

Global Citizenship Secondary School Map - Education for Sustainable Development and Global Citizenship

Guidance
Circular



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- Title of Document:** Education for Global Citizenship a Map for Curriculum Planners
This Version is for Secondary Schools.
- Audience:** Head and Subject teachers in Maintained Secondary Schools
Local Education Authorities
Voluntary sector and other agencies involved in support for Education for Global Citizenship in secondary schools.
- Overview:** This guidance will help secondary schools to plan and develop a programme of Education for Global Citizenship, encompassing learning activities across the school curriculum. It will also be useful to agencies that support Education for Global Citizenship in secondary schools and organisations that work with teachers or provide INSET within a school or LEA.
- Action Required:** Headteachers and subject teachers need to consider the action required to develop Education for Global Citizenship teaching across the curriculum.
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- Further copies:** Can be obtained from the Welsh Assembly Government as above
- Related documents:** Education for Sustainable Development and Global Citizenship (published by ACCAC, DfID, Estyn and the Assembly Government, 2002)

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Summary

GLOBAL CITIZENSHIP SECONDARY CURRICULUM MAP

This guidance aims to help secondary schools to plan and develop a programme of Education for Global Citizenship, encompassing learning activities across the school curriculum. It will also be useful to agencies that support Education for Global Citizenship in secondary schools and organisations that work with teachers or provide INSET within a school or LEA.

The document looks at all the main curriculum areas for Key Stage 3 and a range of courses that pupils follow at Key Stage 4 and post 16

Additionally the document also provides ways the school curriculum can be linked to Education for Sustainable Development and Education for Race Equality.

Introduction - Why Education for Global Citizenship?

At the start of the twenty first century there are several crucial questions/issues facing people in all societies throughout the world. These include:

- how to preserve and protect the environment, reduce pollution and manage natural resources in a sustainable way
- how to reduce the inequalities that exist between different peoples in all parts of the world and protect their human rights
- how to develop peaceful and harmonious communities by promoting understanding between people who are different from one another

These questions/issues are about the planet we live on and the people we live with. They affect everyone in the whole world. They are 'global' questions.

This curriculum map aims to show teachers how they can begin to explore some of these issues in the secondary school curriculum through Global Citizenship.

Through Global Citizenship, schools also introduce pupils to key concepts of Education for Sustainable Development. Concepts such as interdependence, sustainable change, quality of life and diversity particularly focus the students on key questions concerning how they live, introduce them to the responsibility of taking action for sustainable lifestyles and empower them with the attitudes to be a sustainable citizen in a global world.

Addressing subjects through Global Citizenship can contribute to a school meeting some of its legal requirements to promote Race Equality by giving pupils opportunities to challenge the injustice of racism, value cultural diversity and develop positive attitudes and behaviour towards people who are different from themselves.

Education for Global Citizenship is not an extra subject for pupils to study. It is **a way for teachers and pupils to approach the existing school curriculum and other aspects of school life.**

Who is this Guidance for?

This Guidance provides a map of opportunities across the curriculum for secondary schools in Wales to provide their pupils with Education for Global Citizenship. It will help schools to consider how different curriculum areas make distinctive contributions to a Global Citizenship programme in school. The guidance looks at all the main curriculum areas for Key Stage 3 and a range of courses that pupils follow at Key Stage 4 and post-16.

Subject departments within a secondary school can use this guidance to:

- consider the contribution their subject makes to Education for Global Citizenship;
- identify topics and activities that they are already using with pupils;
- recognise opportunities for their current practice to take on a stronger global dimension; and
- consider how their subject's contribution to Global Citizenship relates to what pupils are learning in other subjects.

School leaders, curriculum managers and Global Citizenship co-ordinators in school can use this guidance to:

- identify opportunities for different subjects to contribute to the school's provision of Education for Global Citizenship;
- support an audit of current Global Citizenship work in school; and
- plan and develop a school-wide programme of Education for Global Citizenship.

Local Education Authorities and agencies supporting Global Citizenship in secondary schools can use this guidance to:

- plan and deliver support for schools which is appropriate to the opportunities offered by the school curriculum in Wales.

How to use the Curriculum map

Outcomes in the Key Concepts

These statements try to identify which Key Concepts the subject is especially able to contribute to and to identify (in terms of knowledge, skills and sometimes values) how the subject contributes to EGC as a whole.

Using the content / Using Class Activities

These boxes present some 'generic' statements about the types of learning in the subject and how these can be used to contribute to EGC. In most cases, the language used is closely related to that in the Programmes of Study and exam specifications.

Curriculum and Qualifications: Locating EGC

These boxes highlight the most relevant aspects of the Programmes of Study and some example exam specifications with some exemplification (usually in italics). For Key Stage 3 and for Welsh, English, Maths and Science at Key Stage 4 the exemplification is based on the Programmes of Study and for PSE is based on the frameworks whilst for RE on 2001 ACCAC Guidance.

For GCSE and A Level studies, an exemplification is used to illustrate how specifications can refer either explicitly to global citizenship or implicitly provide opportunities for development of global citizenship teaching. For global citizenship the exemplars have been drawn from across the different Awarding Bodies and do not represent a recommendation for any particular specification. However in the section 'Other qualifications', specific information about the Welsh Baccalaureate and AS World Development is provided as these two qualifications are unique to Wales and provide explicit opportunities for the teaching of Wales in the context of the World.

Ideas to Get You Going

These are lesson ideas to give a more concrete idea of what Global Citizenship might mean in the subject. The guidance can not capture every single way in which a subject can contribute to Global Citizenship. The 'Ideas to get you going...' are intended just as initial spurs. Creative teachers will be able to think of more and better ways of incorporating Global Citizenship into their lessons.

Cross Curricular links

Many of the 'ideas to get you going' could be easily adapted for use in different subject areas or contexts or to develop cross-curricular skills.

The Need for Sensitivity

Teachers should not refrain or avoid showing images and raise issues that are sensitive or controversial, but should ensure that pupils have a chance to work with positive images as well. Pupils should use a range of resources and be able to recognise and name what is positive and interesting in other cultures, national habits, customs etc. Teachers should ensure that pupils:

- have access to balanced information
- are encouraged to evaluate various and differing views and opinions
- recognise the difference between facts and opinions
- know how to deal with bias and stereotypes

Teachers should ensure that in Global Citizenship activities pupils within the class/school are not exposed to unfavourable situations or discrimination because of their nationality, religion, social or political status or any other factors.

Meeting Additional Needs

The 'Ideas to get you going...' and the National Curriculum Programmes of Study referred to will be broadly appropriate for most pupils at KS 3 and 4 but for some pupils with additional needs, the teaching programme and approaches to introduce global citizenship would need adaptation.

Differentiation

For some pupils with learning difficulties or disabilities activities may need to be differentiated by one/more of the following means:

- Using more active/multi sensory approaches to cater for different learning styles
- Using a range of organisational approaches to provide peer/group support
- Presenting content in different ways e.g. through ICT, video, role play, using pictures/symbols to support access to text, "hands on" resources, visits etc
- Using straightforward language (oral/written) and explaining key vocabulary
- Providing support/aids e.g. ICT, reader, scribe
- Working at a slower pace
- Setting clearly focused tasks which allow learners to respond in different ways
- Carefully monitoring and providing positive, on going feedback to learners

Further adaptation

For pupils with more complex needs, working outside the expected range for the key stage, knowledge, understanding and skills may be selected from earlier key stage programmes of study. Consideration of appropriate learning for this group of pupils will require a return to the fundamental aims and principles of the subject.

Learning will need to start with the familiar (home/school) and gradually extend to the immediate community. This area of work will also provide opportunities for pupils with more complex needs to work on their individual priorities such as communication and PSE in the context of a range of interesting experiences. It may be useful to refer to the additional guidance on PSE (in particular the community and environmental aspects) produced by ACCAC (2004) which is available on the ACCAC website.

Qualifications

For learners working at NC levels 1,2 or 3 at KS4, there are a range of qualifications available at Entry level. Many of these draw on content from the KS4 programmes of study in the same way as GCSE so much of the information provided regarding GCSE for each NC subject will remain relevant. In addition there are some specific qualifications at Entry level (EL) focused on citizenship and personal, social and life skills which include aspects of global citizenship. E.g. OCR Entry level Certificate in Citizenship Studies (Entry 3), EL Certificate in Life Skills (ABC, ASDAN, EDEXCEL, WJEC), WJEC EL Certificate in Personal and Social Skills, AQA EL Certificate in PSHE.

What is Education for Global Citizenship?

The ACCAC / DfID / Estyn / Welsh Assembly Government guidance, Education for Sustainable Development and Global Citizenship (published in 2002) defines Education for Global Citizenship as follows:

Education for Global Citizenship:

Enables people to understand the global forces which shape their lives and to acquire the knowledge, skills and values that will equip them, to participate in decision making, both locally and globally, which promotes a more equitable and sustainable world.

There are two main things to note about this definition:

- Because it is a way of approaching the existing curriculum, Education for Global Citizenship is not a separate, additional subject for schools to cover.
- Education for Global Citizenship is more than simply learning about other parts of the world. It is about learning how to understand and respond to global forces (social, cultural, economic, environmental, political).

The Key Concepts

There are **9 Key Concepts** for Education for Sustainable Development and Global Citizenship:

- Interdependence
- Citizenship and Stewardship
- Needs and Rights
- Diversity
- Sustainable Change
- Quality of Life
- Uncertainty and Precaution
- Values and Perceptions
- Conflict Resolution

These Key Concepts can be explored in different ways and from different perspectives. This guidance document explores them through Global Citizenship. A programme of Global Citizenship in school should provide opportunities for pupils to engage with these Key Concepts in different subjects across the curriculum.

Links with ‘Education for Sustainable Development’ and ‘Education for Race Equality’¹

Education for Global Citizenship is closely linked to two other areas that schools are currently trying to develop: ‘Education for Sustainable Development’ and ‘Education for Race Equality’.

Some Global Citizenship activities in school may contribute at the same time to either or both of these other areas. Other activities and elements of subject content may lend themselves more specifically to ‘Education for Sustainable Development’ or ‘Education for Race Equality’.

Education for Sustainable Development enables people to develop the knowledge, values and skills to participate in decisions about the way we do things individually and collectively, both locally and globally, that will improve the quality of life now without damaging the planet for the future.

An Education for Sustainable Development would emphasise the interrelationships between society, economy and environment. It would ensure that focus was placed on developing not only the knowledge inherent in these areas, but also the skills and attitudes that are required for students to be able to understand issues and be able to take appropriate action. An education for sustainable development would cover the local and global implications of everything we do and the actions that individuals and organisations can take in response to these issues.

Education for sustainable development is about:

- The interaction and interdependence of society, economy and environment
- The needs of both present and future generations
- The local and global implications of lifestyles choices

Education for Race Equality enables people to appreciate and celebrate the diversity of humankind, both in the UK and world-wide, and to develop the knowledge, values and skills to challenge racial discrimination, promote equality and promote good relations between people of different racial groups.

An Education for Race Equality would emphasise the inherent equality of people of all racial and ethnic backgrounds. It would ensure that any negative information or images used were balanced with positive portrayals to reduce any risk of reinforcing a negative, patronising or stereotyped view of a particular people, their country, culture or faith. Emphasis would also be placed on the multiethnic nature of Wales,

¹ It is important to note that engaging in Global Citizenship activities does not alone enable a school to develop a deep understanding of sustainable development or to meet its legal requirements to promote Race Equality.

and wherever possible, people of minority ethnic backgrounds would be recognised and involved in work on global issues. An Education for Race Equality would always ensure that the following questions were considered:

- What effect might this activity have on pupils in the class who are of a similar ethnic or national background to that being studied?
- What effect might this activity have on all pupils' perceptions of the people or country being studied?

Education for Global Citizenship in... ART

Outcomes in the Key Concepts

Studying art provides pupils with opportunities to use different media, tools and equipment to explore and make different images objects and artefacts, and to understand the importance and diversity of different social and cultural contexts.

Pupils acquire skills and an understanding of values relevant to the **Key Concepts** of **Interdependence**, **Diversity** and **Values and Perceptions**.

Knowledge: awareness of cultural heritage, cultural difference, personal preference and social, historical context

Values: recognising others' values and 'ways of seeing', respecting diversity

Skills: the ability to make links between their work and the work of others and to understand how art affects and influences people's lives

Using the subject content

In art pupils learn to:

Use and work with different materials and resources. This can include a wide range of materials used in different cultures and parts of the world.

Recognise and appreciate different contexts. This should involve understanding how context influences and shapes the making of art, developing critical thinking as well as creative thinking.

Make links between their own work and that of others. Pupils explore different aspects of art giving them the chance to consider different cultural identities, aesthetic perceptions, and the importance of self-expression.

Using class activities

Art can involve pupils in:

Attending exhibitions or shows by international artists and/or relating to global issues. Exhibitions can widen pupils' knowledge of the range of art and help them to understand the context of the work. 'Global' artwork may particularly prompt investigation of how symbols, images and objects are used to convey meaning and identity in e.g. Aboriginal Dreamtime artwork, Hindu yantras or the Peace Mala.

