CONNECTING CLASSROOMS through Global Learning

Education for Sustainable Development and Global Citizenship

Preparing pupils for life in an interconnected world

www.britishcouncil.org/connectingclassrooms
Education for sustainable development and global citizenship
Preparing pupils for life in an interconnected world

WHAT YOU WILL FIND HERE
This is a template course for introducing Education for Sustainable Development and Global Citizenship to complete beginners. The course will contribute to the development of pupils’ core skills, enabling them to think critically, to consider how to resolve problems, to take informed and reflective action and to develop personal leadership skills. During the course, pupils will analyse global issues, and will plan, implement and evaluate action.

This course can be linked to a variety of curriculum areas, including English, Social Studies, Geography, Modern Foreign Languages, Maths, History and Art and Design. It can be used with or without an overseas partner school, and instructions are provided on how to best use the included resources. Links are also provided to more in-depth resources, should you be working with more advanced pupils or want to take the learning further. These can be found in the Further Reading section, and are referenced throughout this Facilitator’s Guide. To find out more about the Sustainable Development Goals (SDGs), visit the United Nations Development Programme website at: www.undp.org/content/undp/en/home/sustainable-development-goals

This course directly addresses Sustainable Development Goal 4.7, which focuses on ensuring ‘all pupils acquire the knowledge and skills needed to promote sustainable development, including education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global learning, and appreciation of cultural diversity and of culture’s contribution to sustainable development.’

AGE RANGE
This course has been designed for ages 11 to 14, although many of the activities can be adapted for other age groups. Where appropriate, activity differentiation has been suggested.

TIME
The course equates to approximately five hours of lesson time. There are an additional five hours of optional activities, to allow for a widening and deepening of learning.

INSTRUCTIONS
A planning template is included to help you adapt the provided materials, and to evaluate any collaborative work you do with a partner school during the course. Facilitators should adapt the course based on their knowledge of the audience, curriculum and context.

MEASURING LEARNING
At the end of each lesson, it is useful to reflect on what has been learned. You can use your preferred methods, but it is suggested that development of knowledge, skills, values and behaviours are all reviewed. The RISC Toolkit has some useful activities for measuring impact on pupil attitudes.

OVERVIEW
We are now more interconnected than ever. These global connections impact our daily lives, affecting everything from the food we eat and the clothes we wear, to the view we take of the world around us and the future we want for our children.

Understanding how we can have a positive impact in the world is at the core of Global Learning – it’s about possessing the skills to look critically at a situation and to take action to influence the world for the better.

This course introduces the idea of a globalised world, and develops that concept by exploring the SDGs. After looking at global issues, pupils will examine how people are taking social action. They will then consider how they can take action on the SDGs locally, to make the world a better and more equal place.
LEARNING OBJECTIVES
AND CURRICULUM ALIGNMENT

This introductory course aims to support pupils to develop the following three key areas.

Knowledge – about the world and 21st century issues, about the interconnectivity of the local and the global, and about the shared challenges we face and what we can do about them.

Skills – to think critically, to consider how to resolve problems, to take informed and reflective action, and to develop personal leadership skills.

Values – including open mindedness, tolerance and courage, and respect for democracy and justice.

SUGGESTED LEARNING OUTCOMES

To achieve these objectives, the course introduces a range of activities that pupils can engage with and for teachers to follow up on in more depth. These include:

1. topic suggestions and structures to facilitate debates and discussions, either in a formal context – where teams can argue for and against – or in a structured negotiation – where they are taught to build on each other’s ideas to find a peaceful solution
2. tools to explore and think critically about global issues
3. activities to help plan for and take action on global issues
4. tools to help groups measure the impact of their actions.

The course is flexible, and has a range of activities that can be adapted to multiple contexts. Please add your own learning outcomes and, if necessary, revise the suggested outcomes above.

If you are working together with a partner school in another country, pupils may also be able to:

a. compare and contrast their priorities in relation to the SDGs
b. develop a collaborative citizenship project to bring about positive change in relation to a shared challenge
c. enhance their communication skills within a multi-national context using digital and multi-media formats
d. measure the impact of action carried out in both partner schools and communities.

PLANNING AND PREPARING THE COURSE

This course is intended to be flexible, to meet the needs of the teacher. With this in mind, the following questions can be used to guide you through the planning process and when collaborating with teachers at your school and in partner schools.

1. What do you want your pupils to learn?
2. How will they best learn the information?
3. How will you know what they have learned?
4. What resources do you need? Do any of the resources need to be adapted?
5. What did pupils learn?
6. What other reflections do you have?
Lesson 1:
Our interconnected world: introducing education for sustainable development and global citizenship
This lesson interactively considers globalisation, global citizenship and the SDGs to ensure pupils have an introductory understanding of the interconnectivity of our world and the shared challenges we face.

Lesson 2:
Tools to explore global issues: exploring education for sustainable development and global citizenship
This lesson enables young people to critically explore global issues using a range of tools, including discussion, debate, mapping, images and story-telling.

Lesson 3:
Taking action as a global citizen
This lesson explores how other young people have taken social action on global issues, and supports pupils to plan their own change projects.

Lesson 4:
How will we know our action has worked?
This lesson develops pupils’ knowledge of some of the tools they can use to evaluate their change project. What do they want to change? How can they measure whether or not that change has taken place? This section will offer some practical tools for measurement and interactive activities to try out and test what pupils think. This lesson will also include an opportunity to reflect on action taken.

OVERVIEW
This course is structured across four lessons, beginning with an introduction to the necessary knowledge and skills, and culminating in taking action.

RESOURCE SHEETS
Worksheets you can use with pupils during the course.

References and further reading
This section is divided into pedagogy, learning resources, and background for teachers to extend their knowledge.

PowerPoint presentation
A series of slides to support teaching and learning.

