

Rights, Respect and Responsibility and the Global Dimension

Approaches and recommended resources for integrated work at Year 7

Innovative ways of building on pupils' existing knowledge & experience of RRR

Themes of Food, Diversity and Public Art (see separate file)

THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

Rights are universal

The Articles are for all children, regardless of background, ability and anything they may have done.

Rights are current

The Articles apply to all children *now*. They are not a future promise or reward. This child, that child, and those children elsewhere – they have equal claim, right now.

Rights have international authority

The Articles apply to all children now, because governments have established contractually that this should be so. Rather than being seen as an isolated code, the Convention is validated for every school and institution. Its principles and vocabulary are portable across places and settings.

Rights express the value of every child

The Articles portray children as valued citizens. They encourage all adults to take children's concerns seriously. They imply increasing empowerment and responsibility for children themselves.

You can get copies of the UN Convention free from Unicef.

<http://www.unicef.org.uk/tz/index.asp>

Many Hampshire schools are now involved in the Unicef Rights Respecting School Award scheme. You can find out more details at,

http://www.unicef.org.uk/tz/teacher_support/rrs_award.asp

Year 7 RRR integrated curriculum unit

RRR and the Secondary Curriculum Review

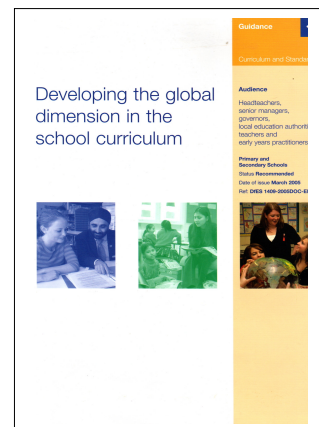
The Rights, Respect and Responsibility initiative in Hampshire offers engaging and flexible opportunities to reflect coherence between subjects, and to involve the learners themselves in the direction and outcomes of their learning. A rights-respecting curriculum and ethos provide a common vocabulary and a shared set of values which can be expressed and used as an authoritative reference point by all members of the school community. RRR emphasises collaborative planning and development of the curriculum, and brings added meaning to the curriculum dimensions outlined in the review.

Every child matters – local and global

These materials are about the Rights of the Child in the context of the global dimension, so they tend to emphasise causes and impacts of poverty and oppression. They explore ways of making progress away from the massive denial of rights which currently exist, in favour of a more sustainable, rights-respecting world in which power and resources are more equitably shared.

In 'Developing the global dimension in the school curriculum' (March 2005) the DFES et al express the idea like this:

"Including the global dimension in teaching means that links can be made between local and global issues. It also means that young people are given opportunities to critically examine their own values and attitudes; appreciate the similarities between peoples everywhere, and value diversity; and develop skills that will enable them to combat injustice, prejudice and discrimination. Such knowledge, skills and understanding enable young people to make informed decisions about playing an active role in the global community." (See Annex A: The eight key concepts of the global dimension).



How the materials might be used

The materials include a visual arts power point presentation and a selection of songs and poems respectively. The aim is to enable pupils to consider and try out a variety of techniques for producing art with a public message. They do not concentrate on any particular issue or key concept from the global dimension. As learners increase their understanding and engagement with the unit of work that the other subject teachers are leading, so they will have their own content to bring to a final piece, along with new skills and ideas for developing and executing the piece.

Of course, pupils must be free, within reason, to express their own 'take' on the issue. Therefore, they will need a chance to examine different sides of the issue, perhaps through characterisation in English and drama, or through conflicting evidence in history. Rather than the traditional adversarial mock-debate, teachers may prefer to include the 'community of enquiry' approach promoted by the Philosophical Enquiry for Children initiative (www.sapere.org.uk) which seeks to improve the quality of youngsters' thinking by building reasonable dialogue around a given question. The 'Open Space Methodology' material listed under 'general and introductory' resources below is equally well recommended.

Creativity, the global dimension and to some extent, cultural understanding and diversity, are three of the four curriculum dimensions to be included in the approaches suggested here. A couple of examples of broad brush planning follow.

Year 7 RRR integrated curriculum unit

RRR Lesson Planning Prompts

Integrating RRR in the lesson plan:

How might RRR feature naturally in the lesson?

Could it be incorporated into the lesson objective?

Are there opportunities to incorporate the terms 'rights, respect and responsibilities' and so develop the vocabulary of RRR?

Is there a way of assessing the added value of including RRR ?

Lesson content:

- What rights in the UN convention are being denied or supported?
- Who is or is not taking responsibility for this?
- Does the situation need to be changed in any way? If so, can students suggest how?

How do the RRR aspects benefit children:

- How does the situation connect to students' own experiences and perceptions?
- Are there comparable situations of which they are aware ? (*at school, in the playground, in stories they have read, in other lesson content, in the news*)
- Is positive change possible and appropriate in those situations ?

But, rights are not always so clear-cut !

Rights sometimes appear to conflict with each other. This may be the case in many moral dilemmas in science, geography, RE and history.