ART CURRICULUM AND QUALIFICATIONS: LOCATING EGC

Key Stage 3

The **Programme of Study** requires that pupils be:

'given opportunities to evaluate and respond to the methods and approaches of others ... from diverse contemporary and historical cultures and contexts'

The '**Understanding**' section says that:

'Pupils should be given opportunities to explore the diverse way that artists, craftworkers and designers from different cultures and periods work'

GCSE

Example Specification – OCR GCSE Art & Design

- All six areas of study can be made relevant to Global Citizenship by either the topic chosen or the materials/resources used during realisation of the project(s).
- Specification Aims:
 - to develop an understanding of codes and conventions and an awareness of context
 - to develop understanding and knowledge of art, craft and design in contemporary societies and in other times and cultures
- During the study candidates are able to question and explore aspects of humanity and relate it to the tangible world around them.

AS/A Level

Example Specification – OCR A Level Art

- Specification Aims:
 - to develop knowledge and understanding of the role and achievements of artists, craftspeople and designers in the past and in contemporary society
- Spiritual, moral, social and cultural concerns are centrally linked in Art:
 - the opportunity to investigate issues raised by different cultures and religions *e.g. religious iconography*
 - opportunity to deal with how different artists have viewed themselves as part of human condition
 - recognition of the values and beliefs held at specific times
- The specification require candidates to develop practical and theoretical knowledge and understanding of how images and artefacts relate to the time and place in which they were made and their social and cultural contexts.

Ideas to get you going...

'Culture and Costumes' (Key Stage 3)

Key Concepts: Diversity, Values and Perceptions

- Ask pupils to design a contemporary ceremonial costume or outfit through the exploration of symbols, colours and patterns used in different world religions. Provide a range of exemplar designs, both contemporary and historical from different cultures and countries to inspire and support pupils design ideas.
- Check with pupils their current understanding of how symbols, colours and patterns are used in or by different world faiths.
- Work collaboratively with colleagues in RE to ensure appropriateness of sources. Challenge pupils to produce a design or series of designs that are equally distinctive, appropriate for contemporary use and essentially secular in nature.

Junk Art (Key Stage 4)

Key Concept: Interdependence, Sustainable change

Challenge pupils to create a piece of art using waste and junk materials. As well as ensuring that pupils produce high quality work, use this project to prompt reflection on the almost endless selection of materials and resources available—and how the treatment and transformation of materials demonstrates the skilfulness of artists e.g.. the focus of the project on materials that are seen by Society as useless and disposable may inspire pupils to explore ideas of Global Citizenship in the art they create.

'Freedom of expression and art' (A level)

GC Key Concept: Needs and Rights

Set students a piece of coursework exploring how artists in different countries have positioned the content and style of their work in relation to their political context, e.g.: *Art in Nazi Germany*: Expressionism, Dadaism and Surrealism and the art and lives of Paul Klee, Mark Chagall or Wassily Kandinsky who were persecuted by the Hitler government. *Art in 20th Century Russia*: Socialist Realism and its impact on the role of art and artists in society; artists creating in accordance with the political and ideological philosophy of the state. Students can examine the work of work of Vera Mukhina or Piotr Belousov, or a selection of the political posters of that time, comparing them with political art from countries today. What are the modes of expression, techniques? Are they similar or very different?

Education for Global Citizenship in.... DESIGN AND TECHNOLOGY

Outcomes in the Key Concepts

Studying Design and Technology offers pupils' opportunities to design and make products and consider how products facilitate people's lives, while considering how materials can be used to minimise environmental damage and the importance of reuse and recycling issues.

Pupils acquire knowledge and skills relevant to the **Key Concepts** of **Needs and Rights**, **Quality of Life** and **Sustainable Change**.

Knowledge: understanding how designs and technological developments can make a difference to people's lives but may contain weaknesses or hazards

Values: understand the impact of products beyond the purpose for which they were designed including global and environmental issues.

Skills: knowing how to design and produce products from different materials and using different techniques.

Using the subject content

In Design & Technology pupils learn to:

Investigate and evaluate familiar products in order to understand the ways in which materials and components are used and to discover the underlying technological principles on which products have been developed.

Develop practical skills through focused tasks

Design and Make products from a range of materials including; food, metal, plastics, timber, textiles and include electrical and mechanical control systems. This will consider design and technology from a historical perspective and modern day practice

Using class activities

Design and Technology can involve pupils in:

Investigation of alternative sustainable energy sources (wind, wave, solar, bio) and considering the consequences of using non-recyclable materials and components for the environment, people and their quality of life.

Developing craft techniques such as Indian carving, metalworking, enamelling, embroidery, chikan etc.; techniques used in Aboriginal and Torres Strait Islander textiles: resist dyeing (Batik); hand-painting using twigs as brushes, straws for blowing paints, or leaves, seeds etc. as imprints

Making model wind turbines, simple pumping systems for clean water, sustainable low-energy structures for shelter and housing; Various food dishes, clothing, fashion and body adornment from various cultures

Contd...

Consider moral, ethical, social and environmental factors when designing products

Making value judgements about: the economic costs involved (compare product prices); consumer choices and preferences (tradition, availability, cultural constraints).

DESIGN AND TECHNOLOGY CURRICULUM AND QUALIFICATIONS: LOCATING EGC

Key Stage 3

The **Programme of Study** requires that pupils

- be taught to design and make products, working with a wide range of tools, materials and components, e.g. pupils can use tools and materials popular in other cultures: Xuan paper/Silk fabric – traditional Chinese painting material; or use for their designs Indian material like the 'himroo' and 'mashru'
- be given opportunities to develop their design and technology capability through tasks in which they design and make products, focusing on different contexts and materials, e.g. designing and making a model south-sea islands sailing catamaran, designing and cooking a halal / kosher / Indian vegetarian meal
- should as a designing skill; develop a detailed proposal having considered aesthetics, function, safety, reliability, properties of materials and components and cost, e.g. design a support to assist with carrying a pitcher of water on the head

GCSE

Example Specification (2005) – WJEC GCSE Design and Technology

“They should be given the opportunity to experience the variety of roles involved in design and technology: client, designer, maker, manager, user etc. Candidates should be encouraged to consider the relationship between technology and society.”

Food Technology:

Consider how the following influence product design:

Cultural and ethnical factors involved in the choice of food and availability; organic produce, animal welfare, recycling; use of pesticides, use of antibiotics, growth promoters, BSE.

Industrial Technology:

Consider the needs and values of a range of users.

Carry out market research; identify physical, emotional, intellectual sociological needs of a specific target group for which the product is intended; use the information in design proposals.

Textiles Technology:

Consider social and cultural influences on product design:

Image makers; trend setters; contemporary fashion; historical influences; traditions of other cultures.

Consider moral issues:

Use of toxic/harmful processes and chemicals in production and manufacture; the style of dress for specific occasions.

**AS/A
Level**

Example Specification (2005) – WJEC A Level Design and Technology

“Project work and the case study may serve to extend understanding of these issues (spiritual, moral, ethical, social and cultural issues) in order that a balanced appreciation of the conflicts and dilemmas involved in the design and manufacture of products or systems may be encouraged.”

Product Design

Innovation in the market, requires an understanding of needs and demands of consumers, technology-push and market-pull

Ideas to get you going...

Recipes and techniques from around the world (Key Stage 3)

GC Key concepts: Quality of Life, Diversity

Give pupils the opportunity to prepare traditional and contemporary meals from other regions and cultures. Ensure that pupils consider the various tastes and nutrition values and, where possible, link pupils' practical food work with international school links, pen-friends from other countries, the Internet etc. Alongside the standard dishes of Indian and Chinese cookery, pupils might try other dishes such as African cooking: Oluwombo, Matoke, Muamba Nsusu (Congo Chicken Soup), Tibetan Tukpa. Or some Romani (Gypsy) recipes: Galúshki or Bokeli. Extensions to the practical tasks could include learning about traditional Aboriginal cooking techniques (e.g. roasting on hot coals, baking in the ashes, steaming in a ground oven) or reflecting on the reasons for differences and diversity in worldwide foods: such as the importance of 'Halal' meat for Muslims, removal of pork from Jewish cooking, the reasons for Vegetarianism and Veganism.

Health and Safety in food production (Key stage 4)

GC Key Concepts: Quality of Life, Uncertainty and Precaution

Lead a class discussion on issues such as GM food, the use of pesticides, antibiotics, hormones and preservatives in food production and other environmentally important issues. Aim to develop pupils' empathy for others through their understanding of how complex and sweeping international interdependence is. Encourage them to consider the consequences of decision-making that may satisfy immediate needs and desires without taking into account future costs for people and the environment.

Design Brief: Sustainable Global Development (A Level)

GC Key Concepts: Sustainable Change, Quality of Life

As a piece of coursework, ask students to design and make a product that will contribute to sustainable global development. Optionally, suggest that students design products intended to meet the needs and expectations of people in another foreign country and its context (cultural, social, economic etc.). Ensure that students explore relevant environmental, economic, social and moral issues when they draw up their briefs and work on their projects. The *Sustainable Design Award Scheme* (<http://www.sda-uk.org/>) is one scheme that you might find useful as a context for students to work within.

Education for Global Citizenship in... ENGLISH

Outcomes in the Key Concepts

In English pupils gain and develop knowledge and skills in oracy, reading and writing. They consider the context in which language is used, respond to the substance and style of texts and discuss a varied selection of literary and non-literary texts. Pupils develop their ability to recognise the values and attitudes that are behind the use of language and how these are conveyed.

The core contribution is to the **Key Concepts** of **Diversity** and **Values and Perceptions**.

Knowledge: communicating with others and expressing views, opinions and values.

Skills: communicating orally, discussing and expressing opinions on a wide range of multi-faceted topics, reading and responding to a wide range of literary and non-literary texts and writing formally and informally for a wide range of audiences and purposes.

Values: listening politely and carefully, responding appropriately and modifying ideas and opinions on the basis of contributions by others. Respecting points of view and reacting with compassion and sensitivity. Reacting to the use of language, knowing that language can contain subtexts and bias. The development of pupils' **knowledge** of global issues (and hence the contribution of English to other **Key Concepts**) depends on the teacher's selection of issues and materials for use in class.

Using the subject content

In English pupils learn to:

Listen and Speak:

Pupils learn to listen attentively and to find ways of negotiating consensus and agreeing to differ. Activities could include listening and responding to e.g. radio debates on issues related to Global Citizenship on channels like BBC World or Radio Free Europe.

Read:

Pupils read an increasing range of literary and non-literary texts, which could include texts on matters of global significance and/or written by foreign writers.

Using class activities

English can involve pupils in:

Role-playing:

Pupils participate in dramatic presentations, with topics reflecting their own ideas, global issues or taken from other cultures. Drama can also be a spur for considering how themes and characters' interactions can be translated and interpreted in modern times, eg. Romeo and Juliet and West Side Story, or the racial theme in Othello.

Contd...

Write:

Pupils learn to write for a variety of audiences and purposes and familiarise themselves with choices of forms and styles, e.g. preparing a letter/petition to a Governmental Organisation (UK or foreign) to raise awareness of an issue which pupils decide requires attention, e.g. deforestation, famines, shortages of clean water, stockpiling of food and materials by richer countries, agriculture subsidies for the EU member states, child labour etc.

Discussing/Debating:

Pupils can practise their discussing and debating skills in talking about the global topics that interest them. They will have to construct their arguments paying attention to the facts they present, from which sources they gather information and what kind of language they want to use.

Preparing Reports:

A report on a global topic could involve pupils examining factual texts or literature to see how the issue is perceived from perspectives of time, culture, gender and social background e.g. 'Human Rights' as conceived in Plato's Republic, Aristotle's Politics, Shakespeare's The Tempest, Gaskell's Cranford, Dostoevsky's The Brothers Karamazov.

ENGLISH CURRICULUM AND QUALIFICATIONS: LOCATING EGC

**Key
Stage 3/4**

The Programmes of Study for both KS 3 and KS 4 require that pupils be taught:

Oracy/Reading/Writing:

- take different views into account and take forward other's ideas, e.g. pupils should develop their ability to think and evaluate critically, but also to respect other peoples' values and attitudes
- be given opportunities to consider the origins of words and how words are borrowed from other languages, e.g. focusing on links and interdependencies between languages, nations, cultures and people in general
- talk, read and write for a range of purposes, e.g. in order to explore, explain, describe, argue, persuade and analyse pupils can choose topics that will be relevant to GC
- read materials from a range of sources including texts by Welsh authors writing in English and those from other cultures and traditions that represent their distinctive voices and forms, and other perspectives and subject matter, e.g. these can be a wide range of non-literary texts (autobiographies, biographies, diaries, letters etc.) written by international/foreign writers; as well as a wide range of media and moving-image texts (magazines, newspapers etc.), focusing especially on articles relevant to GC

- distinguish between fact and opinion, bias and objectivity, e.g. considering the importance of objectivity and self-expression through analysis of situations when these are denied (controlled media, censorship, etc).
- write in a range of forms communicating clearly ideas, information, opinions, views, imaginary and real experiences, events and occurrences, using ICT as appropriate, e.g. choosing topics that will be relevant to GC

AS/A Level

Example Specification (2005) – WJEC A Level English Language & Literature

The Specification says that:

- Neither the study of language nor the study of literature can ever be divorced from its context: historical, cultural, social and political.
- Candidates should be able to recognise the bias, the moral outlook, the prejudices, attitudes and values of speakers and writers and to be able to analyse how these are conveyed through the language.
- Areas where pupils can relate to GC:
 - Analysis of Literary and Non-literary Texts, e.g. Joseph Conrad's Heart of Darkness
 - The Language of Literature and Speech – text mainly from 20th Century, e.g. Kazuo Ishiguro's Remains Of The Day

Ideas to get you going...