Image: UNICEF Uganda/Jimmy Adriko
**TEACHER PLANNING TEMPLATE**

To be used individually, with colleagues at your school, with teachers in your own country, or with teachers delivering the same course in other countries

<table>
<thead>
<tr>
<th>Questions</th>
<th>Notes</th>
<th>Your thoughts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What do you want your pupils to learn?</td>
<td>What are your learners needs? How can you ensure your class will learn that particular element effectively? If you are collaborating with another group, do you have the same learning needs?</td>
<td></td>
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<tr>
<td>2. How will pupils best learn the information? Should the activities be adapted?</td>
<td>Consider differentiation – how will you support pupils working with very different areas of knowledge? How does your class learn best – will you need to adapt activities for particular pupil groups?</td>
<td></td>
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<tr>
<td>3. Who needs to be involved?</td>
<td>Consider teaching assistants, senior leadership, partner organisations and community members.</td>
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<tr>
<td>4. How can you measure and demonstrate impact? What knowledge/skills/values might pupils already have?</td>
<td>Are you measuring an attitude, knowledge base or skillset? Which tool will best enable you to gain baseline information? Will you be measuring impact throughout the entire course, or just at the end?</td>
<td></td>
</tr>
<tr>
<td>5. Which resources do you need to prepare? If pupils are interested in a certain aspect of education for sustainable development and global citizenship, do you know where they can go to find out more?</td>
<td>This course references a range of tools. Take the time to look over the information given and consider what will suit you the best.</td>
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<tr>
<td>6. What are the next steps? Can the course be embedded across the curriculum? How will you further develop learning?</td>
<td>Consider your upcoming courses and how learning can be developed going forward. Which concepts introduced here do you want to further explore in the future?</td>
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REQUIRED PREPARATION AND RESOURCES

Lesson 1:
1. PowerPoint presentation
2. Internet access (or download this video clip in advance)
3. Resource sheet 1: SDG cards (printed and cut out)
4. Resource sheet 2: case study photographs (four images per story – printed and copied or shared on pupil iPads)
5. large sheets of paper
6. pens/pencils.

Lesson 2:
1. PowerPoint presentation
2. large pieces of paper
3. pens/pencils
4. sticky notes
5. Resource sheet 3: discussion questions
6. Resource sheet 4: top tips for debates

Lesson 3:
1. PowerPoint presentation
2. Resource sheet 6: ‘taking action’ cards (printed, copied and cut out)
3. Resource sheet 7: ‘what action can you take?’ sheet
4. Resource sheet 8: ‘taking action’ case studies
5. Resource sheet 9: impact matrix

Lesson 4:
1. PowerPoint presentation
2. flipchart paper
3. pens/pencils
4. opaque pots with lids, each with a hole in the top
5. beads.

NOTE ON CORE SKILLS

Core skills are integrated into each of the lessons, and it is useful for teachers to make explicit reference to the development of these throughout the course. To facilitate this, brief notes on the core skills that will be developed are given at the beginning of each lesson. While this course focuses on two key core skills – critical thinking and pupil leadership – each lesson covers several core skills, due to their interdependent nature.

- Critical thinking – evaluating images in a local and global context, and using them to identify bias and consider global challenges; considering the SDGs within local and global contexts to develop a critical understanding of how they represent a different set of challenges depending on your area; looking at change campaigns and evaluating them critically against an impact matrix to gain a greater understanding; developing knowledge through debate and discussion; critically considering the opinions of others and clarifying positions to get to the truth of a situation.

- Pupil leadership – considering ways to make an impact on global challenges; developing tools to create and evaluate change and to measure how to create a lasting impact; exploring the role of different individuals in a global context who have taken the lead to make the world a better place.

Pupils will also have opportunities to develop the other following core skills.

- Communication – during discussion, supporting active listening and critical discussion with clarifying questions and collaborative comments; building on previous comments (for example, ‘I agree with what Dervla said, but I also think …’); in small group discussions, having the opportunity to prepare, suggest and explain ideas, and to listen and respond constructively to others.

- Collaboration – working with a group to share and generate ideas about the challenges that affect the world and how we can impact upon them positively; if working in partnership, having the opportunity to collaborate internationally through shared work towards an SDG.

- Citizenship – thinking about the roles of different people in society in relation to addressing problems and how individuals can step forward and take action for the good of themselves, their community and the world.
LESSON 1

Our interconnected world: introducing education for sustainable development and global citizenship

By the end of this lesson, pupils will be able to:
• share what they already know about global issues
• identify some challenges facing the global community and what we are doing to address them.

LEARNING ACTIVITIES:
Pupils will:
• consider what they would like to change and understand how what happens at a local level has its roots in what is happening globally
• look at who they rely on by considering how many nations have influenced our daily lives
• gain an understanding of the SDGs and consider their interrelatedness, as well as their value to different communities
• look critically at photographs to develop global stories
• start thinking about how people take action on global issues.

STEP 1

You may want to include the optional activities and run this over two lessons.

What would you like to change? (ten to 20 minutes)

1. Ask pupils to think about the world around them. What would they like to change? Perhaps it’s something they see as they walk down the street (litter, graffiti, homelessness) or something they worry about for the future (climate change, getting a job). Maybe they would like to change something they see affecting their friends or family (unemployment, inequality, poverty).

2. Allow a few minutes of discussion time and then time for feedback. Look at slide three of the PowerPoint presentation and consider the issues highlighted. Do pupils think that these issues are important to people in other parts of the world? How do the issues connect with other words on the slide? For example, pupils may be concerned with drugs, and this could involve poverty (drug users are usually impoverished), power (those who control drug use and movement) and globalisation (trafficking).

STEP 2

Optional activity: who do you rely on? (ten minutes)

Look at slide three of the PowerPoint presentation and consider the Martin Luther King quote. In the time between getting up and arriving at school this morning, it is likely that all pupils will have encountered a variety of places around the world, for example, television programmes (USA), coffee (Costa Rica), bananas (Nigeria), tea (China), clothing (India), and so on. Use this example to briefly explore globalisation. How is it positive? How is it negative? Just as we face problems together as a world, we can also collaborate to resolve them.

SDGs (20 minutes)

1. Explain that, in 2015, the United Nations identified 17 goals that all countries in the world need to work towards to make a better future. Show the video from the World’s Largest Lesson, where Malala introduces the SDGs.

2. Look with pupils at some of the SDGs on slide five of the PowerPoint presentation and point out some of the key features that are highlighted in the video. The goals are interdependent (for example, achieving zero poverty means there’s every chance of achieving zero hunger); they are global (climate change affects everyone, and there is gender inequality, poverty and crime across the world); and they can all be affected by changes to what we, as humans, do.

Sustainable education is education that will prepare young people for life in the 21st century ... It is more than a body of knowledge, as it is about values and attitudes, understanding and skills.

Dr Jane Davidson – Director of the Institute of Sustainable Practice, Innovation and Resource.

As a teacher, it is useful to keep in mind the broad categories of global citizenship (globalisation and interdependence, governance and power, peace and conflict, social justice and equity, sustainable development, human rights, and identity and diversity).

Partner collaboration: pupils compare their answers. What were the issues they wanted to change? Were they the same in partner schools? What were the differences? Explore possible reasons for similarities and differences.
3. Hand out the SDG cards (Resource sheet 1). Give approximately three to each group and ask pupils to explain ways the Goals relate to each other (for example, more responsible consumption of food will reduce climate change). When arranging the cards, it may be helpful to group together the SDGs with less obvious links.

