to become a catalyst for change in their workplace. Delivered on three separate days, over a number of weeks, it allows participants time to reflect on their learning and undertake activities with colleagues or pupils.



## A Global Citizenship Advocates Course:

- introduces the theory and practice of Global Citizenship
- identifies opportunities for embedding issues of social justice and sustainability across the curriculum
- explores methodologies for measuring attitudinal change
- builds confidence in tackling controversial issues
- considers how change can be achieved and sustained
- demonstrates how Global Citizenship links with and is relevant to educational initiatives such as Every Child Matters, SEAL and Rights Respecting Schools
- develops the skills that participants need to be effective global educators



# Global Citizenship Across All Ages

# FOUNDATION and KEY STAGE 1

Wokingham Schools working with RISC

## THE COOMBES

Year 2 children from the Coombes worked with student teachers in the Art dept at Reading University and made story tents

Some thought about how all around the world

most children use their hands to make things and use their feet for journeys

Some thought about the children they know in other countries, some of the children they chose were real and others were from favourite stories

Some played co-operative games which helped them think about the children who are included and those who are excluded

## EARLY YEARS CLUSTER WORKSHOP

Teachers from 7 primary schools across the Early Cluster took part in training to find out how to embed Global Citizenship in the Early Years and foundation Stage

WHAT HAVE YOU LEARNED OR FOUND OUT? Loads! I have taken away lots of ideas to incorporate into the PSHE program. Hope to have artifacts to show in Standardisation

## ALDRYNGTON

Aldryngton pupils in Keystage 1 used a collection of toys from around the world that are made from reclaimed materials, to explore similarities in children's playtime and issues of sustainability

## BEARWOOD

Pupils in reception at Bearwood enjoyed celebrating Diwali with Mehndi hand designs, painted by one of the parents

Bearwood took part in some intergenerational work, pupils' grandparents came to school to take part in their grandchildren's activities.

Older people from the local community came for an 'over 50s lunch'

# Wokingham Strategy: working through school clusters

Historically, RISC's work with Wokingham local authority has been with the Minority Ethnic Achievement/EAL team. The Margins to the Mainstream project provided an opportunity for a wider strategy to be developed, and a variety of methods of providing support for schools to be trialled.

Individual training was provided for a range of schools, focussing on a whole school approach, for example St Teresa's Primary, whose staff, teaching assistants and governors attended a full day's training, and key staff had a follow up curriculum focused day at RISC.

RISC provided a Global Citizenship Advocates course for Wokingham, over three separate days, which 20 teachers from a variety of primary and secondary schools attended. As a result of this course, several schools went on to invest in further whole staff training, including Beechwood Primary, and Bearwood Primary, who included their teaching assistants and governors in order to support them in their whole school change.

RISC worked closely with the Earley Cluster, who had identified Global Learning as a priority for training. RISC provided a training day for all 7 schools together, which has had a lasting impact. Schools have followed up the whole staff INSET with further training, including short, specific CPD sessions, individuals attending Advocates courses, and further whole staff INSET, aiming to develop and embed learning across the schools and the cluster. The Learning and Achievement team at Wokingham local authority is focussing heavily on encouraging cluster working as a positive way forward and projects are increasingly being undertaken in this way. RISC's approach with the Earley Cluster fits in perfectly with the local authority approach.

Wokingham also provided opportunities for RISC to work with Secondary Senior Leaders, Governors, EAL co-ordinators, NQTs and PSHE specialism training in partnership with Windsor and Maidenhead. RISC supported a pan-Berkshire Community Cohesion conference, that was well attended by Wokingham schools. Follow up from that conference found that several schools had found the day impactful and planned for some interesting curriculum changes in response.

We have found that the most impact is where schools have had whole staff training and an ongoing relationship with RISC supported by key staff in Wokingham. Training for clusters has proved to be successful because of the existing networks within clusters, changes that are made as a result can be shared across a huge number of staff and pupils.

# Global Citizenship Across All Ages

Wokingham Schools working with RISC

# LOWER KEY STAGE 2

عِيدُ مَبَارَكٍ

## BEARWOOD



## A GLOBAL CHRISTMAS FOR NOTS



Wokingham Local Authority organised training with RISC for N&Ts. They explored how to embed Global Citizenship in their Christmas celebrations, looking at resources and activities around diversity, sustainability, peace and justice and fair trade.