Reporting World Events (Key Stage 3)

GC Key Concepts: Conflict resolution, Various

Ask pupils to study cropped photographs from scenes in Northern Ireland, Bosnia and Rwanda (from a resource such as British Red Cross Global Links) and discuss what they think is happening. Then show them the full pictures and ask them to comment on how this changes their ideas and perceptions. As a writing task, ask them to 'write up' the story using styles appropriate to different newspapers, such as the Western Mail and the Daily Star. Check pupils' understanding of the target audiences and the variety of appropriate styles.

As an extension activity pupils could compare the reporting of a current world event in different newspapers and on the Internet and critically assess the reports for bias and varying points of view.

African Poetry Workshop: "Imagination is the beginning of creation..." George Bernard Shaw (Key Stage 4)

GC Key Concept: Values and perceptions

Devote a lesson to holding an African Poetry Workshop in which pupils read, write and recite poems from Africa. Use a resource such as www.lcd.org.uk where there are texts and poems about Africa and written by African people. Lead on in a subsequent lesson to a discussion on pupils' perception of Africa and, as a writing exercise, ask pupils to write their own poems using the style and rhythm of the African poets.

Refugees through Literature and Poetry (A Level)

GC Key Concepts: Needs and Rights, Quality of Life

Use the theme of 'refugees and exile' for a piece of coursework, requiring students to consider this theme in works by e.g. Thomas Mann, Franz Kafka, Esther Hautzig (The Endless Steppe) or Bertold Brecht (Concerning the Label Emigrant). This will allow students not only to familiarise themselves with literature from other cultures but also to develop their knowledge and understanding of some difficult and contested concepts.

Education for Global Citizenship in... GEOGRAPHY

Outcomes in the Key Concepts

Studying geography widens and deepens pupil understanding of people, places and environments and how geographical patterns and processes change over time and place

Pupils acquire knowledge, skills and values relevant to numerous **Key Concepts** such as **Interdependence, Sustainable change, Quality of Life, Diversity, Needs and Rights** and **Uncertainty and Precaution**.

Knowledge: about people, places and environments in different parts of the world and about wider geographical themes, seen from a local, regional and global perspective.

Values: acknowledging how changes affect people's lives and how values and attitudes and decision-making impact on the quality of life of present and future generations.

Skills: understanding the complex relationships and interdependence between human development and the global environment

Using the subject content

In geography pupils learn to :

Identify the differences, similarities, and diversity of places which produce global patterns. For example, distribution of resources, economic activity and extreme events such as hazards

Examine the global linkages and interactions between people, places and environments and the resulting interdependences. For example studying global warming, migration, world trade, and sustainability

Develop an understanding of how change affects people's everyday lives including their own in Wales. For example the re-location of call centres from Wales to India

Using class activities

Geography can involve pupils in:

Collecting, analysing and critically evaluating data from different sources to produce unprejudiced explanations and identify issues e.g. using the Peters map projection. Using GIS (geographic information systems) they can explore how the transmission of ideas values and information affects people around the world

Applying decision making and problem solving techniques. For example to evaluate issues of forest exploitation, water shortages or shanty town improvement schemes.

Developing a reflective and critical approach to examining evidence, **and through debate and discussion** challenging negative or stereotyped images as well as developing their own values and attitudes to global issues. e.g. to population migration

GEOGRAPHY CURRICULUM AND QUALIFICATIONS: LOCATING EGC

Key Stage 3

The **Programme of Study** requires that pupils be taught about:

Places

- one less economically developed country
- human features which give rise to the country's distinctive characteristics
- how the country is set within a broader global context and how it is interpreted with other countries
- how the characteristics of development in the country compare with global patterns and how they affect the quality of life of different groups of people

Themes

Themes particularly relevant to global citizenship are

- Population
- Settlement
- Economic activity
- Environmental Issues
- Resource Issues
- Global Environmental Change

GCSE

Example Specification 2005/6 – WJEC GCSE Geography

One of the **Aims** of this Specification is to:
“develop an understanding of global citizenship and the ways in which places and environments are interdependent”

The Specification is divided into two Units:

Unit 1: Physical and environmental aspects of the subject underpinned by the issue of sustainability

Unit 2: Human aspects developing the concept of global citizenship, through the study of: Inequalities, Population movement, International trade.

The Specification also requires a ‘Geographical Investigation’ – this could be on a global topic.

**AS/A
Level**

Example Specification (2005/6) – WJEC A Level Geography

The Specification encourages students to:

- develop an understanding of the interrelationships between people and their environments, e.g. the effects of the migration on both rural and urban areas
- look into the role, values, attitudes and perceptions of people involved in decision-making processes, e.g. how many organisations and individuals are involved in the design of strategies for economic development eg in development of links between Wales and other countries
- Units that are particularly relevant to Global Citizenship are;
 - Unit GG2 Processes and Issues in Human Environments
 - Unit GG4 Geographical Processes and their Management
 - Inequalities in Development and Changing Geographies of Economic Activities
 - Unit GG5 Sustainable Development
 - Sustainability and Food /Water Supply
 - Sustainability and the Natural/Urban Environment

Ideas to get you going...

'You are a consumer; buying in the world market place'

GC Key Concept: Interdependence (Key Stage 3)

Pupils studying different types of economic activity investigate the links between their own lives as a 'consumers' and those of the producers. Pupils keep a weekly 'consumption' diary - 'What have I bought and where has it come from?' Choose two type of products, eg chocolate and a T-shirt or trainers to develop a consequences chain of how consumers in Wales can affect the quality of life of workers in other countries. Use a Trading game for pupils to further develop their own understanding, values and attitudes towards consumer issues in a decision-making context.

'Migration: personal experiences'

GC Key Concept: Interdependence, Needs & Rights, Uncertainty & Precaution (Key Stage 4)

Arrange for pupils studying population movement to interview local people to find out some first hand experiences of migration. This can involve their own families, people who came from other countries to settle in Wales or those who have migrated within Wales or from Wales to other countries, e.g. by approaching a local community group and a St David's Society abroad. Then structure a class discussion on migration to include economic migrants, refugees and asylum seekers; Why do people migrate? Where do they come from? What are the challenges and benefits? Encourage pupils to explore their own attitudes and recognise how some images are stereotypical.

'What is your concept of Development?'

GC Key Concept: Values and perceptions (A Level)

Ask students to consider 'What is meant by 'Development' and how the values and attitudes of different communities influence perceptions of the advantages and disadvantages of development. Provoke discussion through a role play/ decision making exercise of a development scenario, eg for a rural village in Nepal, using information from the Nepal National Parks (www.nepalhmg.gov.np). Conduct a cost benefit analysis comparison of different types of development for the different stakeholders, eg small scale alternative technology, large scale multinational, community initiative, micro finance scheme. Students can then explore how the meaning of development has changed over time and place and debate why some people might consider that 'Development stinks' (Gustavo Esteva).

Education for Global Citizenship in... HISTORY

Outcomes in the Key Concepts

Studying history allows pupils to explore and widen their knowledge and understanding of different historical periods and their influence on life today; to learn how and why events and people have been interpreted in different ways; to consider the causes and consequences of historical events and the connections between them.

Pupils acquire knowledge, understanding, skills and values relevant to most of the **Key Concepts**, including **Interdependence, Citizenship and Stewardship, Needs and Rights, Diversity, Quality of Life, Uncertainty and Precaution, Values and Perceptions, Conflict Resolution.**

Knowledge: of different periods, events and individuals and the interconnections between them; discerning the processes of change and understanding that different interpretations of these can be equally valid; and recognising that issues of basic human needs and rights recur in all periods

Values: respecting the diversity (and similarity) of human experience through history and the different ways people perceive and represent that experience.

Skills: the ability to assess evidence and use it critically; to draw conclusions based on evidence; to look for causes and consequences, similarities and differences and for the causes and resolutions of conflicts.

Using the subject content

In History pupils learn to :

Study periods and themes of world history (eg. migration) which provide opportunities to consider events and individuals and place them in a global context, as part of understanding the processes of historical change.

Link the history of Wales and Britain to world history. For instance, pupils who are learning about the history of coal mining in Wales can be given opportunities to consider the global political and trading structures that contributed both to its rise and decline.

Using class activities

History can involve pupils in:

Using a range of sources and types of historical evidence that they find, evaluate, use and interpret. This promotes pupils' capacity for critical thinking and their ability to challenge bias, stereotypes and preconceptions.

Making connections and comparisons between different periods and events, learning to see a more global picture of the past from different historical perspectives. Links with schools and pupils in other countries can provide opportunities to compare and contrast knowledge and attitudes about history.

Contd...

Examine how developments in the wider world influenced life in Wales.

For example, A' level students studying the early twentieth century could explore the influence of socialist ideals of equality on politics and society.

Bringing history to life! Pupils learn that history is about the lives of real people and this promotes understanding for others. Considering different perspectives on familiar events using first hand accounts can be especially powerful

HISTORY CURRICULUM AND QUALIFICATIONS: LOCATING EGC

Key Stage 3

The **Programme of Study** requires that pupils be taught to:

- Analyse the diversity of people's experience in history and the causes and consequences of events, situations and changes (**Historical Knowledge and Understanding**) KC: Diversity; Quality of Life
- Make comparisons and connections (**Historical Knowledge and Understanding**) KC: Interdependence
- Consider how and why some events, people and changes have been interpreted differently (**Interpretations of History**) KC: Values and Perceptions; Uncertainty and Precaution; Conflict Resolution

The prescribed periods and themes include:

- **Wales in Industrial Britain c. 1760 – 1914** KC: Diversity; Sustainable Change; Quality of Life
- **The Twentieth Century World** (KC: Needs and Rights; Diversity; Uncertainty and Precaution; Values and Perceptions; Conflict Resolution)
- **One** of the set **historical themes**. Those particularly relevant to Global Citizenship include: Explorations and encounters; War and society (KC: Conflict resolution); Revolutions (KC: Needs and rights; Values and Perceptions); Frontiers; Migration and emigration (KC: Needs and rights) and Empires

GCSE

Example Specification (2005/6)– WJEC GCSE History

The Specification requires students to study history on at least two scales. There are **topics** in World history amongst the study topics for the examination. These include: China under Mao Ze dong; South Africa 1960-1994; The Middle East 1919-1990; USSR 1924-1991 and USA 1929-1990.

Students' internally assessed **assignments** can also include topics in World history.

**AS/A
Level**

Example Specification (2004) – WJEC A Level History

The Specification focuses on Welsh/British and European history. A number of the set topics require students to consider links to World history. These include:

- Aspects of the History of Europe 1878-1980 (e.g. ‘international relations’)
- Aspects of the history of Wales and England 1880-1980 (e.g. ‘British foreign policy’)

Ideas to get you going...

Wales and Lesotho: links today and in the past (Key Stage 3)

GC Key Concepts: Conflict Resolution, Needs and Rights

As part of their study of the Twentieth Century World, pupils can look at the relations between these countries today and in the past, reviewing their study of earlier periods of history, and reflecting on the effects that the slave trade, colonialism and the British Empire have had on other countries and on Wales itself. Then they can compare links between Wales and Lesotho today. What are the differences? What are the benefits for these two countries? What are the obstacles and difficulties still to be worked against? A good source of information can be 'Dolen Cymru' (www.dolencymru.com) which provides bilingual education packs.

'Cry Freedom' as a interpretation of Apartheid (Key Stage 4)

GC Key Concept: Needs and Rights

As part of a GCSE topic on South Africa, show pupils the film 'Cry Freedom'. Then lead a class discussion, ensuring that pupils reflect on how the film portrays Apartheid. Does it reflect what pupils have learnt in class? How does the film suggest that black and white people coped with terror and injustice? Does the film-maker want us to think that change in South Africa resulted from the actions of prominent individuals? And how tenable is such a view?

'Romani people and the Holocaust'

GC Key Concept: Needs and Rights, Quality of Life (A Level)

Studying WWII and Nazi Germany, as part of AS/A Level, students can investigate the situation of Romani population in Germany (Sinti). Roma and Jews shared a similar history of repression, expulsion, assimilation and, later, extermination on racial grounds. In 1937, the National Citizenship Law relegated Roma and Jews to the status of second-class citizens, depriving them of their civil rights. Students can take this opportunity to reflect further on the needs and rights of minority groups and discuss how preconceptions and stereotypes can lead to terror and conflict.