What matters most to you? (20 minutes)
Hand out sets of the 17 Goals to pupils in groups of two to three and ask them to put the Goals in order of importance. This usually takes around five to ten minutes. Once the Goals have been ranked, ask pupils to describe their process, and look for commonalities within the group. Have they selected the same two or three as the most important? What does this reveal about their cultural expectations and experiences? What do a group’s most important cards suggest they have a lot of/not a lot of? Refer this back to the first activity, where pupils identified the things they would like to change. What do they place value upon, and would this be the same if they ranked the cards from the perspective of a different community?

Differentiation: only hand out Goals 1, 2, 3, 4, 5, 6, 7, 13, 14 and 15. The activity can take 15 minutes.

STEP 3
Making global stories (20 minutes)

1. Look at slide six of the PowerPoint presentation and ask pupils to quickly write down their impressions. What do they think is happening and why? Why was the picture taken? What situation does it suggest? Repeat this for slides seven and eight. After gathering initial ideas, ask pupils to form groups and develop their own global story based on their impressions of the picture. For example, they might suggest a story that is set in the future, where some nations have used so much water that the rest of the world has been left in drought. Equally, they might contrast the desperate need for clean water in some parts of the world with people using more than they need elsewhere. Relate these stories back to the global themes outlined on slide four of the PowerPoint presentation, discussing how each of those themes links to the matter in hand.

2. Hand out the case study photographs (Resource sheet 2). Ask pupils to work in groups to create a narrative to accompany each story, by arranging the photographs and writing ideas about how they link together. Although the photographs naturally fall into groups of around four, as indicated, you can make the activity more difficult by asking pupils to use a full set. Alternatively, you can make the activity easier by asking them to work with a smaller number. If you prefer, you can use different images to replace the case study photographs. It may be useful to leave slide three of the PowerPoint presentation open, so pupils can also start linking their stories to some of the global themes.

3. Each group feeds back their ideas and talks about the themes they feel are represented by these stories. This activity can also be used to give an indication of the knowledge, attitudes and skills the pupils already possess, as their feedback will be heavily influenced by these.

STEP 4
Making changes with global stories (ten to 20 minutes)

1. Explain to the pupils that they will be planning to take action themselves later on in the course, but, for now, they are going to take a moment to look critically at a situation, and consider ways that people could take action to improve matters.

2. Look at slide nine of the PowerPoint presentation and read out the challenge. Ask pupils to consider, in pairs, what the girls could do to change the situation for the better.

3. Pupils then share their ideas as a class. Show slides ten and 11, which explain what the girls did. Highlight that they carried out research to back up their argument, and that they involved the community and used persuasive tactics to raise money and convince people to help them, as well as physically working themselves. Tell pupils that it will be useful to remember these approaches when they plan their own action.

Partner collaboration: pupils could compare answers with their partner school. Do they think the same goals are the most important? Why/why not?
RESOURCESHEET 1:
SDG CARDS

1. No Poverty
2. Zero Hunger
3. Good Health and Well-being
4. Quality Education
5. Gender Equality
6. Clean Water and Sanitation
7. Affordable and Clean Energy
8. Decent Work and Economic Growth
9. Industry, Innovation and Infrastructure
10. Reduced Inequalities
11. Sustainable Cities and Communities
12. Responsible Consumption and Production
13. Climate Action
14. Life Below Water
15. Life on Land
16. Peace, Justice and Strong Institutions
17. Partnerships for the Goals

https://sustainabledevelopment.un.org/sdgs
RESOURCES SHEET 2:
CASE STUDY PHOTOGRAPHS

**A1: looking at food.** Mohammed, a teacher and farmer in Helmand, Afghanistan, shows young farmers how to grow legal crops to replace illegal opium.

![Image: David Gill/Development Pictures](image1)

**A2: looking at food.** Students in Edinburgh eat high street snacks during a conference where they are learning about international co-operation.

![Image: WCIA](image2)

**A3: looking at food.** This community farming group in Bandundu Province, DRC, came up with the idea of a co-operative farm to produce food for local families and to sell at the market.

![Image: Russell Watkins/Department for International Development](image3)

**A4: looking at food.** A girl on Mount Kenya holds up a mange tout, one of the country’s main export crops.

![Image: Neil Palmer, CIAT](image4)
B1: **looking at peace**. A group in London holds a peace festival, where people thread beads to engage with the crowd.

B2: **looking at peace**. In Wales, a campaign is launched to support international peacebuilding efforts.

C1: **looking at education**. Rohingya children are supported to recover from their experiences of war by expressing what they witnessed and learning about why it happened.

C2: **looking at education**. In America, children compete in a debating competition to learn about global issues such as climate change, human rights and democracy.

C2: **looking at education**. Zahra teaches in a Syrian refugee camp. She combines literacy and numeracy skills with psychosocial support, to help with the effects of warfare.
**LESSON 2**

Tools to explore global issues: exploring education for sustainable development and global citizenship

By the end of this lesson, pupils will have:

- used core skills in critical thinking to develop arguments and discussion
- considered a global issue and used citizenship tools to analyse its complexities
- used problem-solving skills to consider possible ways to address the problem
- developed skills in critical thinking and problem solving to identify themes across their community and the wider world
- considered the key values, skills and knowledge associated with citizenship, and developed an understanding of how they can make a difference in the wider world.

**LEARNING ACTIVITIES:**

Pupils will:

- use discussion and negotiation skills to debate global issues
- use issue trees to investigate causes, effects and complexities of global issues
- evaluate the role and importance of images in expressing a vision for the future
- evaluate the role and importance of images in generating bias.

**CORE SKILLS:**

**Communication** – the discussion activities at the start of this lesson support active listening and critical discussion with clarifying questions and collaborative comment. During collaborative discussion, pupils may want to build on previous comments or clarify ideas by asking for examples and further explanation. Through debate, pupils develop their abilities to express opinions concisely and accurately, and how to listen critically to arguments presented to be able to respond.

**Critical thinking** – during discussion, pupils will be asked to use critical thinking to rebut and clarify others’ ideas, working collaboratively with peers to test ideas and offer arguments of their own. Issue trees will offer pupils a chance to consider global challenges critically, to understand the complex nature of such issues and to question simplistic ‘solutions’. The newspaper writing activity will support pupils to evaluate images in both a local and global context, and to use them to identify bias.

**Pupil leadership** – the ‘ideal futures’ activity will enable pupils to consider the global issues they really care about, and to begin thinking about how they can take informed and reflective action going forward. This will form an introduction to Lesson 4.