Beamwood worked in partnership with a school in Slough. Pupils visited and gave an inspiring assembly to celebrate Eid.

A Fair Trade Harvest Festival was celebrated at Bearwood. Pupils explored rights, food miles and the importance of Fair Trade.

## HILLSIDE

Hillside pupils visited the art department at Reading University to learn about contemporary artists of South Asian heritage. They were inspired by the works of Sheela Gowda, Nek Chand and Zarina Bhimji to create their own installations.

## RIVERMEAD

Teachers and pupils from Rivermead read books about Traveller families to reflect our diverse local communities.

## HILLSIDE

Pupils Collaboratively designed and made a wall-hanging from reclaimed carrier bags inspired by the Kente weaving tradition and the work of contemporary Ghanaian artist, El Anatsui.

### Monday Morning



Written by Hertfordshire T.E.P



Amy is almost five years old. She lives in a trailer with her mum. Her dad and her sister also live there.



THEY IMAGINED WHAT EL ANATSUI'S STUDIO MIGHT LOOK LIKE



AS THEY WOVE THEY DISCUSSED WAYS OF REDUCING OUR CONSUMPTION OF PLASTIC BAGS

THEY LEARNED TO PLAY AMPÉ, A CHILDREN'S GAME FROM GHANA

AND USED FAIR TRADE CHOCOLATE TO MAKE DELICIOUS SNACKS



CHOCOLATE TO MAKE



## RADSTOCK

At Radstock each year group had a planter for growing their own vegetables. They found out what plants need to help them grow and explored the importance of local food.



# The Earley Cluster

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Many schools in Wokingham work through their local clusters. RISC had begun working with Hillside Primary who also work regularly with their local cluster of 6 primary schools. Working with a cluster of schools was identified as a useful strategy for RISC, as it offers greater support for staff, provides opportunities for whole staff training that is more affordable for schools, and can enable a longer lasting impact with a much greater number of ideas and resources being shared amongst the schools. It also fits well with the priorities set in the Government White Paper of November 2010, which encourages schools to cement their partnership work within their clusters to improve staff development and sharing of best practice.

The Head Teachers of the 7 Earley Cluster schools planned a day's INSET training for all their staff, including a thorough introduction to Global Citizenship, an exploration of activities to measure attitudinal change in pupils, and a carousel of workshops to demonstrate and explore how to embed Global Citizenship in a range of curriculum areas, and across year groups. Emily Waddilove, the Teaching and Learning Adviser for Minority Ethnic Achievement and EAL with representatives from UNICEF's Rights Respecting Schools Award were also able to offer workshops.

The response from teachers was extremely positive with participants agreeing that 'the sessions content was relevant to my needs and setting', 'the workshops helped to further develop knowledge and understanding', and that it left them feeling 'confident that I will make positive changes to my classroom practice as a result of this training'.

Some schools have gone on to further their training with tailor made sessions, focussing on particular issues that they have prioritised, and inviting teaching support staff to join. For example, Aldryngton Primary invested in a further whole day INSET for all staff. They explored music, art and artefacts, they evaluated resources and completed a full school library audit, and they discovered ideas for Global Citizenship across the Humanities. They also looked at ideas for storytelling for Early Years and Key Stage 1 with the Global Kidz StoryTent.

A key member of staff from each of the Earley Cluster schools attended the 3 day Global Citizenship Advocates course, giving them a much deeper and greater understanding of the theory and practice, and committing to taking responsibility for, and embedding Global Citizenship across the school.

# Global Citizenship Across All Ages UPPER KEY STAGE 2

Wokingham Schools working with RISC

## BEARWOOD

Pupils in years 5 and 6 explored issues around the environment, learning about climate change and how to lead more sustainable lifestyles. They made posters to communicate their ideas and actions.

Peer Mediators in upper key stage 2 help children at Bearwood resolve conflict and work cooperatively.