Possible references are :www.herts.ac.uk/UHPress/holocaust.html
[www.brad.ac.uk/bradinfo/university/news and views/96-02 nvtebbutt.html](http://www.brad.ac.uk/bradinfo/university/news_and_views/96-02_nvtebbutt.html)

Education for Global Citizenship in... INFORMATION TECHNOLOGY

Outcomes in the Key Concepts

Studying IT allows pupils to develop the skills and understanding to prepare themselves for involvement in a rapidly changing world where activities are increasingly transformed by access to IT. They have rapid access to a wide range of information, ideas and experiences from different people, cultures and societies, allowing them to develop curiosity, initiative and independent learning skills. The contribution of work in IT to the GC **Key Concepts** will largely depend on the teacher's choice of assignments and tasks. In all cases, there is scope to sensitise pupils to the ways in which IT is driving new forms of globalisation and global communication.

Knowledge: how to access large amounts of information and make value judgements on the quality and reliability of the information they have gathered. Develop an understanding of the impact of IT on the world outside school.

Values: understanding that access to information and knowledge empowers people. IT has the potential to offer that access regardless of race, gender or location.

Skills: using IT to support their work in other subjects, while making judgements about the limitations of the use of IT. Using IT resources to access, communicate, handle and exchange information, and using that information to inform their thinking and judgement making about the world about them.

Using the subject content

In IT pupils learn to :

Communicate and exchange information using a range of IT resources to create presentations combining different forms of information.

Handle information in the form of collected data entered into a database/spreadsheet to derive 'new' information in the form of graphs or charts.

Consider:

moral and ethical issues including Internet abuse, the right to individual privacy and data protection;

Using class activities

IT can involve pupils in:

Developing a multimedia presentation or a website on issues of interest and controversy in their locality and inviting comments and comparisons with other regions/countries

Analysing and making predictions from data collected from various international websites e.g. on the effects of 'global warming'

Using international school links and the use of e-mail, to familiarise themselves with data protection, internet-related criminal law etc. as they exist in other countries. Are they the same, similar or different – and why?

social and cultural issues for example, availability, use and access to IT facilities, education and training. Different attitudes to technology, availability of information, and language issues

Using a North-South link to discover how computers and the Internet are used in the partner school and its community. Are cyber-café's more common in Wales or in the other country and why? How might different values and attitudes affect the popularity of websites e.g. Indian matrimonial websites.

INFORMATION TECHNOLOGY CURRICULUM AND QUALIFICATIONS: LOCATING EGC

Key Stage 3

The '**Communicating and Handling Information**' section of the Programme of Study requires that pupils should be given opportunities to:

- work with different kinds of information considering how its characteristics influence its use
- consider the purposes for which information is to be processed and communicated
- discuss some of the social, economic, ethical and moral issues raised by IT

GCSE

Example Specification – WJEC GCSE IT

Specification Aims:

- encourage students to gather, store, process, present and communicate information through activities in a range of contexts, e.g. social (accessibility and availability); cultural (adoptions and attitudes);
- develop understanding of the wider applications and effects of IT, e.g. explaining the impact of IT on global interdependence / discuss the implication of the use of IT for the environment
- should be able to reflect critically on the impact of IT on their own lives and others' considering the social, economic, political, legal, ethical and moral issues, e.g. advantages and disadvantages of IT; national security; international trade; nature of censorship
- understand the provisions of the Data Protection Act 1998; the rights of the data subject, the holder and the exemptions

Education for Citizenship:

- show why and how technology is developed for individuals and organisations, e.g. control systems and interface design for those with disabilities

- make students aware of the impact of technology on the political, economic and leisure spheres locally, nationally and globally, e.g. use of e-business in global design and development, and working from home

**AS/A
Level**

Example Specification (2003)– Edexcel AS/A Level IT

“The international nature of the mechanisms of communication systems based on IT requires both teachers and students to take a worldwide view of the subject”

‘Application of number’: At least one source should be a table, chart, diagram or line graph, e.g. data and examples used can be relevant to GC such as: international debt, fair trade, environmental pollution, poverty rates, population growth

Ideas to get you going...

Using a spreadsheet to analyse life expectancy (Key Stage 3)

GC Key Concept: Quality of Life

Pupils, working in pairs, choose two or three countries and research (from a resource such as the World Bank Atlas) the average life expectancy and other socio-economic indicators in the countries. They design a spreadsheet to present the data (more able pupils might also produce charts and graphs). When the work is complete, pupils present their findings to the class and might consider what can be the reasons and justification for these differences.

Producing an on-line magazine (Key Stage 4)

GC Key Concepts: Various

As a piece of coursework, pupils design and produce an on-line magazine focussing on global issues (e.g. news from around the world; reviews of websites from different countries). Pupils studying other subjects might also contribute material from their work in those subjects (eg. art students- international fashion/art bulletin). Pupils must show that they can use their ICT skills to master the technical side of this project and can handle web design, scanning and other necessary activities.

Reliability, bias and validity of information (A Level)

GC Key Concept: Values and perceptions

As a piece of coursework to cover the requirement to 'present information' in ways appropriate for the intended audience. Using the Internet for research, pupils author a PowerPoint presentation which considers the relationship of the less and more economically developed parts of the world. For example, 'Are poorer countries being exploited by the richer nations by manipulating supply and demand'? They highlight 'misinformation' when evaluating and analysing websites, and make judgements on the validity of information, taking into account the possible cultural, social, economic and political influences on the people preparing the information. They then present their arguments to their intended audience (e.g. tutor/classmates, Welsh Baccalaureate units, Duke of Edinburgh awards, public speaking/debating competitions)

Education for Global Citizenship in... MATHEMATICS

Outcomes in the Key Concepts

The nature of mathematics means that its contribution to Global Citizenship depends on the contexts given to pupils for their mathematical work. The contribution of mathematics to the

Key Concepts will depend on the teacher's selection of issues and materials for use in class.

Knowledge: that mathematics can be used to analyse, interpret and support decision-making on matters of global relevance.

Skills: the ability to apply mathematical approaches to real-world situations.

Using the subject content

In mathematics pupils learn to:

gather, represent, analyse, interpret and present data and conclusions

use mathematical language to communicate information

select and reflect on different approaches and ideas

make and test generalisations

break down complex problems into a series of tasks and provide solutions to questions

Using class activities

Mathematics can involve pupils in:

interpreting sources of information and justifying conclusions e.g. interpret a graph of HIV transmission over time and state whether rates are rising (gradient of a curve)

using international links with other pupils around the world to share, compare/contrast, evaluate and exchange their findings, data and mathematical reasoning

comparing methods from different countries: e.g. Chinese method for finding prime numbers; Russian or Egyptian methods for multiplication; or the Yoruba number system which is based on twenty (as was Welsh)

weighing evidence and developing an awareness of perceptions, misinformation, possible misconceptions, e.g. testing the generalisation that 'Europe is a wealthy continent' by considering GDP figures, this involves data in a variety of currencies that will require conversion before comparison can be made

Contd...



Using mathematical investigation techniques and data to evaluate the statement that developed countries have better environmental protection than less well-developed countries

MATHEMATICS CURRICULUM AND QUALIFICATIONS: LOCATING EGC

**Key Stage
3/4**

The Programmes of study for both KS 3 and KS 4 require that pupils be taught:

“ to use previous experience and related knowledge when considering mathematical or real-world problems”

- Pupils should be given opportunities to:
 - use and apply mathematics in practical tasks, in real-life problems in ways that challenge and extend their understanding, e.g. the relationship between global warming, sea-level rising and coastal flooding
 - undertake purposeful enquiries by formulating questions, identifying the data required, and then collecting, representing, analysing and interpreting it, e.g. investigate alternative sources of energy (compare their efficiency and costs) as a solution to environmental problems
- When studying ‘Algebra’ [KS 3]:
 - pupils should be taught to construct and interpret graphs that describe real-life situations, e.g. the usage of water (in litres) in homes in different countries in comparison to the water resources / use graphs and formulae to describe population trends across the world

**AS/A
Level**

Example Specification (2002)-Edexcel A Level Mathematics

- Aims of the Specification are to encourage candidates to:
 - use mathematics as an effective means of communication, e.g. mathematics as an international language and the universality of mathematics as a means to break down cultural barriers
 - understand the relationship between ‘real-world’ problems and standard and other mathematical models and how these can be refined and improved, e.g. the relationship between age, gender and health in different countries (comparative studies)
 - develop an awareness of the relevance of mathematics to other fields of study, to the world of work and to society in general. e.g. how mathematical findings and data are used by international organisations such as WTO, IMF or NGOs

Ideas to get you going...

International prices (Key Stage 3)

GC Key Concepts: Needs and Rights, Quality of Life

Ask pupils to design and conduct a questionnaire on the prices of common household items, food, house prices, clothes or electronic equipment (CDs, DVDs, electronic games). Use an existing school link (or establish a new one) to enable pupils to distribute the questionnaire and obtain data from another region. If you can gather data from another country this will give pupils an opportunity to convert prices between currencies in order to compare spending habits. Analysing and representing their findings graphically will involve a variety of mathematical skills, and discussing the results will help pupils to become more aware of other people's lives in different areas or countries

Mathematics for global issues (Key Stage 4)

GC Key Concepts: Various

Topics related to global citizenship, such as international debt, fair trade, environmental pollution, life expectancy, poverty rates or population growth provide a rich source of real-life data for work related to gathering, representing and analysing data. Analysis of the impact of exchange rates on the cost of items in countries visited by the pupils could help to promote pupils' empathy and understanding for others. Work in shape, space and measures would be enriched by including an analysis of the characteristics and meanings of iconic patterns from various cultures.

Mathematics and its diverse roots (A Level)

GC Key Concepts: Diversity, Interdependence, Quality of life, Uncertainty and precaution

The history of mathematics can provide some rich insights into the international roots of mathematics and the contribution of different cultures to modern-day mathematics. Discussion of the work of eminent mathematicians from different countries over the centuries will help students to understand that mathematics is a universal language that has developed across cultures in an interdependent way.

Analysis of data relating to the spread of AIDS in different countries can be the focus for much statistical and graphical work, providing opportunities for students to model real-life data, to hypothesise and to compare the rates of increase, and to study any correlation with birth rates, for example.

Education for Global Citizenship in.... MODERN FOREIGN LANGUAGES

Outcomes in the Key Concepts

Through studying MFL, pupils discover that people in other parts of the world use sounds, words and language patterns that are different to those of Welsh and English. Pupils also develop understanding of countries and communities that speak the target language.

Pupils acquire knowledge, values and skills relevant to the Key Concept of **Diversity** and many of the **other Key Concepts**:

Knowledge: knowing that people in the world speak various languages and have differing ways of life and outlooks

Values: respecting and valuing other peoples' languages, ways of life and outlooks

Skills: the ability to speak another language and adapt to other ways of life

Using the subject content

In Modern Foreign Languages pupils learn to:

Participate in real (or imaginary) situations using other countries as contexts for acquiring or practising language. For instance, key language about the home can be learnt and practised in the context of talking about homes in other countries (eg. in Spanish, pupils could talk about a shanty home in Mexico).

Understand the way of life, the culture, the people and communities where the language is spoken. Eg. both Pakistan and India can feature in Panjabi lessons, whilst French lessons could include learning about France, Tunisia or Cameroon.

Understand global issues as perceived by speakers of the language. For instance, German lessons can provide opportunities to explore German approaches to nationality and immigration or environmental issues.

Using class activities

Modern Foreign Languages can involve pupils in :

Role-playing by pupils in pairs, in groups or in front of the whole class. Teachers can design role-playing experiences with a Global Citizenship relevance. For instance, pupils could practice key language about travelling to school by playing roles of children in different countries with different types of journey to school.

Games to provide a fun context for practising language. Many games that teachers use could be adapted to include a Global Citizenship relevance.

Links with schools and pupils in other countries For instance, pupils can be given opportunities to establish pen-friend relationships (by post or e-mail) with children in countries that speak the language, for example in Africa or South America. Such e-mail projects can concentrate on some

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specific issues, e.g. Human Rights or the Rights of the Child. Pupils can share their thoughts and experiences regarding rights and responsibilities and can examine what are the differences and similarities in various countries.

MODERN FOREIGN LANGUAGES CURRICULUM AND QUALIFICATIONS: LOCATING EGC

Key Stage 3

The **Programme of Study** requires that in ‘The Cultural Awareness section, pupils be taught to :**“Develop their knowledge and understanding of other countries and cultures:**

1. Through working with authentic materials from the countries or communities of the target language, including the use of ICT
2. Through communication with native speakers
3. By considering their own culture or cultures and comparing it with the cultures of the countries and communities where the target language is spoken
4. Through knowledge of the experiences and perspectives of people in these countries and communities.”