**STEP 1**

**Forming an opinion (ten minutes)**

1. Ask pupils to define ‘climate change’ and ‘economic growth’. They may need to conduct research, or you might want to simplify or change the statement to something like ‘tackling climate change is the most important issue today’ or ‘climate change is a more important issue than plastic in the oceans’. **Resource sheet 3** contains a list of questions that can be adapted to statements for this activity.

2. Look at the statement on slide 12 of the PowerPoint presentation – ‘tackling climate change is more important than economic growth’ – and ask pupils to stand at one end of the room if they agree with the statement, at the other if they disagree, and in the middle if they are unsure. Ask them to explain why they have chosen to stand where they have. Encourage pupils to ask one another questions about their decision. They may wish to move if their opinion changes during the discussion.

**STEP 2**

**Debate, discussion or negotiation (timings given for each activity – minimum 30 minutes)**

Open discussions or formal debates can be a great way to encourage pupils to broaden their knowledge of a subject whilst also developing skills in creative and critical thinking.

1. Chose **Activity A** or **Activity B**, or run both activities, selecting an additional question from **Resource sheet 3**.

**Activity A: discussion (30 minutes)**

Introduce the idea of a structured discussion where there are no ‘right’ answers (adapted from Philosophy for Children). As a group, agree the ground rules for the discussion. These might include the idea that respectful disagreement and critical thinking are allowed, but that all opinions are valuable, that all
members of the group should be given the time and freedom to speak, and that negotiation and creative thinking are welcomed. Explain that different kinds of questions can elicit very different responses, and that what you say should be related to the conversation around you. This should elicit rich discussion, where many people’s opinions are considered.

a. Ask pupils to gather together in small groups. Each group should suggest a question based on the stimulus of the statement used in Step 1. Some suggested questions are listed below.

- Why are people poor/rich?
- Why is the climate changing?
- What should we do to make the world better?
- Why do people disagree about climate change?
- Why is economic growth important?

b. Write the suggested questions on a flipchart or whiteboard. As a class, vote for one to discuss as a class. If possible, sit in a circle and recap the agreements for discussion from the beginning of the session. Invite the group whose question was chosen to start the discussion. If you have time, you can move onto other questions generated by the group.

**Partner collaboration:** share suggested discussion questions online and choose one of your partner school’s questions for discussion instead of one from your own class. Discussions and debates can be filmed and shared, or, if the Wi-Fi connection allows, held via video link. Alternatively, partners can agree on one discussion question, and volunteers from each class can make notes of key points that can then be shared online.

**Activity B: debate (50 minutes)**

Divide the class into six groups. You will run three short debates, all on the same motion. Depending on your pupils, you may want to split this activity into two lessons – one for research and preparation, and one for running the debates.

**Resource sheet 4** contains top tips for debates.

a. Allot the teams their positions. If you are using the suggested statement from Step 1, these will be:

- climate change is more important than economic growth
- economic growth is more important than climate change

b. Ask each team to research and prepare a three-minute speech outlining their position. Remind them that this may or may not be their personal view. Pupils can each deliver a section of the speech.

c. Choose the first two teams who will be arguing against each other. Ask the first team to present their speech, followed by the second, encouraging pupils to adapt their speech according to what the first team says. Invite the first team to respond to the second speech, and then give the second team a chance to reply. Award points for confident speaking and clear content.

d. During the speeches, the other pupils listen and, if there is time, ask questions and give opinions from the floor. At the end of each short debate, ask pupils to vote for their preferred viewpoint, which may be different from the position they were asked to debate. Ask if anybody’s personal position changed during the speeches, and add up the votes to find out which position won overall.

**STEP 3**

**Issue trees (30 minutes)**

Because global issues are interconnected with so many other areas, it can be difficult to ‘pin down’ one specific idea or concept. Issue trees are a fantastic way to build an entire picture and develop the full sense of a problem without it becoming overwhelming.

1. Thinking about the global issues you have explored so far, ask pupils to share the issues that interest them. In groups, ask them to agree on one that they would like to explore further. They may choose different issues across the class, but if some are the same, they can compare outcomes.

2. Explain the issue tree process using slide 13 of the PowerPoint presentation (the example issue tree on the slide explores the issue of gender inequality, and there is a course online if want to explore SDG 5 on achieving gender equality further). Pupils draw a tree on a large piece of paper and write the issue in the trunk. They then write the causes on the roots, the effects on the branches and their suggested solutions on the fruit. Then write the causes on the roots, the effects on the branches and their suggested solutions on the fruit.

3. Ask groups to compare issue trees. Use differences to illustrate that we can have very different perspectives on the same problems.

**Partner collaboration:** agree an issue to focus on with your partner school, so pupils can create issue trees on the same topics. Share photos of the trees, and put them up in class to compare.
STEP 4

Ideal futures (25 minutes)

1. Images can be powerful tools for exploring how we see the world and how the world might be different. Look at slide 14 of the PowerPoint presentation and consider in a group discussion how images affect us.

2. Ask individuals to take a moment to think about what they would like their world to be like in ten years' time. Ask pupils to use slide 15 as a stimulus to create their own 'perfect world' examples, drawing from their own daily experiences. They can choose to draw pictures of their local environment (their village, town or school), of their country, or of a global scene.

Use their pictures to discuss what they want to change in the world over the next few years.

Partner collaboration: pupils could take photographs of their 'perfect world' pictures to share with their partner schools for comparison. Classes can work together to create composite 'perfect world' murals, incorporating the ideas within their class and their partner school class.

Main activity: creating a newspaper article (30 minutes)

1. Our views of the world, particularly of places we haven't visited, are shaped by the images and videos we see. Using slide 16 from the PowerPoint presentation, explain that images (for example, those in the media) are always taken from a certain perspective. There are endless photographs that could be taken and many factors influence the shot, the angle, who is included, who isn't included, etc. Facilitate a short discussion about what pupils would write based on the image on the slide. Model developing the idea for a newspaper article.

2. Ask pupils to choose an image from Resource sheet 5 and compose their own newspaper story based on their chosen image. They can use an image from the resource sheet or any image you choose. Pupils may wish to consider where, when and why the story is taking place, as well as who is in the photograph. They should consider the approach they wish to take. Do they agree or disagree with what is taking place? What kind of a story is it? It might be a 'human interest' story, or it might be a headline piece. Consider quotes from witnesses and spectators, what the backstory might be, and who it will affect in the long term.
RESOURCE SHEET 3: DISCUSSION QUESTIONS

These example questions can be used as either the basis of a debate (with for and against positions) or for a non-competitive, open-ended discussion. For many of the topics, pupils will benefit from being given time to do research. This is particularly true of topics such as immigration and international aid, where ‘received opinions’ may get in the way of a well-informed debate.