## RADSTOCK

Pupils in Year 5 compared similarities and differences between India and the UK in their geography work, looking at schools, travel, industry, agriculture, climate and lifestyles.

| Overview  | LODC  | Plan  | Evaluation  |
|---|---|---|---|
| <p>Lesson 1 &amp; 2</p> <p>Learning objectives: Pupils will be able to identify and describe physical and human features in the environment.</p> <p>Content: England / Canada</p> <p>Learning Objectives: Understand what it means to be a global citizen. Identify what it means to be a global citizen. Identify physical and human features of a local area.</p> | <p>Lesson 1: Pupils will be able to identify and describe physical and human features in the environment.</p> <p>Lesson 2: Pupils will be able to identify and describe physical and human features in the environment.</p> | <p>Lesson 1: Pupils will be able to identify and describe physical and human features in the environment.</p> <p>Lesson 2: Pupils will be able to identify and describe physical and human features in the environment.</p> | <p>Lesson 1: Pupils will be able to identify and describe physical and human features in the environment.</p> <p>Lesson 2: Pupils will be able to identify and describe physical and human features in the environment.</p> |



## WOODEN HILL

The Eco-Council display board is in the main entrance area. The photographs illustrate the eco-Councils most recent project to improve the school environment by working with local business to turn the abandoned pond area into a wildlife garden. The Eco-Council's efforts were recognised by Bracknell in Bloom 2011 when they won the 'Best Newcomer' category.



Year 5 and 6 children preparing an illustrated drama piece for their family assembly, looking at every child's right to have access to clean water. The children have used WaterAid resources to help them with their research.



## ST TERESA'S

Staff and Governors at St Teresa's had a joint training day, exploring many aspects of Global Citizenship. They focused on exploring issues of Fair Trade and on exploring for challenging their own and pupils' assumptions about people and places.



## WOODLEY

Woodley's eco-warriors had a competition to win solar panels for the school. They had to find out what the school was doing to save energy. Sustainability is now part of the school's development plan.



Our gardening club is run by a local volunteer, who is coming in to teach the children how to grow their own food. The children often grow things to sell at the school fairs. Whilst 'Greenfingers' has been in existence for many years, we have taken the opportunity of using the BBC 'Dig In' campaign to widen the range of food that we grow and also to identify opportunities for parents to do the same at home with smaller start-up costs.



# Whole school CPD

Global Citizenship training for a whole school staff can be delivered as a 'stand-alone' or series of twilight sessions, in the school or at RISC. The Education Team is often invited to deliver whole staff training on INSET days. This involves working with a headteacher, or group of heads, to plan a day that will engage and inspire staff.

Teachers taking part in a whole staff training day said

*“At last!! Some help with global justice in school instead of me having an idea and working in isolation”*

*“The day challenged my views and opinions on Global Citizenship and made me think of the bigger picture”*

*“Really opened my eyes about Africa. Made me want to go home and find out more about each separate country”*

*“It's important to challenge children's stereotypes early on and support their critical thinking on justice”*

*“Seeing how local, immediate action can influence the global situation. Challenge stereotypes and going outside our comfort zone”.*

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# Global Citizenship Across All Ages

Wokingham Schools working with RISC

# KEY STAGE 3 and 4

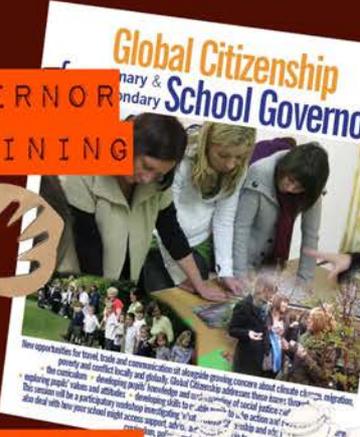
## THE EMMBROOK



A PGCE student from Reading University created a scheme of work exploring Global Citizenship through Medieval music. When year 7 pupils at The Emmbrook tried the scheme of work they discovered some surprising and stereotype-challenging facts

## GOVERNOR TRAINING

Secondary School Governors had an introductory training session from RISC to raise awareness of RISC's services for schools and to enable them to support their schools in delivering and embedding Global Citizenship across the curriculum.



## THE PIGGOTT

The Mayor of Wokingham visited the Piggott School to present them with their Eco Schools award for their commitment to environmental sustainability



## THE FOREST

The Forest borrowed a wide collection of Malian Bogolan cloths from RISC's resource bank. This handspun cotton is woven, dyed yellow with N'galenman tree leaves and painted three times with fermented river mud. The patterns often symbolise different values or concepts



