

# GLOBAL FOCUS WEEKS

in Primary Schools

A guide for teachers

The compilation of this booklet was a joint project by:

Mary I'Anson (African Initiatives, Bristol), Jilly Hillier (Marlborough Brandt Group, Wiltshire), Jane Talbot (Global Education Network, Bath and North East Somerset) and Sam Woodhouse (Associate Consultant for Geography and Citizenship, Somerset).

All four of us work in different areas and contexts, but we all support teachers in delivering global citizenship and are all part of our regional Global Education Network (GLEN), which works within DFID's Enabling Effective Support initiative to develop the teaching of the global dimension in schools.

One thing we are often asked for by teachers is some guidance on running 'global weeks' in schools. So instead of working individually to produce the same sort of guidance, we worked together, drawing on the examples of good practice we have seen. We would like to extend our gratitude to all those teachers who have contributed their valuable ideas and made constructive comments as we have written this booklet.

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# GLOBAL FOCUS WEEKS

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# WHY HAVE A GLOBAL FOCUS WEEK IN YOUR SCHOOL?

Global Focus Weeks are becoming increasingly popular in primary schools as a creative and exciting way to explore Global Citizenship. Global Citizenship is not simply an area of the curriculum, but a way of thinking and behaving that should be central to the school ethos. In this way, used as part of a whole-school approach, Global Focus Weeks enable students to learn about the lives of others, find out about different cultures and at the same time evaluate aspects of their own lives. It is clear that both teachers and students enjoy the suspension of the regular timetable and embrace the opportunity to invite visitors into school and explore new areas of learning. Storytellers, musicians, dancers, artists and people from different faith backgrounds are just some of the many visitors who often contribute to successful global weeks. How can you maximise the value of their input and use it to develop themes and ideas that relate to wider world issues?

In this booklet we have drawn on examples of good practice from many schools in our areas. We would like to suggest ways of approaching global weeks that combine the variety and creativity that already exists, with some of the **key concepts** of the global dimension. In this way, at the end of the focus week, children will not only come away with a sense of wonder and excitement about the world in which they live, but they will also have gained some understanding about key concepts and issues that effect us all in an interdependent world. And, perhaps, they will be more aware of their role as responsible global citizens who can make a difference to the lives of others.

With this in mind, some suggested aims for a global week in your school might be:

**To raise children s awareness of the wider world and their own place in it**

**To enable children to celebrate and respect differences and similarities between people and ways of life**

**To explore issues which affect our world**

**To identify opportunities for taking action to make the world a better and fairer place**

**To create a sense of wonder and excitement about the world in which we live**

**To enable children to see themselves as global citizens who can make a difference to the world**



# KEY CONCEPTS FOR A GLOBAL WEEK

In this booklet we have concentrated on four key concepts around which you might structure your global week. These concepts reflect aspects of citizenship and help to illustrate what we mean by 'a global dimension'. In later pages we have shown how they can provide a framework for your week and how you can develop them through children's activities and learning.

## **Social justice and equity**

- exploring what is fair and unfair, right and wrong, in an interdependent world; a willingness to take action against inequality
- inequalities within societies and between countries; looking at rights and responsibilities around the world.

## **Diversity**

- having an awareness of the similarities and differences between people of different cultures; exploring the nature of prejudice and ways to combat it; valuing all people as equal and different; having a willingness to learn from others and valuing the rights of others.

## **Sustainable development**

- being concerned about the local and global environment and having a sense of responsibility about the use of resources; being concerned about the future of the planet, understanding that the way we live now affects the lives of future generations.

## **Interdependence**

- understanding links and connections between our lives and those of others in different places; understanding that choices we make have an impact on the lives of others.

The DfES publication 'Developing a global dimension in the school curriculum' develops these concepts further and would be a useful document to refer to when planning your global week.

The revised publication will be available from [www.dfes.gov.uk](http://www.dfes.gov.uk) or [www.dea.org.uk/schools/publications.html](http://www.dea.org.uk/schools/publications.html) in 2005.

A fuller version of these concepts appears on page 6.

Using key concepts such as these for your framework will also help children to develop a range of skills, including those that help them to become critical thinkers, able to listen to others and ask questions, to look at different viewpoints, challenge stereotypes and make informed decisions. The National Curriculum outlines five important thinking skills: information-processing, reasoning, enquiry, creative thinking and evaluation. It also suggests that pupils should focus on 'knowing how' as well as 'knowing what'. The programme for a Global Focus Week can offer a wonderful opportunity to do this. It should also enable children to develop their skills of co-operation, working as a group, learning to compromise and seeking ways to resolve arguments.



'The school curriculum should contribute to the development of pupils' sense of identity through knowledge and understanding of the spiritual, moral, social and cultural heritages of Britain's diverse society and of the local, national, European, Commonwealth and global dimensions of their lives.'

'**At Key Stage 1** pupils begin to develop a sense of their own worth and the worth of others. They develop a sense of themselves as part of a wider world and gain awareness of a range of different cultures and places. They learn that all humanity shares the same basic needs but that there are differences in how these needs are met.'



'**At Key Stage 2** pupils develop their understanding beyond their own experience and build up their knowledge of the wider world and of different societies and cultures. They learn about the similarities and differences between people and places around the world and about disparities in the world. They develop their sense of social justice and moral responsibility and begin to understand that their own choices can affect global issues as well as local ones.'