For more ideas on what to debate, the International Debate Education Association website (https://idebate.org/debatabase) has an index of suggestions. Use this as well as your own judgement to decide the most relevant and appropriate topics for your group.

Is tackling climate change more important than economic growth?

Should we replace all fossil fuel with renewable energy?

Is it ever acceptable to deny someone their human rights?

Should we all become vegetarians?
### Style

- How do you come across when you make your arguments?
- Are you easy to understand? Don’t shout; don’t mumble; be engaging.
- Pay attention to your hand gestures.
- Address the audience, not the other team.
- Stand up when you speak; don’t move around too much.
- Be pleasant – audiences respond much more to a polite debater.
- Look at the audience, and avoid holding your notes.

### Content

- Does your argument make sense? Is it better than the argument of your opponent?
- Identify about three main points to form your argument.
- Comment on why the other team’s argument is not as strong as yours.
- Explain your arguments at the beginning and the end – audiences require structure to understand an argument.
- Listen carefully to the other team’s arguments, and ask questions to clarify and challenge.
- Back up your main points with examples from real life, and with facts and figures.
RESOURCE SHEET 5:
PHOTOGRAPHS FOR NEWSPAPER ARTICLES

Image: WCIA

Image: Russell Watkins/DFID

Image: Miller/DFID

Image: Rakesh Shah/DFID
LESSON 3

Taking action as a global citizen

By the end of this lesson, pupils will have:

• used core skills in critical thinking to develop a better understanding of how change happens and the characteristics of successful change projects
• considered a global issue and used citizenship tools to develop approaches to addressing it
• developed skills in critical thinking and problem-solving to identify themes across their community and the wider world and actions they and others can take to address those themes
• considered the key values, skills and knowledge associated with citizenship, and developed an understanding of how they can make a difference in the wider world.

LEARNING ACTIVITIES:

Pupils will:

• use action cards to reflect critically on the most effective ways to resolve global issues
• reflect on global issues and consider the kinds of action they can take
• use an example matrix to evaluate successful examples of young people taking action
• work collaboratively to develop a creative campaign that addresses a global issue in their local environment.

CORE SKILLS:

Pupil leadership and personal development – pupils will engage with examples of young people taking inspirational action and develop their own leadership skills to create co-operative campaigns within their communities. Within groups, they will develop and carry out roles for maximum impact.

Critical thinking and problem-solving – using diamond ranking to think about actions to be taken and through exposure to real-life examples of successful citizenship campaigns, pupils will be supported to develop a more flexible approach to problem-solving in global learning. As they develop their own campaigns, pupils will engage with opportunities to have an impact on, and evaluate, a global problem that affects them.

Communication and collaboration – by engaging in discussion to rank action cards, pupils will make and defend opinions, working collaboratively with peers to adequately express the majority within each group. When planning activities, pupils will develop ideas together, critically evaluating their plan and considering which actions will have the greatest impact.

STEP 1

What are the components of a good change project? (five to ten minutes)

Explain that many people draw a blank when asked the question: what would you do to make a change? Hand out the ‘taking action’ cards Resource sheet 6 and ask pupils to diamond rank them (show slide 17 of the PowerPoint presentation) according to which they think would be most effective in terms of affecting changes. Facilitate a discussion with the group about which actions were the top priority for everyone and which were felt to be less important. Did this vary for those with different issues in mind?

Partner collaboration: did pupils in both schools agree on the best ways to take action? Are all ways of taking action possible in both contexts? Why/why not?

STEP 2

What action can you take? (20 minutes)

Hand out one issue Resource sheet 7 to each group of three to four pupils and ask them to decide the course of action they think they would be able to take. Swap issues and repeat, asking pupils to discuss how different factors have an impact (for example, the distance of the location, the power of the decision-makers, or the diversity of the needs).

If you want to measure how capable your pupils feel about making a difference, you can repeat this activity (with slightly different problems) at the end of the course, after they have implemented their planned changes, and see if there is a difference.

Differentiation: use Resource sheet 7A for a simplified version of this activity.

Partner collaboration: how empowered do pupils feel in each partner school? Do they agree on the types of action they are able to take? Share results between schools and discuss how you, as teachers, can support them to feel more empowered.
STEP 3
What kind of action? (40 minutes)

The typical responses to global problems are that they are ‘too big’ and ‘too far away’. Learning about successful change projects and campaigns can help pupils see how meaningful change is possible. The image on slide 18 of the PowerPoint presentation shows the elements of an effective campaign or change project. The head provides the knowledge, the heart represents the emotions and the hands are used to take action.

It can be helpful to look at real-life examples of people – especially those who are not rich or powerful – successfully affecting the world.

1. Hand out case studies of grassroots campaigns initiated by young people that led to wide-scale changes (Resource sheet 8). Each group can look at just one case study, or you can swap them throughout the activity. Ask pupils to consider the questions on slide 19 of the PowerPoint presentation in order to interrogate the case studies. These can be used to facilitate a wider group discussion or, alternatively, one member of each group could join a different group and discuss their findings to move the conversation along.

2. Refer to slide 20 and ask pupils to place the actions the young people took (for example, raising awareness) on an impact matrix (Resource sheet 9). To do this, they should discuss in groups if the action was easy or difficult, and how much impact was achieved.

Differentiation: use Resource sheet 8A for simplified versions of three of the case studies.

Partner collaboration: ask pupils to research their own change-maker heroes from their community or country. Share examples with each other. What makes them inspirational? Are the kinds of action they have taken similar or different? What do they notice about the level of risk to the change-maker?

Optional activity (20 minutes)

1. Hand out the ‘taking action’ postcards (Resource sheet 10) to groups. Ask them to pick one that they think tackles an issue in their local area and research it. How much of a problem is it? Who is most affected? What is already being done to tackle the issue? By whom?

2. If pupils had funding to improve the situation what would they do? Ask them to work in their groups to plan a budget and some activities. How would they know if it had been a success?

STEP 4
Planning our own action (40 minutes)

1. Ask pupils to work in groups and discuss a global issue that is important to them. What can they do about it? Encourage them to think about the case studies they have seen so far and to develop ideas for a change project.

2. Distribute the planning action template Resource sheet 11 to help pupils plan an action project that will bring about change to the global issue they want to address in their school, community or further afield.

3. Explain that learners will be encouraged to put their plans into action after Lesson 4, where they will explore how they are going to measure whether their action has made a difference.