## MAIDEN ERLEGH

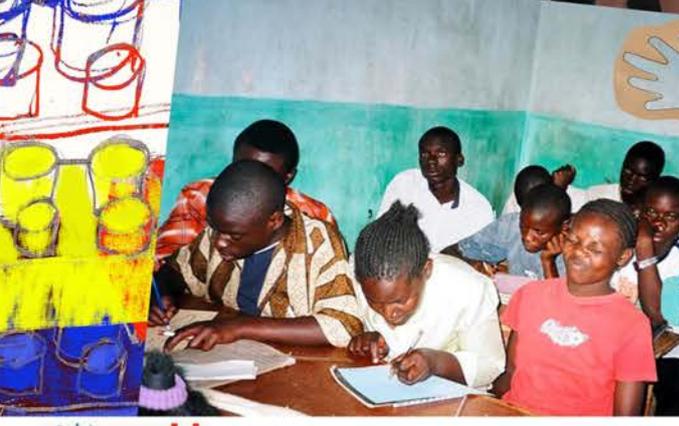


**people & planet**  
student action on world poverty and the environment



Maiden Erlegh pupils explore Global Citizenship through International links with Zambia and beyond, Global Citizenship themed visits and visitors, and Campaign work through Cross curricular days, and with organisations like People and Planet

Year 7 and year 9 Pupils at the Piggott, led by the PE department, took part in the Big Dance, a British Council Connecting Classrooms Programme. They hope to involve their International Partner Schools next year



# The Willink School

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Embedding Global Citizenship in a secondary school is complex; including it in the School Development Plan is an essential part of the process. The Willink is a specialist language college, a medium sized school with over 900 pupils on the rural fringe of West Berkshire. Training proved a catalyst for engaging The Willink's staff, with Art and MFL teachers developing schemes of work initially. They ensured explicit Global Citizenship concepts were a focus - exploring diversity, human rights and sustainability. This inspired others within their departments, across the school and beyond.

Initial training took place with the whole secondary school staff, alongside primary teachers from within The Willink cluster. This enhanced progression and strengthened partnerships.

One of the three targets in the SDP specialism objectives is 'To increase the occurrence of learning outcomes across the curriculum related to Global Citizenship values'.

Global Citizenship is a focus for PSHE and tutor time. Work on charitable giving has been an effective vehicle for developing pupils' critical thinking skills; their awareness of microcredit as an alternative was raised through assemblies. Tutor groups decided to support a microcredit organisation which links to the school's enterprise work. Pupils participation has also been key to the school achieving 'Fairtrade School' status.

Other Departments have become involved: Science teachers enabled the development of Global Citizenship schemes of work by PGCE trainees, while the head of History worked with RISC to embed Global Citizenship in the KS3 History curriculum. RE and English teachers are involved through a newly established Global Citizenship staff coaching group.

Termly meetings take place with RISC's Education Team to plan, develop and enhance the process of embedding Global Citizenship throughout the school.

# Global Citizenship Across All Ages

Wokingham Schools working with RISC

## KEY STAGE

4 and 5

### THE HOLT

The Holt's International Projects created a project and exhibition about their school, local and global communities, interviewing staff and pupils about their sense of community.

#### School

As an international school I think that being part of the global community is very important, as are our global experiences. I also think that we have a duty to promote internationalism - whether in school or in the country itself.

Head teacher.

### MAIDEN ERLEGH

Sixth Form pupils from Maiden Erlegh took part in a range of audit activities, from RISC's toolkit for measuring attitudinal change. Staff used the activities to analyse the impact of their World Challenge Visit.

#### Local

The Wokingham and District Association for the Elderly was a really nice experience where we got to spend time with the elderly in our local town. It was really rewarding and I would most definitely like the chance to do it again.

### BULMERSHE

Year 11 ASDAN students completed a module of work on Fair Trade with a Fair Trade truck shop for the whole school.

### THE PIGGOTT

We were honoured to have such a life changing experience which taught us the diversity of different cultures in our global community. It was definitely an eye opener and something we will never forget.

#### Global

Pupils who visited Borneo

Natural environment

Who decides?

Economic Context

Social context

Maiden Erlegh pupils explored imagery and bias in media representations of Africa. They used the Development Compass Rose to analyse newspaper articles, and to enable pupils to question common images of Africa and the impact they might have on our attitudes.

### WOKINGHAM LEARNING HUB

Wokingham Learning Hub

友誼長存

Students and staff from Luzhou School in Sichuan, China visited The Piggott, as part of their international Partnership and helped students studying Mandarin Chinese.

Pupils in year 8 worked with two schools in Oman on a reciprocal story telling project.