(see *The Right to Light material for a worked example on the website*

<http://www3.hants.gov.uk/education/childrensrights/>)

- Can this be resolved? How can students assess the quality of the evidence ?
- Can the arguments be explored through dialogue ?
- Does one particular right have to take precedence over another?
- Does everyone necessarily agree on these judgements ?

RRR: it's as much about 'how' we teach and learn as 'what' we teach and learn

Key questions to ask about teaching and learning styles during any lesson:

- Can your teaching style exemplify an RRR approach, eg: participatory, democratic?
- Are there opportunities for group work and purposeful talk?
- At some point can pupils/students take the initiative and direct their own learning.
- Can you model rights respecting behaviours with the children and other adults?

Planning a particular rights-related lesson is a valuable step in developing the RRR perspectives across curriculum plans, through teaching styles, behaviour modelling and school ethos.

Year 7 RRR integrated curriculum unit

Two examples of broad planning for RRR and the global dimension

1. Food (see Article 24 of the UNCRC)

Geography	Science	Maths	English
Pupils investigate food availability in the local area. Where does it come from ? Concentrate on one or two commodities. What are some of the impacts on the people and places which grow and sell the food.	What are some of the food plants that have arrived in the UK from other places. Test what conditions they best need to thrive then eat them. What are the impacts of food miles ?	Use the 'world as a village of a hundred people' to investigate inequality between and within countries regarding food and nutrition. Use the Atlas of Food to help devise ways of presenting data. What are the relative profits made (or not made) from commodities along the chain ? What are the levels of food miles ?	Pupils use resources such as ' <i>A life like mine</i> ' (see below) to develop empathetic writing in the form of e-mails, letters, diaries etc. They practise persuasive writing to go with their art work and oral poetry to go with their music.
RE	Design Technology	Art	Music
Investigate food in ceremony and celebration. What are the overlapping religious, cultural, economic and environmental impacts of GM rice seeds in India - seeds which do not reproduce ?	Pupils investigate the efficiency and effectiveness of ovens in different parts of the world. What are the pros and cons of the <i>chullah</i> for instance ? Devise healthy recipes using staples from a variety of origins.	Pupils investigate techniques and begin to discuss what seems to be most important in their learning and how this might be expressed. What 'take' do they have ? Is convenience worth its consequences ? Can food packaging be re-used to make a point ?	Pupils investigate music styles from places which source food commodities. They compose songs to give their farmers (women in particular) a fair voice.

Year 7 RRR integrated curriculum unit

Two examples of broad planning for RRR and the global dimension

2. Our diversity (see Articles 17, 22, 29, 30 of the UNCRC)

<p>History</p> <p>Local study: pupils research the experiences and contributions of minority ethnic arrivals over the last hundred years, and what are some of their reasons for leaving home in the first place. They try to discover indigenous reactions and attitudes to the newcomers.</p>	<p>Geography</p> <p>Pupils investigate the situation in some of the countries of origin today, and the kind of connections they now have with UK and the local area. They plot journeys.</p>	<p>English and drama</p> <p>Pupils use testimony and interview material to communicate findings. They read the children's novel '<i>Christophe's Story</i>' about a boy resettling from Rwanda and use some of its themes in drama and poetry. They make comparisons with various media coverage.</p>	<p>Maths</p> <p>Behind the headlines – pupils compare statistics on migration from newspapers and government sources. They examine data from other parts of the world and present a fuller picture of migration and how maths is used to persuade.</p>
<p>Design Technology</p> <p>Pupils audit their school and local area to determine the problems and advantages of the place for (perhaps nervous and uncertain) new arrivals. They suggest how systems, signage and access might be improved to ensure a smoother transition.</p>	<p>RE</p> <p>Pupils investigate the range of beliefs and non-beliefs in their area. How and where do people worship? What does religion mean to local believers? How can mutual understanding be improved? Has anyone suffered exclusion for their beliefs here, or in the country of origin?</p>	<p>Art</p> <p>Pupils investigate techniques and begin to discuss what seems to be most important in their learning and how this might be expressed. They investigate styles and artefacts from some of the countries of origin and see how different ways of expressing a common emotion or situation can enfranchise their own imaginations.</p>	<p>Music</p> <p>Pupils investigate music styles from countries of origin and how these are expressed in Britain today.</p>

[Notes on planning:

Doubtless teachers of MFL and ICT will be creative in wanting to be included and resources are listed below.

A coherent process

Most likely the year group will need time for the local-global issue to be introduced through assemblies, discussions, mental mapping and general awareness raising.