*(Extracts from DfES 'Developing a global dimension in the school curriculum')*

In the DfES publication 'Putting the World into World-Class Education: An international strategy for education, skills and children's services' (published November 2004) the following eight concepts are identified:



### **Citizenship**

Gaining the knowledge, skills and understanding necessary to become informed, active, responsible global citizens.



### **Diversity**

Understanding and respecting differences and relating these to our common humanity.



### **Conflict resolution**

Understanding how conflicts are a barrier to development and why there is a need for their resolution and the promotion of harmony.



### **Human rights**

Knowing about human rights and, in particular, the UN Convention on the Rights of the Child.



### **Social justice**

Understanding the importance of social justice as an element in both sustainable development and the improved welfare of all people.



### **Interdependence**

Understanding how people, places and environments are all inextricably interrelated and that events have repercussions on a global scale.



### **Sustainable development**

Understanding the need to maintain and improve the quality of life now without damaging the planet for future generations.



### **Values and perceptions**

Developing a critical evaluation of images of the developing world and an appreciation of the effect these have on people's attitudes and values.



# GLOBAL FOCUS - A WEEK THAT'S WONDERFUL

We have discovered many inspiring examples of successful Global Focus Weeks. Each school will draw on its own experience, resources and imagination, but below we list some general 'good practice' tips, advice and questions that every school should consider.



## Planning ahead

Start planning early. A successful Global Focus Week takes time to plan, and you will need to research resources and book visitors.

Clarify your aims and learning objectives for the week (see introduction). You could start by carrying out Oxfam's 'global audit' in your school and using that to identify the ways in which the week would support school policies and meet curriculum needs.

Look at the global dimension 'key concepts' and think about ways in which your week could reflect some of these ideas. See exemplar planning pages 10 - 16.

Who should be involved in planning? Get as many people on board as possible, e.g. staff and pupils, the school council, governors, parents and people from the community. You may have a local neighbourhood rich in talent and experience.

How will you make sure that all your teachers are enthusiastic and confident? Agreed aims, a clear plan for every teacher, and lots of good, inspiring resources will help.

What about the budget? You may need to buy resources or pay performers.

How will you evaluate and record the week? How can you ensure that pupils and other people are involved in the evaluation?

## Making the most of the week

What are the children learning? You might do a 'before and after' sharing of ideas. Are there other ways in which you could record the impact of the week? As well as fantastic displays, one school produced a large folder that showed examples of the planning, budget, activities, thank you letters and evaluations - a record of the total week.

Use resource people not just as performers and entertainers but as a route to exploring cultural issues. Research where they come from and do some background preparation work with pupils. What can you find out about life in the country they are presenting? And its links with Britain?

Talk to visitors about their sessions beforehand. Plan opportunities for pupils to ask questions about the culture the visitor comes from. Think about the wider context of the drumming/ dance/ puppets/ art they have brought. Where and when would the drums usually be played? How were they made? What other music is played? Do the dances have a role or meaning? Where does the art come from?



Make sure that teachers are involved in visitor sessions – and make time to discuss how it's going.



How can you ensure that the week's events are not inadvertently reinforcing stereotypes or prejudices? It is important that the week gives children the chance to explore their own attitudes and values and to reflect on their experiences.

How will children share what they have learned? You could organise a final event where pupils present some aspect of their week. Invite parents, governors and the local media along, too.



## **And afterwards...**

Get the boring bits out of the way – thank you letters, finances, report writing.

Reflect on the week. Are there things you would do differently next time?

How will you follow it up and embed your global week into the curriculum? What themes or questions have emerged that you may want to explore further? Has it changed the way children and adults see the world?

Celebrate and share success. Circulate your report, send out a press release and tell everyone how wonderful your week has been.



## **A VARIETY OF APPROACHES**

In gathering the material for this booklet we realised that the phrase ‘Global Focus Week’ means different things to different people. In the following pages we suggest three possible approaches, all of which offer opportunities for focusing on some of the themes and concepts we introduced earlier. They can also be related to other areas of the curriculum. There are, of course, other ways of planning your week.

### **A global week that has a country focus**

You might choose to base your week around a particular country that has relevance to your school – for example if you have a link with a school in a particular country, or if you are studying a locality in a country as part of your KS2 geography work. Or perhaps you are raising money for a project in a country, or someone from your school has visited that country, or is currently spending some time there. All these give excellent motivation for exploring that country in more depth than can be done in the normal course of school life. Examples of planning for this kind of week can be found on page 10.

### **A global week that focuses on a theme**

There might be reasons why you would like to explore particular themes during your week, for example fair trade, water, One World Week, and so on. On page 13 there are suggestions for planning a week based on fair trade, while the resource sheets on pages 20 – 25 list resources you may find helpful for various themes.

### **A global week centred around an arts week or book week**

Arts or book weeks are popular, and literacy offers an excellent focus for a Global Week. There is a wealth of literature available for both Key Stage 1 and Key Stage 2, both fiction and non-fiction. Please see page 15 for ideas.