GCSE

Example Specification (2004) – WJEC French / German / Spanish

“The International World” is one of the 5 ‘broad contexts’ for pupils’ Key Stage 4 study. The specification content includes 10 ‘topics’. The following topics are particularly relevant to Global Citizenship:

“Environmental issues, including weather and seasons, pollution, recycling

Social issues, including homelessness, crime, drugs, healthy living, injuries and accidents, religion, politics

Life in other countries, including people and personalities abroad, global issues and events, how people spend their leisure time, travel and tourism.”

**AS/A
Level**

Example Specification (2004) – WJEC French / German / Spanish

The specification content comprises 6 topics, all of which have relevance to Global Citizenship:

- (a) Leisure, tourism and travel, sport, hobbies, entertainment.
- (b) School, Further Education, Higher Education, training and careers
- (c) Problems of young people, relationships, gender issues, drugs, Aids,
- (d) Contemporary target language countries, including current affairs, EU, world of work, employment/unemployment, immigration
- (e) Media, including newspapers, radio and television, advertising, new media.
- (f) Environmental issues, including energy, conservation, pollution, transport

(all to be studied with specific reference to target language countries as appropriate)

Ideas to get you going.....

Talking about CO2 production in German (Key Stage 4)

GC Key Concept: Sustainable Change

Give pupils a graph or table of CO2 emissions by different countries. Use an activity to practise key language such as: wieviele Tonnen Kohlendioxyd produziert Deutschland/China? Ist das hoch, niedrig oder mittelmässig? Höher, niedriger als (Frankreich); die höchste/niedrigste Produktion; Wo ist die Verschmutzung am besten/ am schlimmsten, etc. Linked to this activity, revise the numbers, countries and the comparison of adjectives.

Urdu's relationship to other languages (Key Stage 4)

GC Key Concept: Interdependence

Extend pupils' vocabulary range by regularly checking their knowledge of synonyms, eg. daam – qimat; rishtedar – aziz; nirala – ajib-o-gharib; bantna – taqsim karna. Can pupils identify which words are also used (perhaps by other pupils in the school) in Panjabi/Gujerati/Hindi? Which forms do pupils think come from Arabic/Persian? Build on this knowledge of Urdu's links to other languages when you come to discuss with pupils how and where the Urdu language developed.

HIV in Francophone Africa (A level)

GC Key Concept: Quality of Life

Choose some authentic material in French about HIV infection in a French-speaking country in Africa (Try the WHO website <http://www.who.int/en/> or look out for an article in a magazine such as Jeune Afrique). Exploit the text with students and then lead a group discussion, practising language such as: centaines/milliers/millions (de séropositifs/malades); disponibilité/coût des préservatifs/médicaments; coutumes, moeurs et croyances; milieu urbain/rural; défis, échecs, réussites (du gouvernement, de l'ONU) etc.

Education for Global Citizenship in... MUSIC

Outcomes in the Key Concepts

In music, pupils perform, compose, and appraise. Music has most potential to contribute to Global Citizenship if teachers plan a rich diet or repertoire of music from around the world. Pupils relate music, where appropriate, to its social, historical and/or cultural background.

Pupils can acquire knowledge, skills and values relevant to the **Key Concepts of Interdependence, Diversity, Quality of Life and Values and Perceptions.**

Knowledge: performing and listening to music of varied genres and styles, from different periods and cultures, composed for different media and for various purposes

Values: Understanding that music moves people, respecting the diversity (and similarity) of music across cultures and traditions

Skills: the ability to perform, compose and appraise music and relate it, where appropriate, to its social, historical and/or cultural background

Using the subject content

In music pupils learn to :

Perform and listen to the music of Wales. For example, through learning Welsh folksongs, pupils become aware of the oral tradition of folksong common to many parts of the world.

Perform and listen to music from different cultures. Through practical activities, pupils explore the creativity and diversity of world music, e.g. Indonesian gamelan; South American pipes; Indian raga; African drumming.

Explore different aspects of popular music. For example, through singing and playing reggae and blues, pupils explore how Afro-Caribbean music has contributed to rock and pop, and how rock and pop has developed in different social and ethnic contexts (e.g. Bhangra).

Using class activities

Music can involve pupils in:

Playing instruments, scales and rhythms from around the world. This can include performing or improvising music in different styles. (Is it possible to capture the 'feel' of Sitar music on a guitar? Why/why not?)

Reflecting on how music moves people and prompts reactions. For example, consider why some countries attempt to ban Western pop music; reflect on pupils' own reactions to music from unfamiliar traditions.

Attending concerts and recitals of music from around the world. Schools can take advantage of local events (e.g. the International Eisteddfod) or invite musicians or bands (e.g. overseas students from a local university) to visit.

MUSIC CURRICULUM AND QUALIFICATIONS: LOCATING EGC

Key Stage 3

The **Programme of Study** specifies that the repertoire chosen for performing and listening should:

“include examples taken from the European ‘classical tradition’ from its earliest roots to the present day, folk and popular music, the music of Wales and other musical traditions and cultures.”

Pupils should be taught:

- **In performing:**
 - to play a wide range of instruments
- **In composing**
 - to compose and arrange music in response to a wide range of stimuli
- **In appraising**
 - to listen attentively and analyse music critically, showing an understanding of style and an ability to relate it, where appropriate, to its social, historical and/or cultural background
- Within the **musical elements**, examples relevant to GC include:
 - “various scales and modes; rhythm; quality of sound produced using voices, instruments and other sources in a variety of ways; distribution of instrumental and/or vocal sounds”

GCSE

Example Specification (2003) – Edexcel GCSE Music

The specification ‘recognises that we live in an age of cultural diversity and the areas of study cover a wide range of music: classical music, world music and popular music

Areas of Study which can be related to the Key Concepts of Diversity and/or Interdependence are particularly:

- **Area of Study 3/ Popular song in context:**
 - blues, reggae, etc
- **Area of Study 4/ Rhythms, scales and modes in music from around the world:**
 - gamelan music, Indian raga, African drumming, music which draws together at least two different cultures

Paper 3 (Listening and Appraising) requires pupils to understand “how and why musical styles and traditions change in different times and places”

Musical vocabulary relevant to Global Citizenship includes:

- Pitch: slendro and pelog (gamelan); raga (Indian)
- Timbre: sitar, tambura (Indian); gong, rebab (gamelan); djembe (African)
- Style: Bhangra, ska

**AS/A
Level**

Example Specification (2003) – Edexcel AS/A Level Music

The Areas of Study for this specification include:

- World music (including Northern India; Bali and Java; Caribbean; Celtic folk; African drumming and salsa)
- popular music and jazz

The Composition topics prescribed for students include :

- Fusions
- Music for Film and Television

Ideas to get you going...

Getting acquainted with 'world music' (Key Stage 3)

GC Key Concepts: Values and Perceptions, Quality of Life

Set a task in which pupils listen to and research a type of 'world music', then perform and/or compose some music in a similar style. Pupils should present to the class both the original music from which they have taken their inspiration and their own musical piece based upon it. Pupils could use CDs of world music, programmes on radio and TV, and the BBC website: www.bbc.co.uk/radio3/world/onyourstreet

The context of reggae (GCSE)

GC Key Concepts: Values and Perceptions, Quality of Life

Through performing and listening, pupils investigate the principal musical features of reggae, e.g. the quadruple rhythmic structure with missing beats; the use of the blues scale, etc. Reggae is the product of a particular social and cultural context. Pupils learn about the links between reggae and Rastafarianism, and become aware of the topics used in reggae lyrics, eg. poverty. Encourage pupils to think critically about some of the stereotypes and prejudices they encounter in these lyrics.

Indian Film Music (A level)

GC Key Concepts: Interdependence, Values and Perceptions

Students choosing '*music for film and television*' as a composition topic might focus on Indian film music as their stimulus. In preparing for their composition, students should appreciate the real constraints on composers imposed by the Bollywood film context. (e.g. the tastes of Indian audiences; the role of music in marketing films, etc.). Students should also appreciate how, within these constraints, musicians innovate widely and fuse different musical styles. (Indian film music takes from Indian folk music, ghazals, Western jazz, rap, disco, etc.) Following their research, students should compose music suitable for an excerpt of Indian film.

Education for Global Citizenship in.... PERSONAL & SOCIAL EDUCATION

Outcomes in the Key Concepts

Schools in Wales are now required to provide Personal and Social Education for all registered pupils of compulsory school age. Schools should base their provision on the PSE Framework published by ACCAC in 2000.

PSE is a common requirement running through all the national curriculum subjects. Pupils can work towards the learning outcomes below, in relation to Education for Global Citizenship, not just in timetabled 'PSE lessons' but in all subjects – as indicated elsewhere in this Curriculum Map.

Pupils acquire knowledge, skills and values relevant to numerous **Key Concepts** such as **Interdependence, Sustainable change, Quality of Life, Diversity, Needs and Rights** and **Uncertainty and Precaution**.

Knowledge: understanding of the universality of human rights and needs

Values: recognise that they have an active role to play in their communities and the wider world

Skills: be aware of their own and other people's views, needs and rights and develop their ability to empathise with others experiences and feelings

Using the subject content

In PSE pupils develop:

Attitudes & Values

Pupils should value cultural diversity and respect other people, e.g. pupils might prepare project: 'the World tomorrow' – a written form, digital message, story telling etc. What can I do today to change/influence tomorrow? They might focus on human/cultural change, environment and/or personal aspects.

Skills

Pupils should be able to express their own views and listen to others' viewpoints e.g. how other cultures pay respect to others, who speaks first-when and why? How different rules/customs influence the communication?

Using class activities

Can involve pupils in:

Discussions/Debates:

Pupils might prepare discussion on topic important to them (e.g. GM food). They will need to resolve conflict and negotiate agreement, taking into consideration different views and opinions.

Role-playing:

Pupils might imagine themselves moving to other country. It might take a different scenario, e.g. a person forced to migrate because of political/social situation; an economic migrant; OR for purpose of education. What would be the differences and why?

Contd...

Knowledge & Understanding

Pupils should be aware of other cultures, contemporary issues and environment e.g. Pupils might collect information, messages from media and look for stereotypes and prejudice. Why do these exist? How can we challenge them?

Extra-curriculum activities:

During the PSE activity day pupils may discuss what they have learnt in other subjects about GC. What should be changed within their school, home, and community to reflect and contribute towards the Key Concepts?

Learning Outcomes from the ACCAC Framework that are particularly relevant to Education for Global Citizenship are set out below:

**Key
Stage
3/4**

Attitudes and values:

- Show care and consideration for others and their property and be sensitive towards their feelings.
- Have respect for themselves and others.
- Value cultural diversity and equal opportunity and respect the dignity of all.
- Be disciplined and take responsibility for actions and decisions.
- Be moved by injustice, exploitation and denial of human rights.
- Develop a sense of personal responsibility towards the environment and a concern for the quality of life both in the present and the future.
- Have a sense of personal responsibility towards the environment and be committed to live and act sustainable (KS4)

Skills:

- Communicate confidently one's feelings and views and maintain with conviction a personal standpoint.
- Critically evaluate others' viewpoints and messages from the media.
- Appreciate, reflect on and critically evaluate another person's point of view. (KS4)
- Empathise with others' experiences and feelings.
- Use a range of strategies to resolve conflict.
- Make moral judgements and resolve moral issues and dilemmas.
- Make reasoned judgements.
- Take part in debates and vote on issues.

Contd...

Knowledge and understanding:

Social Aspect

- Understand cultural differences and recognise expressions of prejudice and stereotyping.
- Recognise and know how to challenge expressions of prejudice and stereotyping. (KS4)

Community Aspect

- Understand the nature of local, national and international communities with reference to cultural diversity, justice, law and order and interdependence.
- Know how democratic systems work and understand how individual citizens, public opinion, lobby groups, and the media can contribute and have an influence and impact. (KS4)
- Have a developing global awareness of contemporary issues and events including human rights and sustainable development. (KS4)

Emotional Aspect

- Know how to resolve conflict and negotiate agreement.

Spiritual Aspect

- Be aware of their character, strengths and weaknesses.
- Have insight into their beliefs and values in the context of those in society and propagated by the media.
- Know how their beliefs and values affect their identity and life style. (KS4)

Moral Aspect

- Recognise moral issues and dilemmas in life situations.
- Know what they believe to be right and wrong actions and understand the issues involved.
- Be aware of the factors involved in making moral judgements. (KS4)
- Identify a set of values and principles by which to live. (KS4)

Vocational Aspect

- Understand a range of economic and industrial issues related to their role as consumers and future providers and their responsibilities in personal finance. (KS4)

Contd...

Environmental Aspect

- Understand the interdependence of global systems and the effects of natural processes and human development.
- Understand the key issues of sustainable development, including actions that will improve the quality of life now without damaging the planet for the future.
- Know about the main global issues which pose a threat to the environment. (KS4)
- Know how to live and act sustainably and how to participate in collective decisions to live and act sustainably.(KS4)

Ideas to get you going...