Partner collaboration: plan your action together so you can take your action forward jointly in your partner schools/communities.
RESOURCE SHEET 6: ‘TAKING ACTION’ CARDS

<table>
<thead>
<tr>
<th>Your idea here</th>
<th>Your idea here</th>
<th>Collaborate with a group already working on the issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hold a photography exhibition to raise awareness about the issue</td>
<td>Work with another school in your local area</td>
<td>Hold a public debate about an issue</td>
</tr>
<tr>
<td>Start a petition</td>
<td>Start a social media campaign</td>
<td>Organise a fancy-dress day at your school</td>
</tr>
<tr>
<td>Give out leaflets in your local community</td>
<td>Raise awareness at an assembly</td>
<td>Take part in a fun run</td>
</tr>
<tr>
<td>Organise a march in your local community</td>
<td>Work with local media to run a story on the issue</td>
<td>Organise an event to raise awareness and donate money</td>
</tr>
</tbody>
</table>
**RESOURCE SHEET 7:**

**WHAT ACTION CAN YOU TAKE?**

Adapted from the [RISC Toolkit](https://www.risc-toolkit.org/)

---

**In your school, they want to close all food facilities (dining room, canteen) for financial reasons. Can you do anything about it?**

*Choose one of the statements below, and write your answer in the box*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can actively contribute to the solution of this situation.</td>
<td>If you think this, what would you do?</td>
</tr>
<tr>
<td>I can do something, but it is not only up to me.</td>
<td>If you think this, who would need to help you?</td>
</tr>
<tr>
<td>I can do something, but it will not have any impact.</td>
<td>If you think this, what would need to happen to make an impact?</td>
</tr>
<tr>
<td>I don't know how I could change this situation.</td>
<td>If you think this, who or where could you find information?</td>
</tr>
</tbody>
</table>

---

**In the media, you read about unlawful treatment of asylum seekers in a refugee camp in a country far away. Can you do anything about it?**

*Choose one of the statements below, and write your answer in the box*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
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<td>If you think this, who or where could you find information?</td>
</tr>
</tbody>
</table>
### In your local area, they want to replace the existing park with a multi-storey car park. Can you do anything about it?

*Choose one of the statements below, and write your answer in the box*

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<td>If you think this, who or where could you find information?</td>
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</table>

### The producer of your favourite clothing brand uses child labour. Can you do anything about it?

*Choose one of the statements below, and write your answer in the box*

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RESOURCE SHEET 7A:
WHAT ACTION CAN YOU TAKE?

Adapted from the RISC Toolkit

In your school, they want to close all food facilities (dining room, canteen) for financial reasons. Can you do anything about it?

*Choose one of the statements below, and answer the question in the box next to it*

<table>
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<th>Statement</th>
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<tbody>
<tr>
<td>Yes, I can.</td>
<td>What could you do?</td>
</tr>
<tr>
<td>Yes, but I would need help.</td>
<td>Who would need to help you?</td>
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<tr>
<td>I don’t know how I could change this situation.</td>
<td>If you think this, where could you find out more information?</td>
</tr>
</tbody>
</table>

In the media, you read that some children do not go to school. Can you do anything about it?

*Choose one of the statements below, and answer the question in the box next to it*

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<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
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RESOURCE SHEET 8:
‘TAKING ACTION’ CASE STUDIES

CASE STUDY 1: GRETA THUNBERG
On 12 December 2015, at the end of the United Nations Conference on Climate Change, 195 countries signed the Treaty of Paris. These countries agreed to work to ensure that world temperatures do not rise by more than 2°C above temperatures prior to the industrial revolution.

The world is already seeing more extreme weather events such as droughts, floods and wind phenomena that have put lives at risk and destroyed homes and buildings.

Greta Thunberg, from Sweden, first heard about climate change when she was eight years old. She didn’t believe that adults were taking the problem seriously. By talking about her concerns with her parents, she found her voice and realised she could create change.

In August 2018, when she was 15, Greta went on strike for the first time. She sat in front of the Swedish Parliament buildings for a day with a placard saying: ‘Strike for the planet’. Gradually, others started to join her. Now, similar strikes are carried out by young people across the globe. Greta has spoken to people at rallies and addressed politicians. ‘I think this is just the beginning’, she has said. ‘I believe that change is on the horizon, and that people will stand up for their future.’

Greta does not fly in aeroplanes. In 2019, she travelled to the USA by boat. She spoke to world leaders at the United Nations Climate Action Summit, telling them that they are not trying hard enough to fight against climate change. Now, millions of people follow Greta’s example, and ask their leaders to work harder.


CASE STUDY 2: KEHKASHAN BASU
Kehkashan Basu was born in the United Arab Emirates. She started acting on her passion for the environment when she was eight years old, by planting trees and bringing local young people together to collect and recycle waste. She lobbied her local government to impact positively on the environment.

Her actions caught the attention of those around her, and when she was 11, she was invited to address the TUNZA Children and Youth Conference in Indonesia.

At 12, Kehkashan founded her own organisation, Green Hope, to work for a sustainable future and climate justice. Green Hope runs activities for children and young people, including waste recycling, beach and mangrove clean-ups, tree planting and awareness campaigns. It has grown into an international organisation and its environmental academies and conferences have reached thousands of school and university pupils.

Adapted from: https://kidsrights.org/kehkashan-basu

CASE STUDY 3: GOVERNMENT GIRLS HIGHER SECONDARY SCHOOL, TULAMBA
The Government Girls Higher Secondary School in Tulamba, Pakistan, has about 3,500 students aged four to 18. The school had a huge problem with litter, and they rarely recycled or re-used materials.

Students decided to take action on waste, in order to clean up their school. They formed a committee and made a plan to create a system for a healthy and safe environment. They raised awareness about the impact of littering with the slogan: ‘If you can’t keep the environment clean, don’t make it dirty’.

There are now dustbins around the school. Plastic bottles are sent for recycling, and other materials are cleaned and sent to the Art department to make displays around the school. The committee liaised with the local municipality to arrange for the collection and disposal of the remaining litter.

Following this clean start, they collaborated with others to develop and lead an environmental campaign, which resulted in the acquisition of plants and a new plan to keep the school green and clean.

Students are now also motivated to clean up their local areas. They no longer stay at home because school is so dirty. One of the students said: ‘we are happy to see our school clean, and we are determined to clean the whole country one day.’