## Suggestions for planning a week with a...

# COUNTRY FOCUS - E.G. GHANA



A country focus gives you an excellent opportunity to explore aspects of global citizenship and development within a specific context. This is particularly appropriate if you have a link with a Southern school.

### How can a focus on a country, e.g. Ghana, illustrate our four key concepts?

#### Diversity

Finding out about the similarities and differences between the lives of children and their families in Ghana and the UK in a sensitive way can lead to children understanding and respecting differences. It will also help to challenge stereotypical images of places and people. It is important for children to understand that a variety of lifestyles exist within society in the UK and Ghana. Children also need to be aware that we should not compare lifestyles in different countries based only on material wealth.

- Use photographs, books, letters to explore similarities and differences in the everyday lives of children (families, food, homes, school, environment, religion, music, 'A day in the life of...' etc.) Use examples of rural and urban life. Try not to focus just on material have and have-nots.
- Explore traditions and customs and their place in children's lives.
- Look at traditional games, e.g. Oware, and link with maths skills.
- Learn aspects of each other's language, e.g. greetings.
- Celebrate positive aspects of both cultures, e.g. family life, community, festivals, landscape, music, art, stories. Find out about textiles in Ghana, e.g. Kente cloth.
- Explore negative aspects of both cultures, e.g. diet (UK and Ghana), drugs, poverty.
- Find out about responsibilities and rights of children in both countries, e.g. the right to clean water.
- Explore students' perceptions of each other; challenge stereotypes.
- Think critically about their own lives from the viewpoint of a child from UK and Ghana.





### **Sustainable development**

Explore the challenges that face the UK and Ghana in trying to improve the quality of life without damaging the land for future generations. Look at things people use in their everyday lives - are they used sensitively and with regard to the future?

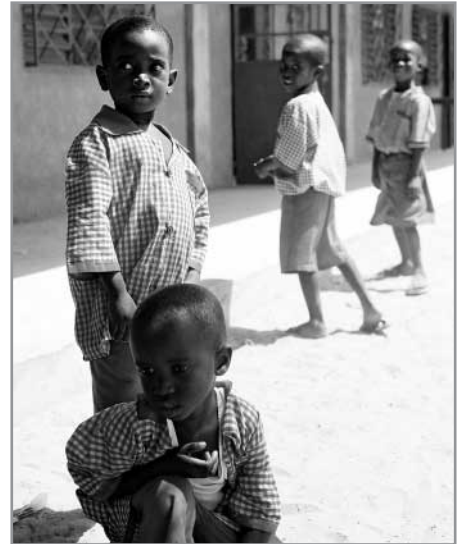
- Find out about growing cocoa in Ghana and how fair trade is helping communities to improve their standard of living. What can we do to support sustainable lifestyles?
- Look at materials used for building homes. Where do they come from? Are they unlimited?
- Explore farming methods and their effect on the environment, e.g. deforestation.
- Find out what effect gold mining has on the environment.
- Sustainable tourism. How can tourism benefit both Ghanaians and tourists? Design a brochure for an eco hotel. (Visit [www.tourismconcern.org.uk](http://www.tourismconcern.org.uk) for more information)
- What can we learn about recycling from Ghana?
- Find out about the impact of the work of organisations like Water Aid and Oxfam in Ghana.
- Compare the way in which people use the world's resources in the UK and Ghana.



### Social justice

Children have a good sense of what is fair and unfair in their own lives, and this can lead on to an understanding that inequalities exist within societies and between countries. Basic needs are universal but not everyone has access to the same rights. As global citizens we all have a responsibility to try and make sure that rights are being met. Exploring children's rights and responsibilities in the UK and Ghana will help children to grasp the idea of social justice.

- Look at children's rights. Do children in the UK and Ghana have access to the same rights? Is that fair? (See Children's Rights and Responsibilities Resources Sheet.) Find out about the work of UNICEF.
- Do children do 'jobs' at home? Do they get paid for them? Do children in Ghana have 'jobs'? Do people get a fair reward for their work in the UK and Ghana? Are their working conditions fair?
- Find out about organisations that try to improve working conditions for people in Ghana and other countries (e.g. Fairtrade Foundation, Labour Behind the Label, Oxfam)



### Interdependence

People, places and environments are all interrelated and finding out about the links between the UK and Ghana will help children to see the world as a global community.



- Find out about chocolate! How much do children eat? Find out about the growing of cocoa in Ghana and Fairtrade chocolate. (See section on fair trade)
- Find out about our historical connections (slavery, the Commonwealth) – effects of past on present.
- Find out about other present connections, e.g. tourism, sport, music, trade.

Please refer to [www.oxfam.org.uk/coolplanet/online](http://www.oxfam.org.uk/coolplanet/online) for more information and links to Ghana.

**Suggestions for planning a week with a...**

## **THEME FOCUS - E.G. FAIR TRADE**



Fairtrade Fortnight in early March offers some fantastic opportunities for linking Global Citizenship to a range of curriculum areas. The event is now nationally well established in the wider community, so you may be able to plug into other local activities in the community. Some towns have become 'Fairtrade Towns' and there will be fair trade groups who will be glad to support your school focus with resources and ideas.

### **How can a fair trade focus illustrate our four key concepts?**

#### **Diversity**

Learning about the everyday lives and backgrounds of producer families in other countries, and the issues that face them, enables children to explore similarities and differences.