'Voting systems and rights'

GC Key Concepts: Citizenship & Stewardship, Needs & Rights

Pupils studying how democratic systems work and issues relating to democracy, such as voting, might consider why political participation is important and why and how denying these rights affect individuals and societies. Pupils might consider how e.g. women or ethnic minorities have been excluded from the system and why. Pupils might discuss the development of Women's suffrage and the rights of women to vote and to stand for election by comparing different countries (e.g. Kyrgyzstan since 1918 and Switzerland since 1971). Also the attitudes to ethnic minorities and their rights to citizenship and voting in e.g. Slovenia or Latvia - what are the consequences for democracy and human rights?

Education for Global Citizenship in... PHYSICAL EDUCATION

Outcomes in the Key Concepts

Studying PE gives pupils an opportunity to become acquainted with different forms of physical activity, sports and dances popular in other countries, and how they are affected by cultural, social and historical contexts.

Pupils acquire knowledge, skills and values relevant to the **Key Concepts of Interdependence, Diversity and Values and Perceptions.**

Knowledge: about different activities, sports and dances from other countries, and what role and significance they have in different cultures

Values: a commitment to an active lifestyle, as a citizen of a developed, 'affluent' society

Skills: physical skills and techniques – which can cross boundaries of culture or place

Using the subject content

In PE pupils learn to:

Participate in sports and physical activities and see how they are affected by context. E.g. playing 'winter' and 'summer' sports and considering how climate affects their global popularity; performing dances from different cultures and places.

Understand the cultural and social significance of sports. Pupils can recognise how influential sport can be and how it can help construct national identity. Global examples can be introduced in relation to pupils' own PE activities, e.g. running (Kenya, Morocco); cricket (South Asia, West Indies). Make connections and comparisons of sports in Wales with those in other countries e.g. when welcoming a visiting school sports team from abroad.

Using class activities

PE can involve pupils in:

Preparing and performing dances from other countries and cultures. Pupils can widen their knowledge of different forms of dances from other cultures e.g. Thai, Bhangra, Masai and can look for similarities and parallels.

Participating in various sports and games of other nations. Pupils can try to play games that are popular or invented in other countries, e.g. lacrosse, American football, handball.

Organising a Sports Day or 'Festival' during which pupils can take part in 'international' games, present various dances and promote not only healthier lifestyles but also tackle issues of exclusion in sport based on gender, race, religion or disability.

PHYSICAL EDUCATION CURRICULUM AND QUALIFICATIONS: LOCATING EGC

Key Stage 3

The Programme of Study :

Areas of activity that can be relevant to GC include:

- The '**Dance**' section
pupils should be taught set dances from different traditions, times and places
- The '**Outdoor and Adventurous Activity**' section :
pupils should be given opportunities to take some responsibility for self, other and the environment

Key Stage 4

The Programme of Study requires that pupils:

“Through physical activity should be helped to acquire respect for themselves and others”

Areas of activity that can be relevant to GC include :

- The '**Dance**' section
pupils should be taught dances selected from distinct cultural dance forms e.g. folk or social dances from other countries such as Aboriginal, Vietnamese Lion's dance, Thai, Masai

AS/A Level

Example Specification - WJEC A Level Physical Education

- This specification encourages candidates to:
 - develop critical appreciation of historical, social, cultural and moral contexts that give meaning to participation and performance in physical activity
 - understand local, regional and national provision for participation in physical activity in the context of global trends
- Modules that are particularly relevant to GC:
 - **PE3: Participation and Performance in Physical Activity: Historical, Social, Cultural and Moral Issues**
All 11 sections are wholly relevant to GC, with emphases on understanding the present from a study of the past; the distinctiveness of historical and cultural accounts; social and cultural processes; issues of class, gender and race; values underpinning the health of the nation; access to sport and elite performance; lessons learned from the organisation of global sport.
 - **PE4: Exercise, Health and Fitness**
determinants of health status; lifestyle issues; the role of diet in a healthy lifestyle; society promoting images of a healthy body in a consumer culture; lifelong choices

- **PE6: Participation in Physical Activity: Thinking globally, Acting Locally**

All 8 sections are wholly relevant to GC including thinking globally; cultures providing opportunities for equitable access to participation and excellence; diversity of opportunity; Case Studies in participation including those from the UK, France, Spain, Germany, Italy, America, Australia, Cuba, Asia, Africa; the impact of global competition; how global issues can offer space for local transformation

Ideas to get you going...

Aboriginal games and sports

GC Key Concept: Diversity, Values and perceptions (Key Stage 3)

As part of a carousel of PE topics, provide sessions involving pupils in aboriginal games and sports. Pupils could also help prepare various tools and equipment needed to perform these games. The games could include hoop dancing, lahal (stick game) or gorri (bowl-ball or disc game) Try to ensure that pupils not only see and try out games from aboriginal cultures, but also reach positive learning outcomes in terms of understanding and appreciating 'difference', diversity and the global variety of sporting activities.

'Sport – is it for everyone?'

GC Key Concept: Values and perceptions, Quality of life (Key Stage 4)

Involve pupils in planning and performing a collaborative activity in which everyone's participation and performance matters (e.g. a circuit, a team pentathlon etc.). Ensure that pupils analyse their own performance and help each other to participate. Building from this activity, ask pupils to discuss how some groups of society are affected by or disadvantaged in different activities – for example women, disabled people, people from some cultural backgrounds. To what extent can we say that the Paralympics, Gay Games etc. show that sport at a global level is truly inclusive?

'Violence and Sport – what is the relationship?'

GC Key Concept: Values and perceptions Needs and Rights (A Level)

As a research assignment, ask students to draw together information in the area of violence within sport and the role of sport in crime and violence prevention. Then ask students to discuss the ethical issues raised where they see the limits of what is acceptable and what is not. Does the violence within the rules make some sports morally unacceptable? How can sports and different forms of physical activity strengthen communities by bringing people together, preventing social exclusion and be used as a positive alternative to anti-social behaviour? Investigate and discuss initiatives and campaigns such as 'Soccer for Peace' in Colombia or 'Dreams & Teams' programme run by the British Council OR the 'Show Racism the Red Card' campaign in Britain or In 2004 Pakistan v India cricket series after 15 years as a process of reconciliation and reconstruction of relations between these two countries.

Education for Global Citizenship in... RELIGIOUS EDUCATION

Outcomes in the Key Concepts

In Religious Education pupils develop their skills in making links between the beliefs, teachings and practices to understand the influence of religion on the lives of individuals, communities and society. They should explore fundamental questions that affect all humanity and be given opportunities to explore their own and others' perspectives of these and other global issues.

Pupils acquire knowledge, skills and values relevant to many of the **Key Concepts**, including **Diversity, Quality of Life** and **Values and Perceptions**:

Knowledge: of the influence religion has on the lives of individuals, communities and society and of religious perspectives relating to fundamental questions

Values: respect religious diversity and recognise and evaluate varieties of religious and spiritual experience and moral decisions

Skills: explore fundamental questions that affect all humanity, ask focused questions about religion and/or moral issues from the perspective of specific religions

Using the subject content

In Religious Education pupils:

Study beliefs, teachings and practices of Christianity and the other religions which provide opportunities to consider how individuals and communities express religious commitment, identity and belonging. E.g. a comparison of a local Christian teenager and a Christian teenager in South America or Africa or a local Muslim teenager with a Muslim from Saudi Arabia.

Consider fundamental questions, such as injustice and exploitation, from the perspective of specific religion(s) and from pupils' own perspective. E.g. the participation of churches in the Jubilee campaigns to reduce the indebtedness of developing countries.

Using class activities

Religious Education involves pupils in

Using a variety of informed (religious) sources to begin to draw reasoned conclusions about fundamental questions. E.g. pupils should explore how specific religions respond to issues concerning peace, conflict resolution, suffering, justice, prejudice etc.

Using the links between the beliefs, teachings and practices to present a coherent understanding of what it means to be a practising adherent. E.g. pupils can visit local places of worship and investigate how peoples' religion influences the way they respond to suffering locally and globally.

Contd...

Consider the importance of taking responsibility for the natural world and living things, from a religious and personal perspective. E.g. having explored religious and/or moral responses to a specific 'Global Issue'. Pupils might also consider how their own experiences, actions and opinions might affect their own lives and the lives of others, e.g. buying Fair Trade products or finding out why teenagers take a year out to work in a developing country.

Bringing Religious Education to life! Pupils learn about real people; people whose religious beliefs and values help them to respond to difficult fundamental questions and moral issues and people who are searching for meaning in their lives. Through similar investigation pupils are encouraged to explore difficult questions and moral issues on a global scale and respectfully draw their own reasoned conclusions.

RELIGIOUS EDUCATION CURRICULUM: LOCATING EGC

Religious Education is a part of the basic curriculum which is statutory for all registered pupils. All maintained secondary schools (including community, foundation and most voluntary controlled schools in Wales) are expected to follow the requirements of their locally agreed syllabus. Voluntary aided schools and some voluntary controlled schools, however, will provide religious education in line with their trust deed or practice followed before the school assumed its present status and may receive guidance from diocesan authorities. Whichever syllabus a school follows it is likely to contain aspects of religious education with opportunities to provide Education for Global Citizenship.

ACCAC Guidance for Local Education Authorities and Agreed Syllabus Conferences in Wales (2001) includes 'An Exemplar Framework for Religious Education' which identifies aspects of religious education that are generic to most agreed syllabuses in Wales. The table below illustrates how that Exemplar framework allows opportunities for exploring the Key Concepts

Diversity	<p>In relation to the beliefs, teachings and practices of Christianity and the other principal religions studied pupils should be taught about:</p> <ul style="list-style-type: none"> • religious commitment, identity and belonging. <p>Pupils should be taught to :</p> <ul style="list-style-type: none"> • describe and give explanation for the similarities and differences across religions and/or between the religious traditions within a religion.
Interdependence	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> • evaluate how various aspects of religion influence the lives of individuals, communities and society.

<p>Values and Perceptions</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • contemporary debates about how religions view the natural world and value living things. • religious people’s beliefs, feelings, opinions and actions that affect and influence their lives <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • draw on a range of religious knowledge in order to present arguments for and against a variety of religious issues • reflect on the difficulties involved when considering the fundamental questions of life • recognise and evaluate (varieties of religious and spiritual experience and) moral decisions that might affect their own lives and the lives of others.
<p>Citizenship and Stewardship</p> <p>Sustainable Change</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • ways in which individual religions acknowledge the importance of taking responsibility for the natural world and living things. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • consider a variety of responses to religious and moral issues and draw their own conclusions based on reasoned argument and evidence.
<p>Quality of Life</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • difficult fundamental questions that concern all humanity, and the ways in which religions respond to these questions.
<p>Needs and Rights</p> <p>Uncertainty and Precaution</p>	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> • ask focused questions about religion and/or moral issues from the perspective of specific religions and from their own perspective.
<p>Conflict resolution</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • situations of conflict and reconciliation between individuals and groups informed by relevant religious teachings.

Ideas to get you going...

Religion Wales and the World (Key stage 3)

GC Key concepts: Diversity, Values and Perceptions

Pupils carry out research in the local community to find out why and how a specific festival / event is celebrated. They could visit a local place of worship and speak to local leaders and adherents. For example, they could make a study of Christmas/ Easter; Eid ul Fitr / Eid ul Adha or a Sikh marriage. Their questions should not only focus on the beliefs, teaching and practice of the religion/ denomination studied, but also on religious commitment and the influence the festival/event has on believers' lives. Pupils then carry out research to find out how people celebrate the same religious festival/ event, often differently, in other parts of the world.

(An example of a Sikh girl from the UK visiting the Punjab to attend a wedding is to be found in <http://www.globalgang.org.uk/reallife/rooted2/benise1.html>)

Responses to suffering (Key stage 4)

GC Key concepts: Values and Perceptions, Quality of life

Use case studies to encourage pupils to understand that suffering is not always seen in very negative terms, but that (religious) people sometimes see their own suffering as an opportunity to relieve or prevent other people's suffering.

Divide pupils into groups to use the Internet, library, news items to research the suffering and actions of people in different parts of the world and explore people's different values and perceptions, for example: Awa age 12 speaks against the war in Cote d'Ivoire (West Africa) .(www.unicef.org/voy/explore/education/explore_223.html has some details about her life and about others who are campaigning for the right to be educated)

Invite pupils to decide on a creative way to deliver a group presentation on their findings, e.g. through drama, art or PowerPoint to illustrate how religious belief has inspired the actions of individuals they have researched

Rosh Hashanah and Yom Kippur (Post 16)

GC Key concepts: Values and Perceptions, Conflict Resolution

Discuss with pupils how during Rosh Hashanah Jewish people prepare themselves for Yom Kippur by asking people they have wronged during the year for forgiveness and how during this time they also ask God to forgive them. Arrange pupils, in groups, to consider why conflict resolution and forgiveness is so important, from a religious and personal point of view. Give out large pieces of paper with different fundamental questions on the top of each, for example: *Is it important to say sorry? Why?; Can arguments be resolved? How?* Each group discusses each question raised, agrees and writes a response. Sheets are displayed for all to review. Groups are now asked to apply the principles they have described to an actual situation of world conflict, identify who is involved and suggest how that conflict might be resolved by drawing up a 'What should happen next' mind map.