The head teacher is pleased, too, because there is increased attendance at school, and more students are joining now it is no longer dirty.
CASE STUDY 4: CHAELI MYCROFT AND RIGHTS FOR DISABILITIES

Michaela (Chaeli) Mycroft was born in Cape Town, South Africa, in 1994. She has always been a believer in the power of being positive and looking for possibilities, and this has helped her deal with challenges that have arisen in her life. Chaeli was born with cerebral palsy, a disease that limits the use of her arms and legs, but she continues to focus on the things she can do, and pushes the boundaries of what ‘ability’ really means.

Chaeli is passionate about ensuring that children with disabilities are not limited or excluded. With her family, she designed a campaign called ‘Hope in Motion’, which aimed to help people understand that we are all equal, and to better support children with disabilities by providing electric wheelchairs. Their initial campaign of fundraising and awareness-raising reached their target in just seven weeks, and inspired the whole community. The Chaeli Campaign is now a professional organisation that supports, empowers and mobilises disabled children.

The aim of the campaign is to support the inclusion of children with disabilities – to help their communities understand that they are like any other children, and to focus on what they can do instead of what they can’t. Chaeli believes that if we can change attitudes, we can eventually change the world. Adapted from: https://kidsrights.org/advocacy/international-childrens-peace-prize/winners/chaeli-mycroft/

CASE STUDY 5: ABRAHAM M. KEITA

Abraham M. Keita was born in Liberia during the civil war. His father, a driver for a humanitarian organisation, was killed in an ambush when Keita was just five years old. When he was nine, he heard about the murder of a 13-year-old girl by her foster parents, and was moved to speak out against the injustice through a peaceful protest.

Keita’s protest caught the attention of those around him, and he was invited to join the members of the Children’s Parliament, where he organised peaceful marches and protests, and lobbied for an end to violence against children. In 2012, he successfully signed The Children’s Act into law.

Keita received his high school diploma in 2016, supported by the KidsRights Care and Study fund. He now attends university. Keita is a change-maker for children who are victims of violence. He is an inspiration to hundreds of children and young people, through direct action, lobbying and the media, informing and mobilising them to stand up for their right to be safe from violence. Adapted from: https://kidsrights.org/abraham-keita
RESOURCE SHEET 9:
IMPACT MATRIX

High Impact
(makes a big difference)

Low Impact
(makes little difference)

Easy to do

Hard to do
RESOURCE SHEET 10:
‘TAKING ACTION’ POSTCARDS

LOVELY LOOS
UK aid is helping people in poverty manage safe sewage through waterless toilets. These lovely loos lock in odour without water or chemicals and waste is contained for easy transport to sewage treatment systems.

FOOD FOR ALL
Ever seen a super spud? These special sweet potatoes are packed with vitamin A to help children grow. With the help of such pioneering potatoes, UK aid stopped 10 million people going hungry. Swooo!

POO POWER
Did you know cow dung can be used for renewable energy? A special digester can turn it into biogas and create organic fertilisers for farming! UK aid helps deliver the benefits of biogas to over 22,000 people in poverty. Waste not want not!

HUNGER TO HOPE
Tina’s daughter isn’t one in a million. She’s more like one in 26 million! That’s the number of people UK aid has helped over the last three years with lifesaving food and support after a natural disaster or emergency.

SAVED BY SCIENCE
UK aid is helping to save lives by working with NASA to use space satellites to stop diseases spreading. We also use drones to deliver medicine, robots to destroy landmines and radar to protect people from mega storms!

MUM’S THE WORD
Giving birth should be a matter of life - not death. That’s why UK aid has supported over 5 million safe births since 2011 through the help of skilled doctors and birth attendants. We deliver!
## RESOURCE SHEET 11:
### PLANNING ACTION TEMPLATE

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What issue do we want to address?</td>
<td></td>
</tr>
<tr>
<td>What do we want to do?</td>
<td></td>
</tr>
<tr>
<td><strong>Who do we need to involve?</strong> Think about other young people, other</td>
<td></td>
</tr>
<tr>
<td>people in your community, the local authority and politicians.</td>
<td></td>
</tr>
<tr>
<td>How will we let people know what's happening and gain their interest?</td>
<td></td>
</tr>
<tr>
<td>Think about how you will generate publicity and how you will pitch</td>
<td></td>
</tr>
<tr>
<td>your messages.</td>
<td></td>
</tr>
<tr>
<td>What resources do we need?</td>
<td></td>
</tr>
<tr>
<td><strong>What are our timescales?</strong> By when do you hope to have achieved your</td>
<td></td>
</tr>
<tr>
<td>goal?</td>
<td></td>
</tr>
<tr>
<td>What actions will we take (with others)?</td>
<td></td>
</tr>
<tr>
<td>How will we make sure our campaign is effective?</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 4

How will we know if our action has worked?

By the end of this lesson, pupils will have:

• considered the different kinds of change that can be created
• looked at different tools to measure change
• used ‘real-life’ examples of change to test out these tools
• reflected on the tools they might want to use for their own campaigns.

Learning Activities:

Pupils will:

• consider different types of change and sort case studies based upon them
• evaluate a range of measurement tools including surveys, data scrutiny, observation and participatory techniques
• develop a tool to measure success in their own projects.

Core Skills:

Critical thinking – pupils will reflect on different types of change and their indicators, both theoretically and in ‘real-life’ case studies. Pupils will be given the opportunity to evaluate tools for measuring change, and will need to look critically at these to ensure they choose those that are best suited to their own change projects.

Problem-solving – pupils will engage with the difficulties of measuring change and consider how to develop measurement tools that are as effective as possible.

Pupil leadership – pupils will develop the skills they need to understand problems cohesively, by assessing current needs and specifying what has to change in order to create lasting impact.

Communication – pupils will work collaboratively to gain an in-depth knowledge of different kinds of change, discussing and describing each kind. They will listen to each other and look at definitions, considering the difficulties of describing and measuring them.

Step 1

Measuring change (20 minutes)

Timings: this activity works best as a carousel, which will take around 20 minutes, with each group spending some time developing ideas for each measurement. However, it can also be done as an individual activity (ten to 15 minutes) or as a discussion (five to ten minutes). The carousel will require four sheets of flipchart paper, each with one of the following statements written at the centre.

• Change in knowledge, skills, confidence and commitment.
• Changing people’s ability to access resources.
• Changing attitudes, beliefs, social norms and behaviours.
• Influencing policy and practice at the government level.

1. Open a discussion about the types of change that a change project might create. Use slides 21, 22 and 23 of the PowerPoint presentation to help.

2. Support pupils to describe the kinds of things we might look for to show us that change has happened. If helpful, look back at the case studies in Lesson 3. The following questions can assist you.

• How might people behave differently?
• What sort of things might change as a result of that?
• How could you prove that your project made those differences?
• How might you measure at the beginning and end of a project?
• What would be the most effective way to capture data on your project?