#### **Sustainable development**

A look at the environmental implications of the global marketplace will promote thinking about longer-term sustainability. Where does our food come from? How far has it travelled? What are the social and economic costs – locally and across the world?

#### **Social justice**

Children readily grasp ideas about what is fair and unfair. A focus on fair trade gives the chance for them to consider their power as consumers to take action for change.

#### **Interdependence**

Finding out about our links to other countries through trade gives children the opportunity to identify how individuals and countries are interdependent. What we eat, what we wear, the music we listen to, everything we use ties us into a gigantic web of global connections. Fair trade is about making more equal relationships.



### Some ideas for your week:

- Different classes could research products that have a Fairtrade mark, e.g. bananas, chocolate. Find out about their origins and map their journey to Britain.
- Use games and simulations (see p.15) to experience fair and unfair trading.
- Set up a Fairtrade tuck shop/ hold a Fairtrade breakfast or coffee morning for parents.
- Children could draw up a plan for becoming a Fairtrade School.
- Conduct a survey of your local shops. Use supermarket labels to create a map of your town's global connections. Find out how many shops stock Fairtrade products.
- Create menus or recipes and bake cakes using Fairtrade ingredients.
- Design packaging and advertisements for fair trade products – get them displayed in local shops. Draw up a local fair trade quiz or a treasure hunt.
- Creative writing – pieces written from the point of view of overseas farmers or their children; a play or presentation illustrating fair trade ideas; persuasive letters asking shops to stock Fairtrade products.
- Invite speakers from your local fair trade group – you may even be able to get hold of a cocoa or coffee farmer visiting Britain as part of Fairtrade Fortnight.
- Create a school vegetable garden to promote local food and sustainable, healthy schools.





## Suggestions for planning a week with a...

# BOOK AND STORY FOCUS



Literacy offers an excellent focus for a global week. There is a wealth of literature available for both Key Stage 1 and Key Stage 2, both fiction and non-fiction. Stories and poems can also be good stimulus material to encourage children to discuss citizenship and global issues.

### How can a Global Book Week illustrate our four key concepts?

#### Diversity

Books can be used to learn about the everyday lives of children in other countries. Similarities and differences can be explored. Children can be encouraged to empathise with others' situations through drama or writing stories or poems. Storytellers could be invited in to share stories from other cultures.

#### Sustainable development

Many sustainable development issues are addressed in stories. This can be a good way into thinking about quite difficult concepts such as global warming.

#### Social justice

"It's not fair" readily trips off many children's tongues. This area is very much linked to 'rights' and is well served by reading material, photos etc.

#### Interdependence

Children can begin to empathise through stories that we are all interdependent. Through books they can explore commodities, historical connections and present day interdependence through food, tourism, music etc.



### Some ideas for your week:

- Bring a storyteller or performance poet into school, if possible someone from another culture. Your local Development Education Centre may have lists of people to invite (see contact list at the end of this booklet.)
- Encourage the children to tell stories orally.
- Use freeze frame or hot seating or Post-it notes to put them in a story.
- Create and use story sacks.
- Arrange for a puppeteer to come into the school.
- Let children work in groups to create puppets to retell stories (e.g. Anansi tales).
- Use a world map to track where books have come from, or their settings.
- Borrow or buy some dual-language books (see below) and learn to greet each other in different languages.
- Each class could focus on a book or books from a certain area and research that place.
- The focus of the week could be narrowed to, for example, books about and from Africa, books about 'Moving' (refugees), 'Food' or 'Sustainable Development'.
- Curriculum areas other than literacy could be brought in, e.g. geography, music, art, maths, citizenship, science.



### Letterbox Library

020 7503 4801

[www.letterboxlibrary.com](http://www.letterboxlibrary.com)

Non-sexist and multicultural books

### Mantra Publishing

020 8445 5123

[www.mantralingua.com](http://www.mantralingua.com)

Dual language books

### African Books Collective

01865 726686

[www.africanbookscollective.com](http://www.africanbookscollective.com)

ABC is based in Oxford , founded by African publishers

### See also:

Start with a Story

KS1

Oxfam

Excellent bibliography

Storyworlds

KS1 and 2

Oxfam

Geography through story

# WORKING WITH A SOUTHERN ARTIST



1

## **Plan input as part of long-term curriculum planning**

- Curriculum diagrams may help you to explore relevant areas
- Will the visit relate to one curriculum area or several?

2

## **Choose an appropriate artist**

- Are they recommended? By whom? Sources of information include your local DEC, Arts Education Office of LEA or other schools.
- Does the work they offer relate to the objectives you are aiming to achieve?

3

## **Communicate with artist, find out what you want and what they want**

- Your requirements - fitting in with broader school/ curriculum aims, artist has experience of working with similar age groups.
- Their requirements - equipment, room size, staff support, preparatory work.
- Particular areas of expertise you may not have considered.

4

## **Involve other staff members**

- Use part of staff meeting or year group planning meeting to discuss artist's visit.
- Brainstorm ideas about integrating the artist's visit into school curriculum, and activities to complement the visit.
- Work out timetable.

5

## **Communicate with artist again to confirm/ establish practicalities**

- Establish age groups of children, numbers of children, room and equipment requirements, whether the school is to provide lunch, whether the media are to be invited.
- Ask for letter of confirmation.