Education for Global Citizenship in... SCIENCE

Outcomes in the Key Concepts

Science develops pupils' understanding of the complex relationship and interdependence between human beings and the world around us.

Pupils acquire knowledge, skills and values relevant to most of the **Key Concepts including Interdependence, Citizenship and Stewardship, Needs and Rights, Diversity, Quality of Life, Values and Perceptions and Sustainable Change.**

Knowledge: of living organisms, life, chemical and physical processes, including energy transfers that constitute and influence life on the Earth (and beyond), including both short and long term effects.

Values: appreciating diversity and understanding interdependence and the mutual responsibility that we all share for the world around us

Skills: the ability to recognise the benefits, drawbacks and risks of applications of scientific developments and their effects on the quality of life of individuals, and on the world around us. An awareness of how, and why, decisions have to be made about applications of science, and the social, economic and environmental effects of such decisions.

Using the subject content

In science pupils learn to:

Consider the competing social, economic and environmental demands on energy requirements including the uses of, and need for, a wide range of energy resources, recognising that that some energy resources are renewable and some are not.

Examine and evaluate the universality of human needs (such as food, water and shelter). They compare the availability of food, clean water and clear/fresh air and building materials in different countries and the effects of this availability on people's lives.

Using class activities

Science can involve pupils in:

Using scientific communication skills to collect and present data which informs development issues eg

- to compare a typical food diet in the UK with a diet in other countries/developing countries; identifying similarities and differences
- research a scientific development that has had a large impact eg on a world scale the biological control of mosquitoes to reduce the spread of malaria or more local scale the fluoridation of public water supplies in Anglesey,

Contd...

Consider a range of scientific developments and ethical and moral aspects of their uses. They learn that people and countries can use the outcomes of some scientific research for good or bad purposes

Using investigative skills to carry out controlled tests eg

- to develop a simple way of purifying water on a small scale
- to test the nutritional qualities of foodstuffs available in different areas of the world.

Discussion and debate using their scientific knowledge and understanding to inform their opinions, their values and attitudes about issues that affect the quality of people's lives eg

- draw up plans for the siting of a multinationally owned chemical plant near to a town
- debate the role of a scientific development eg in biological warfare, cloning, eugenics, extinction of certain species, pollution, or selective breeding to produce crops that can withstand various environmental conditions

SCIENCE CURRICULUM AND QUALIFICATIONS: LOCATING EGC

Key Stage 3

The **Programme of Study** requires that :

Pupils' work in science should enable them to relate their scientific knowledge and understanding of applications of science, to consider how these influence the quality of their lives, and the benefits and drawbacks of such developments in a range of contexts.

Pupils should be provided with opportunities

In **Life Processes and Living things**

- to consider how application of our knowledge of life processes, for example in medicine, influence the quality of our lives.

In **Materials and their Properties**

- to relate their knowledge and understanding of materials and of chemical reactions to familiar phenomena and to things that are used every day.

In **Physical Processes**

- to relate their knowledge and understanding of physical processes to familiar phenomena and to applications, including things that are used every day.

**Key
Stage 4**

The **Programme of Study** requires that:
Pupils' work in science should provide them with opportunities to study the applications of scientific knowledge and with opportunities to consider the effects of these applications on the lives of individuals, and on other living things and the environment.

In the **Scientific Enquiry Nature of Science)**

- to recognise that scientific controversies arise from different interpretations and emphases placed on information
- to consider the ways in which scientific ideas are affected by the social, political and historical contexts in which they develop, and how these contexts may affect whether or not the ideas are accepted

In **Life Processes and Living Things**

- to consider how applications of our knowledge of life processes, for example advances in genetic engineering, might influence our lives. They should consider the social issues and ethical dilemmas posed by such developments.

In **Materials and their Properties**

- to apply their knowledge and understanding to familiar phenomena and materials, and to study how applications of chemical reactions enable new materials to be manufactured. They should consider the positive and negative impacts of chemical processes in social, economic and environmental contexts.

In **Physical Processes**

- to study physical processes and phenomena in a wide range of contexts. They should consider competing social, economic and environmental demands on energy requirements.

**AS/A
Level**

Example Specification – OCR A Level Science

- Specification Aims:
 - recognise the value and responsible use of science in society;
 - recognise that science is a human endeavour that interacts with social, economic and industrial matters;
- Make a presentation about a complex subject, using at least one image to illustrate complex points. (*Topics relevant to GC*):
 - ✓ agriculture in Pakistan
 - ✓ the structure of a tropical rain forest
 - ✓ deforestation of tropical rain forests
 - ✓ water in the natural world

Ideas to get you going...

Improving the environment – international database

GC Key Concepts: Quality of Life, Sustainable Change (Key Stage 3)

Use the school's existing North-South link (or establish a new one) as a basis for collaborative work to establish an internet database of projects for environmental protection and conservation of resources located around the school and its partners school in the South. These could be projects that the school itself is involved with, or projects taking place in the locality. Ensure that pupils' entries on the database detail the science behind each project.

Scientific misconduct – class debate (Key Stage 4)

GC Key Concepts: Values and Perceptions, Conflict Resolution

Ask pupils to prepare for and then participate in a debate on the "This Class /believes that scientific discoveries have been misused in the case of..." model. Some pupils can be involved in preparing and making presentations on either side of the argument. Other pupils will 'intervene' in the debate, asking questions and assessing the answers they receive. Possible topics for the debate could include:

The Three Gorges Dam in China (completed 2003)

Abdul Qadeer Khan and nuclear proliferation

Development of GM crops with in-built pesticide resistance

the Baltimore case (David Baltimore- awarded the Nobel Prize in 1975) in the field of immunology.

Focus the final presentations and class vote around distinguishing between simple error, misconduct and incompetence in science.

Advanced genetics – threat or opportunity? (A Level)

GC Key Concepts: Sustainable Change, Values and Perceptions

Involve pupils in an exercise which would require them to collect, interpret and present scientific information (scientific articles, graphs, tables of data etc.) on genetic engineering and gene expression. This might lead to a discussion on human and animal cloning (also therapeutic cloning) or GM plants. Pupils will be divided into two groups, one presenting the advantages, the other the disadvantages of developing transgenic organisms. They will need to present scientific evidence to support their position and be prepared to conduct scientific debate by using appropriate language and showing knowledge and understanding of the problem.

Education for Global Citizenship in... WELSH (First Language)

Outcomes in the Key Concepts

In Welsh pupils develop knowledge and skills in oracy, reading and writing. Pupils consider the context in which language is used, respond to the substance and style of texts and discuss a varied selection of literary and non-literary texts.

The core contribution is to the Key Concepts of **Diversity, Quality of Life and Needs and Rights** through developing pupils' communicative skills.

Skills: communicating orally, discussing and expressing opinions on a wide range of multifaceted topics, reading and responding to a wide range of literary and non-literary texts and writing formally and informally for a wide range of audiences.

Values: responding appropriately and modifying ideas and opinions on the basis of contributions by others. Respecting points of view and reacting with compassion and sensitivity. Recognising that language can contain subtexts and bias.

The development of pupils' **knowledge** of global issues (and hence the contribution of Welsh to other **Key Concepts**) depends on the teacher's selection of issues and materials for use in class.

Using the subject content

In Welsh pupils learn to:

Participate in dramatic presentations including impromptu work and pupils' own work and evaluate critically performances that they have watched or in which they have taken part. For example, pupils could develop a play about the impact of a call centre relocating jobs from Wales to India.

Express opinions when responding to a range of printed or audio visual stimuli. Teachers can select a range of topics that provide opportunities to engage with global issues, e.g. a television documentary programme such as Taro Naw; respond to poems such as Alan Llwyd's Y Naill Du i'r Nadolig or E Pericoloso Spargerzi by Gwyn Thomas.

Using class activities

Welsh can involve pupils in:

Discussing topics and learning to express their opinions, basing their views on evidence and reasons. Pupils should present a case persuasively, both verbally and in writing, using selective arguments, e.g. discuss orally whether EU subsidy payments to farmers in Wales are justified, given the effect on agriculture in developing countries or write a letter to their local MP on global issues.

Analysing and interpreting language heard and read, identifying implicit meanings, evidence, unsubstantiated statements and how form, style and devices are used to create an effect e.g. analyse the statements of Pawb a'i Farn panellists about a global issue; critically evaluate magazine articles

Write informally and formally for a wide range of specific audiences, varying the form, the language and the method of writing for different readers. Global topics can be the basis for written factual work e.g. pupils could write to persuade, advise or argue, focusing on presenting a case and influencing the reader e.g. writing letters to persuade more towns in Wales to become Fair Trade towns or communities; prepare an appeal leaflet for Oxfam Cymru.

about global issues paying attention to explicit and implied meanings, bias, objectivity and distinguishing between fact and opinion.

Conveying personal and imaginative experiences in response to a wide range of stimuli. By studying factual texts or literature, pupils would empathise with others, e.g. writing a short story based on a diary of a child living in Rio or a child in hiding (Y Dyn ar y Morros- Task Materials KS3 1998); Dyddiadur Anne Frank Gwasg Addysgol Cymru (Re-published 1999)

WELSH CURRICULUM AND QUALIFICATIONS: LOCATING EGC

Key Stage 3

The **Programme of Study** requires pupils to be taught -

Oracy:

- view and listen to visual and audio-visual stimuli, e.g. listen to a speech being delivered and note the use made of language, intonation and gesture
- discuss a range of topics for different purposes relating to different viewpoints, e.g. prepare and present a speech to the school debating society on GC issues
- take part in dramatic presentations
- listen carefully to others and analyse their statements, e.g. listen to a debate on GC issues and respond to the arguments presented, challenging unsubstantiated statements
- express opinions effectively
- Focusing on topics that will be relevant to GC present information, sometimes on the basis of research, generating extended contributions where appropriate.

Reading:

- read and use non-literary including official and public texts and ICT materials
- interpret and discuss texts; express opinions about them
- identify an author's bias or point of view
- discuss the language register of different texts and identify an author's bias or point of view e.g. read a number of letters to the press on a subject relevant to GC.

Writing:

- present information; compose documentary and factual passages
- express opinions; formulate persuasive arguments
- formulate an argument in order to persuade perceiving the need for evidence and reasons

**Key
Stage 4**

The **Programme of Study** requires pupils to develop further the skills learnt at Key Stage 3, applying them in this Key Stage to 'complex, multifaceted' topics and texts and 'challenging stimuli'. Global topics/texts could be used.

The **WJEC Specification for GCSE Welsh (2005)** requires students' **coursework** to include a piece of writing containing discussion and opinion and the **oral exam** requires students to make a 5 minute presentation. These could be on global topics.

**AS/A
Level**

Example Specification 2005 – WJEC A Level Welsh

Students' **coursework** for Unit Two is required to contain:

- an essay or written speech presenting an opinion or view, or
- a journalistic report about contemporary events

These could be on global topics.

Ideas to get you going...

Links with Patagonia (Key Stage 3)

GC Key Concepts: Diversity

Use Dolen Ysgolion <http://www.bbc.co.uk/cymru/patagonia/links.shtml> (a new project whose aim is to link Welsh speaking children in Chubut to school children in Wales) as a resource for non-literary texts and ICT materials. Pupils can glean information about Patagonia, past and present. Ask them to write documentary, factual passages e.g. an information leaflet for KS2 pupils on Patagonia or to write and perform a drama for radio based on the struggles of early settlers. As an extension activity, extracts of contemporary literary texts e.g. Bethan Gwanas, *Y Teithiwr Ttalog* (Gwasg Carreg Gwalch, 1998) Twm Morys & Iwan Llwyd. *Eldorado*. Gwasg Carreg Gwalch, 1999 along with material which reflect our literary heritage in Patagonia <http://www.llgc.org.uk/lp/lp0065.htm> can be studied and compared.

The Urdd Message of Peace and Goodwill (Key Stage 4)

GC Key Concepts: Diversity, Needs and Rights

Lead a class discussion on the Message of Peace and Goodwill. In 1922, Gwilym Davies, who was at the forefront in establishing the Welsh Union of the United Nations and later UNESCO, transmitted the message via the BBC World Service. Pupils can listen to the annual message for 2004, written by pupils from Ysgol Gyfun Llangefni in 12 languages.

<http://www.urdd.org/eisteddfodau/mon2004/datganiadau/mercher020604-ned.html>

Use the theme for 2004 (Fair-trade) as a stimuli for discussion and written work.

As an extension activity, pupils can listen to a short speech by Syr Ifan ab Owen Edwards narrated in 1929.

<http://www.bbc.co.uk/cymru/cymruaryrawyr/database/urdd.shtml>

Encourage pupils to notice the language, intonation and gesture used. As a writing and oral task ask them to write their own speech on global issues.