## Thanks to:

### Steering Group Members

Sally Garforth and Dan Archer (Bracknell Forest), Jo Fageant (Diocese of Oxford), Jane Waring (RBWM), Karen Jarman, Sarah Bergson and Karen Salter (Reading), Maxine Slade (West Berkshire), Emily Waddilove and Jill Godfrey (Wokingham), Madeleine Kennedy-Macfoy (external evaluator)

### Local Authorities Staff

Hazel Davies, Abigail Hallworth, Tim Morton, Matt O'Brien, Chris Whitbread

### Teachers and Headteachers

Sylvia Beeton, Sarah Bergson, Sue Bingham, Cathryn Clarke, Danielle Corbishley, Sarah Coxell, Lorraine Cummings, Clare Downey, Nicki Ellis, Di Gare, Louise Griffiths, Cathy Growney, Jean Guest, Katy Hathaway, Andy How, Sarah Jones, Jane Lloyd, Cathy McCarthy, Rhona O'Neill, Tricia Opalko, Sarah Rae, Kirstie Rogers, Karen Salter, Mike Steer, Karen Vive, Mandy Warwick, Suzie Wright

### Schools involved in the project

**Bracknell Forest:** Ascot Heath CE Junior, Binfield CE, Birch Hill, Bracknell College, Brakenhale, Charters, College Town Junior, Easthampstead Park, Edgebarrow, Harmans Water CE, Holly Spring Infants, Meadow Vale, Ranelagh CE, Sandhurst, Sandy Lane, St Joseph's RC, St Margaret Clitherow RC, Uplands, Wooden Hill

**Reading:** Blessed Hugh Faringdon RC, Caversham, Caversham Park, Christ the King, English Martyrs RC, Geoffrey Field, George Palmer, Highdown, Kendrick, Manor, Moorlands, New Christ Church CE, New Town, Oxford Road, Park Lane, Phoenix College, Ranikhet, Reading Boys, Reading College, Reading Girls, Redlands, Thameside, Upcroft, Wilson

**RBWM:** Churchmead CE, Cookham Nursery, Holyport, Knowl Hill CE, Maidenhead Nursery, Newlands, St Edmund Campion, St Mary's RC, The Lawns

**West Berkshire:** Basildon CE, Bradfield CE, Brimpton CE, Birch Copse, Chieveley CE, Cold Ash CE, Compton CE, Englefield CE, Falkland, Francis Baily, Garland, Hungerford, Inkpen, Little Heath, Long Lane, Mortimer St John CE Infants, Parsons Down Infants, Speenhamland, Springfield, Spurcroft, St Finians RC, St John the Evangelist, Thatcham Park CE, Theale CE, The Kennet, The Willink, The Willows, The Winchcombe, Victoria Park Nursery, Welford and Wickham CE, Westwood Farm Junior CE, Whiteland Park, Woolhampton, Yattendon CE

**Wokingham:** Aldryngton, Bearwood, Beechwood, Coombes, Crazies Hill CE, Earley St Peters CE, Hawkedon, Loddon, Maiden Erlegh, Polehampton Infant CE, Radstock, Rivermead, Robert Piggott Infant CE, Robert Piggott Junior CE, Sonning CE, St Nicolas Hurst CE, St Teresa's RC, The Holt, The Piggott CE, Waingels, Westcot Infants, Whiteknights

**Diocesan schools in Oxfordshire & Buckinghamshire:** Clanfield, Christopher Rawlings, Dr South's, Freeland, Horspath, Kirtlington, Little Missenden, Radley, St Andrew's Chinnor, St Barnabas, St Christopher's Langford, St John the Evangelist, SS Mary & John Oxford, St Paul's Wooburn Green, Standlake, The Hendreds



RISC is a Development Education Centre supporting schools in Berkshire, Oxfordshire and beyond. We work with teachers to raise the profile of global issues and promote action for sustainable development, human rights and social justice.

RISC's Education Team promotes Global Citizenship in schools and ITE through

- Tailor made training
- Delivery of the Global Teachers Award
- Global Citizenship Advocates training courses for teachers and educators
- Training for ITE institutions across the region
- Global Schools, RISC's Global Citizenship partnership with local schools
- Innovative work with schools measuring attitudinal change
- Roof garden education for sustainability and global connections
- A resource bank with over 3,000 photos, artefacts, publications and inspirational lesson ideas
- RISC's own teaching resources and publications, including an e-news bulletin
- Advice on embedding a global dimension across the curriculum
- Exhibitions for teachers' centres and schools

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