6

## **Finalise practicalities**

- Timetable/ map/ advice on traffic etc. sent to artist.
- Letter of confirmation received from artist.

7

## **Start preparation/ background work**

- Borrow resource packs/ artefacts boxes etc. if appropriate.
- Start classroom activities building up to artist's visit.

8

## **Final preparation**

- Organise press release. Arrange to have still/ video cameras available for session.
- Think about how to evaluate session.

9

## **Session takes place**

10

## **Follow-up work**

- Feedback/ thanks/ payment to artist.
- Follow-up activities with children.
- Evaluation of visit and review for future.

# SHARING THE EXPERIENCE....

*Here is an account of a Global Focus Week at St Nicholas Infant School, Radstock, which was planned with the aim of developing children's sense of global citizenship, while at the same time celebrating books and stories. Thanks to Dianne Mears, Headteacher, for contributing this account of their project.*

## Our Aims

Living in an area where there is very little cultural diversity we had long been aware of our added responsibility as educators to expose our children to the richness of a variety of cultures. We were also anxious to celebrate the culture of our two children of African origin without making them feel on show. A further aim was to improve resources that reflected cultural diversity.

## Process

Following a twilight session organised by our GLEN about global citizenship, the staff decided to make global citizenship the theme of our annual book week. We began by looking at resources and we invited our local GLEN worker to bring a variety of books and other resources to a staff meeting. We were so inspired by these that we bought lots of books and decided we needed a fortnight rather than a week for our theme.

## What we did

- Each class took a book as a theme and worked with ideas inspired by their book. These ideas included holding an Indian day, looking at African artefacts, making masks.
- Visits to the British and Commonwealth Museum, Bristol - our Year 2 children went on two occasions to take part in workshops on 'World Travel' and 'Pattern Making'.
- Josie Felce, storyteller – who told stories from Africa and Asia.
- Drum Crazy – African songs and drumming.
- Indian Dancing with Indira Pym.
- Bedtime Story Evening – all the children came dressed in pyjamas to a story evening at school – this was organised by the PTA.
- A focus on 'water' using the 'water' resource box from the GLEN. This was used for an initial assembly and then borrowed by each class in turn.
- We invited guest storytellers to tell multi-cultural stories in our assemblies. These guests included our Educational Psychologist and our Special Needs teacher.
- We held a special music/ singing assembly with music and songs from around the world.
- We used UNICEF's 'Meena' videos to explore themes of equal opportunities. They are aimed at children of about 7 years old but we found that even our 4 year olds were able to discuss these issues.
- We organised a workshop day where we mixed all the children into groups from all classes. Activities on offer on that day included making necklaces, patterns with seeds and pulses, weaving, African dance, making African prints. It was a great day!



The fact that we were all working together on this topic gave power to the momentum that was created. The children enjoyed the activities immensely but from their discussion we were also able to judge that they now see themselves as 'global citizens'. Our hope is that they will continue to respect their fellow citizens.



## A GLOBAL CITIZENSHIP CALENDAR

<b>January</b>	15	Martin Luther King Day
	27	Holocaust Memorial Day
<b>February</b>	–	UNICEF Day for Change
<b>March</b>	–	Fairtrade Fortnight
	2nd Mon	Commonwealth Day
	8	International Women's Day
	22	World Day for Water
<b>April</b>	7	World Health Day
	–	Global Week of Action
<b>May</b>	1	International Labour Day
	8	International Red Cross Day
<b>June</b>	5	World Environment Day
	20	World Refugee Day/ Week
<b>August</b>	23	Int. Day of Remembrance of the Slave Trade and its abolition
<b>September</b>	8	International Literacy Day
	21	International Day of Peace
<b>October</b>	–	United Nations Day
	–	Black History Month
	–	One World Week
	16	World Food Day
	24	International Day for the Eradication of World Poverty
	–	–
<b>November</b>	11	Remembrance Day
	15 –19	International Education Week
	20	Universal Children's Day
<b>December</b>	1	World Aids Day
	10	Human Rights Day



A useful website with more information on the above is

**[www.citizenship-global.org.uk/calendar.html](http://www.citizenship-global.org.uk/calendar.html)**

Religious festivals might also provide the focus for your week, e.g. Chinese New Year, Eid, Diwali. We know of one school that celebrates the Mexican Day of the Dead. You should be able to find out relevant dates on a good calendar, or on the website above. These festivals also offer good opportunities to make links with groups within your local community. Contact your local Racial Equality Council for information.