Excerpt of 'Trychineb Aberfan' D.Gwenallt Jones Cerddi Gwenallt (Gwasg Gomer 2001) (A Level)

GC Key Concept: Quality of Life, Needs and Rights

Begin by showing the video clip in Welsh about the tragedy. <http://www.gtj.org.uk/subjects.php?lang=cy&s=2571> Read and discuss the poem written by Gwenallt. What feelings are unleashed in the poet by this tragedy? Discuss the injustice that Gwenallt feels in the poem. Examine the fellowship and comradeship that developed world wide as a result of Aberfan. Third World countries are in regions prone to natural disasters such as earthquakes, droughts, volcanoes and landslides such as Aberfan. Are economic pressures forcing the poor to live in cheap but dangerous locations such as flood plains and unstable hillsides? Could disasters be prevented, or at least their destructiveness be minimized? Writing tasks could include a soliloquy/ reminiscences of a survivor or a text containing discussion and opinion about the effect of disasters/ exploitation in other parts of the world.

Education for Global Citizenship in... WELSH (Second Language)

Outcomes in the Key Concepts

In Welsh second language pupils develop knowledge and skills in oracy, reading and writing. Pupils consider the context in which language is used, respond to the substance and style of texts and discuss a varied selection of literary and non-literary texts.

The core contribution is to the Key Concepts of **Diversity, Quality of Life**, Values and Perceptions including **Needs and Rights** through developing pupils' communicative skills.

Skills: how to communicate orally, discussing and expressing opinions on a wide range of topics, reading and responding to a wide range of literary and non-literary texts and writing formally and informally for a range of audiences.

Values: listening politely and carefully to others, responding appropriately and modifying ideas and opinions on the basis of contributions by others. Respecting points of view and reacting with sensitivity to others.

The development of pupils' **knowledge** of global issues (and hence the contribution of Welsh to other **Key Concepts**) depends on the teacher's selection of issues and materials for use in class.

Using the subject content

In Welsh second language pupils:

Converse with peers, teachers and other people e.g. pupils refer to the CILT website <http://www.cilt.org.uk/promoting/resources/index.htm> and select an activity such as the Chinese/Vietnamese New Year or World Day for Cultural Diversity. They then discuss the differences in the way the new year is celebrated in different countries. They complete orally a questionnaire survey to find out more about the different cultures represented in the school. The results can be displayed prominently using text, graphics and images.

Using class activities

In Welsh second language pupils:

Organise a class party e.g. During the delivery of Unit 5 of Taith Iait 1 pupils organise a class party on the theme countries of the world. Working in groups they decide on food, music, entertainment, costumes, decorations etc that represent their chosen country. A group representative feeds back decisions orally to the class.

Reading for information and enjoyment, e.g. Using *Mynd i'r Ysgol yn Uganda* (Ioan Dyer) as a stimulus pupils write an imaginary diary of a pupil going to school in Uganda or write a letter to one of the pupils pictured in the book. They also compare their own lives to the lives of children living in Uganda.

Contd...

Read a range of imaginative material.

Select appropriate reading passages such as the one on page 52 of Taith laith 1 and ask pupils to e-mail the author of the letter expressing their opinions on schools in Brittany and comparing their own school to Philippe's school.

Write informally and formally for a wide range of specific audiences.

Using 'Operation Christmas Child' as a starting point pupils undertake a range of different tasks appropriate to their ability. The image on page 47 of Poeth or those on the appropriate sections of BBC and Samaritans' websites can be used as stimuli for pupils to prepare an appeal poster, to write letters to local schools to ask them to take part in the project etc.

Links with pupils in other schools and other places e.g. following on from the work on languages and the reference to Patagonia in Unit 1 of Taith laith 2, use some of the images available on a range of internet sites such as Dolen Ysgolion for gleaning information about Patagonia. Pupils can then be given opportunities to establish pen-friend relationships (by post or e-mail) with pupils learning Welsh in Patagonia. In their correspondence pupils concentrate on comparing homes, schools, entertainment etc in the two countries.**WELSH SECOND LANGUAGE CURRICULUM AND QUALIFICATIONS:
LOCATING EGC****Key
Stage 3**

The **Programme of Study** requires pupils to be taught skills relevant to Global Citizenship:

Oracy:

- view and listen to a variety of visual and audio-visual stimuli
- discuss a range of topics for different purposes, dealing with different points of view
- express an opinion
- seek, receive, present and discuss information from different sources

Reading:

- read and use a wide range of non-literary texts in a variety of forms and ICT materials
- discuss a text and express opinions on what was read
- read a range of imaginative material

Contd...

Writing:

- present information and compose various documentary and factual passages
- express opinions offering reasons and evidence to support and defend a viewpoint or to persuade when responding to a range of printed, visual and computerised stimuli
- write formally and informally for a wide range of audiences
- convey personal and imaginative experiences

The series Taith Iaith provides a wide range of opportunities to deliver the above language skills within the context of Global Citizenship. For instance, Unit 1 of Taith Iaith 2 is taught within the context of the theme Ffordd o Fyw and encourages pupils to learn about and discuss the way we live in Wales **and** other countries of the world.

**Key
Stage 4**

The **Programme of Study** requires pupils to develop further the skills learnt at Key Stage 3. Global topics/texts can be used.

The **WJEC Specification for GCSE Welsh Second Language (2005)** requires students' **coursework** to include a range of activities such as role playing, individual oral presentation, oral and written response to reading and written tasks. Tasks such as comparing working conditions in Wales and other countries, responding to images e.g. on page 107 of Poeth and responding to poems e.g. Gwareiddiad, Twyll, Oes rhaid i mi? or P.G. also from Poeth can provide opportunities to address global citizenship issues.

**AS/A
Level****Example Specification 2005 – WJEC A Level Welsh Second Language**

Poetry studied in Unit 2 will give candidates opportunities to discuss issues related to global citizenship, e.g.

- Mae gen i freuddwyd deals with racial equality issues in South Africa and Martin Luther King's dream
- Y ffatri'n cau gives opportunities to discuss quality of life both in this country and in the third world.

Ideas to get you going...

Buildings (Key Stage 3)

GC Key Concepts: Quality of Life, Diversity, Needs and Rights

Introduce the books Adeiladau from the Mater o Ffaith series to the pupils. Choose the book that targets the language level of your pupils. The sections on Byw yn Eritrea, Byw yn Ne-ddwyrain Asia, Byw dan y ddaear (Matmata), India: y ddwy ochr might be particularly useful. Use the text and pictures as starting points for discussion. How would they like to live in these areas? In what ways are the lives of the people living in these places different to their own? Would they like to visit these areas? Why? This can be followed up by written work, e.g. pupils can write a 'house for sale' advertisement for some of these homes or they can prepare a holiday brochure to try and attract visitors to places such as Thailand, Matmata and India.

Young people living and working in other countries (Key Stage 4)

GC Key Concepts: Quality of Life, Values and Perceptions

Read and discuss Strydoedd Delhi (Ifanc: 1998 optional task in WSL). Ask pupils to compare the lives of Nia and Shiva and to think how the story will develop. This can be done orally or in writing.

Read and discuss Einir Jones' poem Teg? (Poeth, page 106). What feelings are unleashed in the poem? What is the significance of the numbers 35 and 70? Compare the lives and values of the two people that speak in the poem. Ask the pupils to imagine a meeting between a Welsh and Indonesian teenager in a role-playing task.

The Welsh Media (AS/A)

GC Key Concepts: Various

Candidates need to be able to discuss Welsh journalism and broadcasting in the Unit 5 Oral examination. From the Welsh media, teachers can select a range of topics that provide opportunities to engage with global issues, e.g. a television documentary programme such as Taro Naw and Y Byd ar Bedwar and appropriate articles from Welsh newspapers and magazines such as Y Cymro and Golwg.

Other Courses and Qualifications

Education for Global Citizenship in... WELSH BACCALAUREATE QUALIFICATION

The Welsh Baccalaureate and especially the modules Wales, Europe and the World, and Personal and Social Education give students a wide range of opportunities to gain wider understanding of contemporary issues and the Key Concepts of Global Citizenship.

Wales, Europe and the World

This component will encourage candidates to be aware of the inter-relationship between Wales ...and the World through comparing and contrasting the experiences of people in Wales with those of other countries

PART A:

Element I – Political Issues:

- (Key issue)The ways countries, either collectively or individually, can work to improve international co-operation and understanding:
 - The importance of the work of humanitarian aid agencies: e.g. get involved and find out about organisations such as Oxfam, Amnesty International, Save the Children etc.
 - The ways countries try to resolve their differences: e.g. is it possible to close the gap between rich and poor? – Review the 5th WTO Ministerial Conference in Cancún.

Element II – Social Challenges and Responses:

- (Key issue)The social issues that face people in their everyday lives and responses to them:
 - How different national and ethnic groups have contributed in the past and contribute to the society today: e.g. the contribution of Romani (Gypsy) people to society and culture in Wales and in an Eastern European country.
 - The legacy of the past and how it can effect communities today: e.g. examine the impact that the British Empire has had on the development of Wales and other countries and regions; Evaluate the statement that the main explanation and reason for economic disparity lies in colonial expansionism and exploitation.

Element III - The impact of Economic and Technological Change:

- (Key issue)The challenges posed by rapid economic and technological change:
 - Comparisons of the nature and characteristics of economic development in Wales and ...the wider world: e.g. compare and contrast the economies and development of technology in Wales and other countries, e.g. Nigeria and Japan- how can you explain and justify these differences, what are the obstacles and opportunities for these countries?

Element IV – Heritage and Cultural Perspectives:

- (Key issue)The ways multicultural influences may affect peoples' lives:
 - E.g. analyse a range of images (radio, television, press, the Internet) and review the attitudes that people have to Anglo-American cultural influences, e.g. Wales, Japan and Arabic countries – what are the differences and why?

Individual Investigation:

E.g. Candidates can choose a topic that would be relevant to GC, e.g. compare and contrast the media/press coverage in Wales and New Zealand on refugees and asylum seekers.

Language Module:

Pupils can use and develop their language skills by using resources and conducting research in the target language on GC issues.

Personal And Social Education:

Personal and Social Education will equip pupils to be better informed, confident and skilled in order to take an active and responsible part in society

Element III – The rights and responsibilities of being an active citizen:

- (Key issue)Knowing your legal and human rights, including equal opportunities:
 - E.g. what are the main Legal Rights under the UK and EU Law; or the development of genetic engineering - discussion and debate; OR Refugees and Asylum Seekers – what do I know and to what extent am I influenced by the media representation of the situation?

Element IV – Understanding development issues and education for sustainable development:

- (Key issue)The responsibilities of the individuals in promoting Global Citizenship.
 - E.g. candidates could organise an event/fair during which they would promote GC to their communities or/and school colleagues.

Education for Global Citizenship in...

World Development (AS Level) WJEC Specification 2005

Pupils taking the subject 'World Development' have an opportunity to widen their understanding and awareness of the interdependence of global systems, natural processes and human development.

The specification aims:

“To promote an understanding of global issues and to develop a ‘one-world’ vision and it is largely concerned with economic growth, sustainable development and the satisfaction of basic needs, together with the enhancement of equity and social justice”

When studying the three Units candidates have a wide scope to relate to the Key Concepts of Global Citizenship:

Unit 1: Development, People and Environment

- e.g. use the concept of ‘development’ to examine how different perspectives affect and influence definitions (compare findings from different countries and societies)
- (Key Ideas) Basic Human needs and rights, e.g. examine various materials on ‘child slavery in India’, ‘street children in Mexico City’ and ‘Favela – life in Rio de Janeiro’ and compare them with the situation in Wales – what are the differences and any similarities? And why?
- (Key Ideas) Sustainable Environment and human needs, e.g. the green house effect and global warming influence everyone – how can we as individuals make a change?

Unit 2: Poverty and Inequality

- e.g. examine how the terms of poverty, discrimination, injustice, exploitation, human rights are understood and defined at local, national and global level, and how they change over time and place.

Unit 3: Patterns of Aid, Trade and Globalisation:

- e.g. examine at the local/national level how different companies and organisations tackle the issue of Fair Trade: the Co-op, Marks & Spencer, Tesco, Oxfam, CAFOD etc.
- e.g. Aid and fund raising – what is the relation between these two? Evaluate whether fund raising and money collection should be a beginning or an end of our engagement in the process?
- e.g. History and the legacy of colonial times – to what extent is it related to economic growth and technological development?

Getting Support – the Enabling Effective Support programme

This UK wide Department for International Development (DFID) Initiative is an exciting opportunity to put in place mechanisms to support the delivery of **education for sustainable development** and **global citizenship (ESDGC)** in Wales. It is funded by DFID and the Welsh Assembly Government (WAG).

The aims of the initiative are to:

- raise awareness of and Improve accessibility to resources and services;
- encourage local innovation in delivering this support;
- facilitate the exchange of information and best practice (see www.esdgc-wales.org.uk).

In Wales, Cyfanfyd (The Development Education Association for Wales) manages the initiative. It is part of the work of WAG's ESDGC Advisory Panel and contributes to the action plan for ESDGC.

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