3. Place the sheets of flipchart paper on separate tables and allow small groups of pupils five minutes with each sheet to answer the questions in relation to how to measure different kinds of change. After five minutes, swap to another type of change. Continue until everyone has had the chance to comment. Groups will need less time as they progress to the next sheet, as answers will already be written down. Reflect on the ideas as a group.

Partner collaboration: of the four different statements discussed, are some more important that others? Are some more difficult to achieve? Share examples to these answers between partners.
STEP 2

Tools for measuring change (20 minutes)

1. Show slides 24 and 25 of the PowerPoint presentation. Review any ways of measuring change that pupils didn’t cover in the last activity. Clarify any new terms for pupils, and talk through the idea that different tools can be used to measure different kinds of change.

2. Ask pupils to vote on which tools are most/least helpful, and facilitate a discussion on why this might be. Explore issues such as subjectivity, people not being honest on surveys and measures being a test of communication skills rather than attitudes or knowledge.

3. In groups, ask pupils to refer back to the case studies in Lesson 3.
   • What kind of change happened?
   • What tools for measurement would be appropriate?
   • Which measurement tools wouldn’t you use and why?

Optional activity (ten minutes)

Explain that participatory experiences can be extremely helpful to capture data, particularly with young people. These can take the form of a game, short task or discussion piece, and often generate useful information. The following activity, adapted from the RISC toolkit, is an example, and can be adapted for a range of contexts. This can be used to identify what people think, and can then be carried out again after an activity to measure change.

You will need:

• a question you want to ask your audience (for example: what action do you think would be most successful to combat climate change?)
• a selection of answers
• opaque pots with lids, each with a hole in the top (if you have eight answers, you will need eight pots)
• beads, or similar, to put inside the pots.

Place an answer in front of each pot, and give each person (or pair) a bead. Ask them to vote for their preferred option by placing a bead in the corresponding pot. Alternatively, you can give them three beads. They could put them all in one pot, or each one in three different pots, or any other combination. Once everyone has voted, count the votes.

STEP 3

Designing a measurement tool (25 minutes)

1. Having developed ideas about measurement tools, give pupils back their plans for their change campaign. Ask them to agree collaboratively what change they want to see as a result of their work and how they want to measure it. These areas are already covered in the action planner, but they may now be edited based on discussions carried out so far.

2. As a group, ask them to develop their measurement tool during the session and present it to the class, if time allows. Feedback during production can be useful at this stage, to ensure that their tool will capture everything they want it to. It can also be a helpful way of avoiding small errors before putting their tool into practice. Groups may also want to consider the following areas:
   • How frequently they will measure the attitude/skill/knowledge/access to resources, etc.
   • Whether they want to use the same measurement tool at the start and end of their project.
   • How many people they want to include in the measurement process (for example, a control group, the whole community, or those most affected within that community).
   • How they can ensure that their measurement is a true representation of what has occurred.

Partner collaboration: if pupils are carrying out shared change projects in both contexts, they could agree how they will measure change together.

STEP 4

(Not included in the allotted course time)

1. We would recommend offering pupils an opportunity to carry out some or all of their change plans developed during this course, so that they have first-hand experience of observing and addressing an issue in their local environment. This will also offer rich opportunities for pupils to discuss and reflect on the action taken, adapting ideas to improve and gathering experiences of success. Should you be interested in any further strands of the course, a reading list is included below.

2. After allowing time for pupils to implement their actions, use the questions on slide 26 of the PowerPoint presentation to facilitate a discussion about how successful they were.

3. Give pupils opportunities to present what they have achieved to each other, and to share learning.

Partner collaboration: encourage learners to share the results of their change projects with each other by writing short reports. Teachers and schools should also discuss and share the impact of the pupils’ projects in their schools and communities. How can teachers and head teachers do more to support pupils to create change?
REFERENCES AND FURTHER READING

This resource is an introduction to education for sustainable development and global citizenship. It draws on several online packs, which are excellent sources of further ideas and information. If you would like to find out more about these topics and tools, the following resources are available and free to use.

Pedagogy

Discussion techniques can be explored at https://www.sapere.org.uk (negotiation) and www.wcia.org.uk/global-learning/resources/debating-resources/ (debating)

The Get Global! Handbook at www.participatorymethods.org/resource/get-global-skills-based-approach-active-global-citizenship has a range of tools, lesson ideas and background information in relation to sustainable development and global citizenship

Teaching Controversial Issues: a guide for teachers can be found at www.oxfam.org.uk/education/resources/teaching-controversial-issues

Find out more about the latest developments in education for global citizenship at www.ucl.ac.uk/ioe/departments-and-centres/centres/development-education-research-centre

Resources

The British Council has developed in-depth courses on several SDGs, which can be downloaded at https://connecting-classrooms.britishcouncil.org/classroom-resources/collaborative-template

Oxfam has produced classroom resources and an assessment framework, with age-related expectations, which can be found at www.oxfam.org.uk/education/resources/global-citizenship-in-the-classroom-a-guide-for-teachers

A pupil assessment toolkit, which is particularly useful for measuring changes to pupils’ attitudes and values, can be found at http://toolkit.risc.org.uk/

A range of resources and lesson ideas on the SDGs are available at http://worldslargestlesson.globalgoals.org/

Background for teachers

More information about the SDGs can be found at www.un.org/sustainabledevelopment/sustainable-development-goals/

A guide for deepening teachers’ understanding of education about and for the SDGs can be found at www.oxfam.org.uk/education/resources/the-sustainable-development-goals

Information from Oxfam about Global Citizenship (referred to as ‘global learning’ within this course) can be found at www.oxfam.org.uk/education/resources/global-citizenship-in-the-classroom-a-guide-for-teachers

Connecting Classrooms offers a range of free downloadable classroom resources available to all teachers across the world. These resources, based on the United Nations Global Goals for Sustainable Development, have been designed to adapt to any curriculum. They offer creative and engaging ideas to bring knowledge and core skills to life in the classroom and inspire students to take action on global issues. Find out about our global learning resources designed to address topics which are high on the agenda for governments around the world here: https://connecting-classrooms.britishcouncil.org/resources/global-learning-resource

Connecting Classrooms offers free online professional development around core skills and international collaboration, helping teachers and school leaders to prepare young people for life and work in a globalised economy. The programme also supports partnerships between schools around the world with schools in the UK to share knowledge, skills and experience with other teachers. More details on how to find a school partner can be found here: https://connecting-classrooms.britishcouncil.org/partner-with-schools/find-partner

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