# RESOURCES FOR YOUR GLOBAL FOCUS WEEK

## 1. General resources on Global Citizenship

Key Stage	Title of resource	Description of resource	Where to get it
Early Years	Key Stage 1 and Global Citizenship	Aimed at Early Years - activities etc.	Tide Centre
KS1	Live Caringly	RE curriculum for global citizenship	Christian Aid - free from website
KS1	Making it Real	Global dimension for KS1	Oxfam
KS1-2	Start with a Story	Activity ideas and starting points for introducing complex issues	Oxfam
KS1-2	Story Worlds	10 stories and how to use them	Oxfam
KS1-2	Global Citizenship - A Handbook for Primary Teaching	Excellent resource with lots of ideas: inset, lesson plans, assemblies, worksheets. A good buy!	Oxfam
KS2	Live Thoughtfully	RE Curriculum for Global Citizenship	Christian Aid - free from website
KS2	If the World were a Village	Statistics based on the notion of the world as a village of 100 people	Oxfam
KS2	Fat felts and sugar paper	Good citizenship methodology	Oxfam
KS2	A Different Story	A handbook to explore the use of story	Oxfam
KS2	Learning Global Lessons	Literacy hour resource	Oxfam
KS2-3	Local Citizen, Global Citizen	Activities for Citizenship and PSHE	Oxfam
Teachers	Timanyane	Making the most of school visits by artists from around the world	Oxfam
Teachers	Developing Global Citizens in Primary School	Video and booklet suitable for INSET	Oxfam

Useful web sites:

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

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

[www.glade.org](http://www.glade.org)

[www.globalgang.org.uk](http://www.globalgang.org.uk) (Christian Aid – schools)

[www.tidec.org](http://www.tidec.org) (Teachers in Development Education)

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

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

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

[www.globalfootprints.org](http://www.globalfootprints.org)

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

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

## 2. How people live

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Opportunities for children to compare their lives with those of children in different parts of the world.

Key stage	Title of resource	Description of resource	Where to get it
R	Watoto	A starting point for children to explore similarities and differences between their own lives and those of other children in four countries	Oxfam
R-KS1	W is for World	A big book round-the-world ABC	Oxfam
KS1	Wake up World	Book with photos of a day in the life of eight children from different countries	Oxfam
KS1	From Dawn to Dusk	A series of books of photos of children in different countries	Oxfam
KS1	Our Street-Our World!	A photo of a street scene in the UK leads children to think about life in the UK and in India	Oxfam
KS1-2	Families	Four children from four different parts of the world tell their stories. Book, story booklets, photos	Oxfam
KS1-2	Your World, My World	Photopack and booklet with activities about the stories of four children from different countries	Oxfam
KS1-2	Feeling Good about Faraway Friends	An opportunity for children to compare their life with that of a Maasai family in Kenya	Oxfam
KS2	A Life Like Mine	How the rights of the child are met in different parts of the world, through the experiences of 14 children	Oxfam

There are lots of books which deal with the life of a child in a specific country. See the Oxfam catalogue for details, and also ActionAid resources.

Some web sites:

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

**[www.actionaid.org.uk](http://www.actionaid.org.uk)**

Oxfam website with free termly newsletter

Information about lots of resources they publish, also material to download

### 3. Food/ Fair Trade themes

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Key stage	Title of resource	Description of resource	Where to get it
KS1	Come and Eat With Us	Colourful discovery flap book aimed at young children, but beware stereotyping	Oxfam
KS1	Let's Eat	Children from 5 countries and their food	Oxfam
KS1-early 2	Primary Topic Posters – Food	Large posters 6 x A3 and teachers' notes	Oxfam
KS1-early 2	Shops and Markets	Large posters 6 x A3 and teachers' notes	Oxfam
KS2	Food and Farming – Local and Global	Activities, ideas and case studies from the Gambia, Caribbean and UK	TIDE Centre
KS2	Making a Meal of it	Photoset and activity pack	Oxfam
KS2	Go Bananas	Photopack about the journey of a banana from the Caribbean to the UK	Oxfam
KS2-3	Pa Pa Paa	Teaching pack produced by Comic Relief on fair trade, cocoa etc.	Comic Relief - free
KS2-3	The Chocolate Game	Lively activity simulation games about the production of chocolate	Oxfam
All Key Stages	Bananas, Beans and Cocoa	A basketful of fair trade activities	RISC
All Key Stages	Choc-a-Lot	Aimed at youth groups, but adaptable	RISC

Some web sites:

**[www.dubble.co.uk](http://www.dubble.co.uk)**

Information, games, movie clips etc. Good for KS2 and ICT

**[www.globalfootprints.org](http://www.globalfootprints.org)**

Teachers' site containing resources for numeracy and literacy activities related to food, water, fair trade etc.

**[www.fairtrade.org.uk](http://www.fairtrade.org.uk)**

Includes ideas for assemblies about fair trade

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

Includes Ghana fact file

**[www.comicrelief.org.uk](http://www.comicrelief.org.uk)**

Includes details of Pa Pa Paa



## 4. Water

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Key stage	Title of resource	Description of resource	Where to get it
K1	Focus on Stories	A pack that uses photos, stories and activities to help children explore the theme of water	Oxfam
KS1-2	Oxfam Primary Poster set – Water	Set of posters plus teaching notes and ideas	Oxfam
KS2	Focus on Ethiopia	A photopack that uses questions to explore issues about water in the UK and Ethiopia	Oxfam
KS1-2	In the Eye of the Storm	Big Book, video, reader exploring the life of a cyclone-prone village in Bangladesh	ActionAid
KS2	Water Literate	A unique three-week unit of work for the literacy hour that looks at the lives of people around the world who do not have access to clean water. With photos, teachers book etc.	Water Aid/ Oxfam
KS2	Clean Water – a right for all	Photopack and activities, photocopiable sheets for science/ PSHE looking at water issues	UNICEF
KS2-3	Day for Change Pack 2004 – Water	The pack contains photos and a range of activities and ideas based on material from Ghana and Vietnam	UNICEF - free to schools who register for the Day for Change
KS2-3	Buckets of Water	Video	Water Aid - free loan
KS2-3	Whose Right to Water?	Booklet that looks at global water issues including rights and health	Oxfam

Some websites:

**[www.oxfam.org.uk/coolplanet/go/water4all](http://www.oxfam.org.uk/coolplanet/go/water4all)**

Water for All: a new online resource using photos and other material to stimulate learning across the curriculum

## 5. Children's Rights and Responsibilities

Key stage	Title of resource	Description of resource	Where to get it
Early years - KS1	First Steps to Rights	Book that introduces young children to rights and responsibilities. Activities based around themes of families, homes etc. A2 photos.	UNICEF
KS1-2	For Every Child	A book with beautiful illustrations and simple text covering the main rights	UNICEF
KS1-2	Rights for Young Children	4 posters illustrating some of the rights. Useful starting point for discussions	Oxfam
KS1-3	Children's Rights Poster set	12 A2 colour posters illustrating the UN Rights, with info, and activities	UNICEF
KS2	Partners in Rights	Creative activities that encourage children to think globally	Oxfam
KS2-3	Time for Rights	Interactive activities to help pupils think about rights and responsibilities	UNICEF
KS2-3	Stand up – Speak out	Illustrated book compiled by young people from around the world	UNICEF
KS2-3	India: Children's Needs, Children's Rights	Teachers' book and photos to bring a global dimension to an Indian locality study	UNICEF
KS2-3	Wants and Needs cards	Pack of illustrated cards to introduce Rights and Responsibilities in an interactive way	UNICEF
KS2-3	Talking Rights, Taking Responsibility	Speaking and listening resources, useful for top primary	UNICEF

Some websites:

**[www.unicef.org.uk/teacherzone](http://www.unicef.org.uk/teacherzone)**

Details of their service. Can order resources

**[www.therightssite.org.uk](http://www.therightssite.org.uk)**

UNICEF site for 11-16 years

**[www.oxfam.org.uk/coolplanet/teachers/devrights](http://www.oxfam.org.uk/coolplanet/teachers/devrights)**

Oxfam Developing Rights online resources. Aimed at secondary but useful for ideas

## 6. Environmental issues

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Key stage	Title of resource	Description of resource	Where to get it
R-KS1	Look who lives in the Arctic Look who lives in the Oceans	A literacy resource which takes children into the world of animals and their environments	WWF-UK (hardback)
KS1	Our Street, Our World!	Through a vivid photo of an everyday street scene, the pack explores environmental issues	Oxfam
KS 1	Catching the Light	A picture, prose and poetry book that explores different environments and issues	WWF-UK
KS2	Focus on ... series (includes swallows, energy, rivers etc.)	A series which uses photographs to explore key environmental issues. Also available - the 'exploring' series, using photographs and ICT data to explore the same kinds of environments	WWF-UK
KS2	Making it Happen Agenda 21 and schools	Case-studies, activity ideas and approaches to explore the environment, citizenship and sustainability across the curriculum	Oxfam
KS2	Making a Difference	A resource to encourage children to think how they can be actively involved in environmental action	Oxfam
KS2	Thengapalli	Investigates the Indian village of Keshapur and its remarkable environmental movement. Photos, an audio tape, and extra video	Oxfam
KS2	Earth Alert	This new series explores the environments children encounter every day and looks at how they are being changed by human action	WWF-UK

A wealth of other resources are to be found in the WWF catalogue.

Some web sites:

**[www.wwflearning.co.uk](http://www.wwflearning.co.uk)**

'Lifelong learning for a sustainable future'

An internet portal for all manner of learning about ESD

**[www.environment-agency.gov.uk/fun](http://www.environment-agency.gov.uk/fun)**

A site for children – fun environmental games/ find out facts

**[www.globalfootprints.org](http://www.globalfootprints.org)**

Practical activities for primary age children

# GLOBAL EDUCATION RESOURCE CONTACTS IN THE SOUTH-WEST

## DEC CONTACTS

Development Education Centres are your first port of call for any queries to do with global education work. Most have resource centres, and offer support for schools-based work. Resources include teaching packs and boxes of artefacts from different countries.

### **Bristol**

African Initiatives  
0117 915 0001  
[info@african-initiatives.org.uk](mailto:info@african-initiatives.org.uk)

### **Gloucestershire**

GlosDEC  
01242 224311  
[info@global-dimension.co.uk](mailto:info@global-dimension.co.uk)

### **Devon**

Devon Development Education  
01392 438811  
[devondeved@eurobell.co.uk](mailto:devondeved@eurobell.co.uk)

### **Wiltshire**

The Marlborough Brandt Group  
Wiltshire Global Education Centre  
01672 861116  
[info@mbg.org](mailto:info@mbg.org)

### **Cornwall**

Cornish Association for Development Ed  
01579 389595  
[cade@ukonline.co.uk](mailto:cade@ukonline.co.uk)

### **Dorset**

Development Education in Dorset  
01202 739422  
[deed@gn.apc.org](mailto:deed@gn.apc.org)

### **Somerset**

The GLADE Centre  
01935 433186  
[glade@gn.apc.org](mailto:glade@gn.apc.org)

## GLEN CONTACTS

The eight areas that make up the South-west each have their own co-ordinators, who represent your local point of contact to EES-SW:

**BANES:** Emma Mather

01225 787910

[emmam@envolve.co.uk](mailto:emmam@envolve.co.uk)

**Bristol and S Glos:** Mary I'Anson

0117 915 0001

[mary@african-initiatives.org.uk](mailto:mary@african-initiatives.org.uk)

**Cornwall:** Yvonne Appleby

01579 389595

[cade@ukonline.co.uk](mailto:cade@ukonline.co.uk)

**Devon:** Sue Errington

01392 438811

[devondeved@eurobell.co.uk](mailto:devondeved@eurobell.co.uk)

**Dorset:** Sarah Heyes

01202 739422

[deed@gn.apc.org](mailto:deed@gn.apc.org)

**Gloucestershire:** Penny Krucker

01452 427270

[penny.krucker@gloucestershire.gov.uk](mailto:penny.krucker@gloucestershire.gov.uk)

**Somerset:** Ben Hartshorn

01935 433186

[benhartshorn@yahoo.co.uk](mailto:benhartshorn@yahoo.co.uk)

**Wiltshire:** Joanna Villegas

01672 861116

[joanna@mbg.org](mailto:joanna@mbg.org)

## OTHER ORGANISATIONS

### **Oxfam**

The Oxfam catalogue is an essential resource for all schools! It contains the most comprehensive list of resources for Global Citizenship, including resources published by other organisations as well as Oxfam, and for this reason we have used it as the main source of materials on our resource pages.

If your school has not got a copy to hand, ask for one by ringing **01202 712933** or find it on the Oxfam website **[www.oxfam.org.uk/coolplanet/teachers/catalogue.htm](http://www.oxfam.org.uk/coolplanet/teachers/catalogue.htm)**

Other organisations mentioned in this booklet are:

### **UNICEF**

0870 606 3377

[helpdesk@unicef.org.uk](mailto:helpdesk@unicef.org.uk)

### **Worldaware**

020 8686 8667

[info@worldaware.org.uk](mailto:info@worldaware.org.uk)

### **ActionAid**

01460 238000

[deved@actionaid.org.uk](mailto:deved@actionaid.org.uk)

### **RISC**

0118 958 6692

[risc@risc.org.uk](mailto:risc@risc.org.uk)

### **WWF-UK**

01483 426444

[info@wwf.org.uk](mailto:info@wwf.org.uk)

### **TIDE**

0121 202 3290

[info@tidec.org](mailto:info@tidec.org)

### **Water Aid**

020 7793 4500

[wateraid@wateraid.org](mailto:wateraid@wateraid.org)

### **DEA**

020 7490 8108

[dea@dea.org.uk](mailto:dea@dea.org.uk)

### **Christian Aid**

020 7620 4444

[info@christian-aid.org](mailto:info@christian-aid.org)

Authors of this publication:

**Jilly Hillier**

**[jillyhillier@hotmail.com](mailto:jillyhillier@hotmail.com)**

**01761 437692**

**Mary I Anson**

**[maryianson@yahoo.co.uk](mailto:maryianson@yahoo.co.uk)**

**01749 689231**

**Jane Talbot**

**[jane.talbot@blueyonder.co.uk](mailto:jane.talbot@blueyonder.co.uk)**

**01373 472218**

**Sam Woodhouse**

**[sam.woodhouse@ukonline.co.uk](mailto:sam.woodhouse@ukonline.co.uk)**

**01749 673237**





## SUMMING UP...

The global dimension in schools should be part of the school ethos and can be developed through the taught curriculum, the classroom environment and the ethos of the school. Global Focus Weeks can be an important part of that whole-school approach, providing positive opportunities to broaden pupils' experiences, attitudes and knowledge.

By considering key concepts of the global dimension when planning the global week, links can be made between the local and global and pupils can begin to play an active role in their global community as responsible and caring global citizens.



## **More about Enabling Effective Support**

It is increasingly important that young people have access to an education that will prepare them for today's global society. The Department for International Development (DFID) Enabling Effective Support initiative aims to provide a co-ordinated approach to the support offered to schools to ensure that global perspectives and development issues can be part of a balanced education programme. EES encourages local strategies involving new partnerships and co-operative ways of working so that the global dimension can be incorporated effectively into the curriculum.

Different regions have implemented the strategy in different ways. In the south-west, eight Global Education Networks (GLENs) have been set up to:

- Establish local needs
- Devise strategies to meet those needs
- Implement creative and innovative activities which focus on global issues
- Provide locally-based support for teachers and pupils when exploring global issues

Each GLEN is made up of representatives from Local Education Authorities, Non-Governmental Organisations (NGOs) with experience in teaching global issues, service and resources providers, teachers and others with an interest in the formal curriculum.

Participation is at the heart of this support and the GLENs would like to hear from anyone who would like to be involved.

**[www.globaldimensionsouthwest.org.uk](http://www.globaldimensionsouthwest.org.uk)**

# GLOBAL FOCUS WEEKS

in Primary Schools

**A guide for teachers**

' 2005 Hillier, I Anson, Talbot, Woodhouse

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