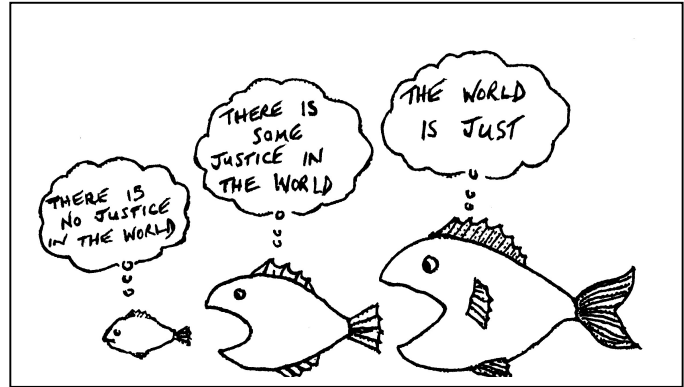
By the end they should be clear on opportunities for positive action such as artistic expression, and persuading decision-makers of their views and proposals. Citizenship time can be valuable in framing an active response to their learning and its significance.]

Year 7 RRR integrated curriculum unit

Ethical teaching: hope justice and charity

It is important that the suggested resources and techniques offer a critical optimism about what can be done. Equally, once organised into a coherent curricular plan, they should deal in manageable chunks of understanding. Pupils need not feel overwhelmed or hopeless, as can easily be the case for all of us -saturated, as we seem to be, by news stories about conflict and disaster.

The global dimension is often about people elsewhere being empowered to make changes for themselves. Children here can learn *from* as well as about overseas experiences. The 'what can we do for them to make it better?' approach risks an arrogant and patronising tone. Fundraising may be appropriate, but the priority must be for pupils to understand more about how things come to be as they are, and what could be done to prevent it.

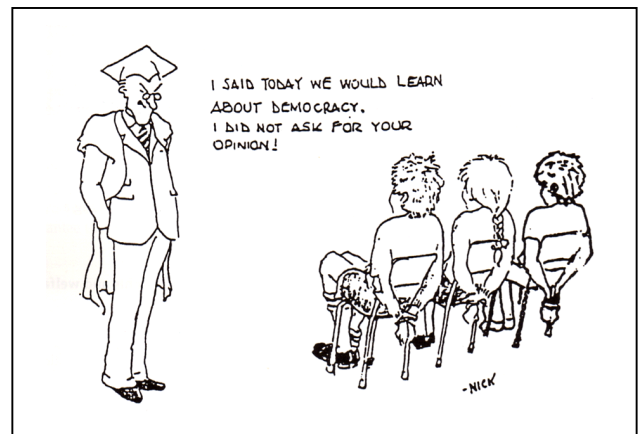


A further characteristic of the global dimension is that it makes links between the local and the global. Poverty, for instance, is not seen as simply 'out there'.

Food in supermarkets can have a great deal to do with conditions for growers and land use elsewhere. Tourism may mean dreamy adverts on TV and, relatedly, can involve a round-up of street children at the resort.

Rights-respecting behaviour

Many children now arriving from Primary school will have become accustomed to increasingly reflective, courteous and inclusive social transactions in class. They will have an expectation that school is a place for consensus, dialogue and negotiation. Rights, they will tell you, inform our responsibilities to others, teachers included. That is a contract that has to be developed and reciprocated in order to warrant the practical benefits of rights education. The credibility of any rights education programme is surely doomed if leadership team and staff fail to demonstrate rights respecting behaviour in class and around the school.



Recommended resources

The list of resources which follows gives an idea of the range of material available for the global dimension. Teachers will want to use their professional judgement as to which they might find useful, which activities suit their learning objectives, and how thematic connections are made to other subjects.

Year 7 RRR integrated curriculum unit

<p>General and introductory resources on the global dimension to the curriculum at KS3 www.globaldimension.org.uk or www.oxfam.org.uk/coolplanet <i>unless otherwise stated</i></p>
<p>Developing Rights: This is a high quality set of resource materials for 11-14 year olds that addresses a range of human rights issues such as violence (including bullying), equal opportunities, futures, access and disability. Students' concerns are addressed in terms of human rights and put in a social/global context. An excellent set of challenging materials for personal development or cross-curricular topics.</p>
<p>Global School Guide: This practical manual for teachers provides realistic advice about how to make your school a 'Global School'. A Global School is defined as one where the global dimension is reflected in the school curriculum and also in the wider life and ethos of the school, and this indispensable book guides teachers through thinking about how to achieve both.</p>
<p>Developing the global dimension in the school curriculum: This free booklet is recommended action from DFES, and shows how the global dimension can be integrated across the curriculum and into the wider life of schools.</p>
<p>80:20 Development in an unequal world: Although primarily targeted at geography and economics teachers this book provides a lively introduction to global issues and global education for all practitioners. It introduces several topical development and human rights issues in an accessible format. The book includes case studies; introductory explanations of key debates and theories amongst development NGOs; statistics and graphs; timelines; and plenty of background reading. The book is divided into four main sections; the first section looks at the basic shape of our world with statistics and key ideas. The second and third sections cover specific topic areas such as women and development; environment; and human rights. The final section looks at how to take action. There are also photographs and satirical cartoons throughout.</p>
<p>Change the world in 8 steps : This thought-provoking poster pack is specially designed to help students easily understand the issues surrounding the UN Millennium Development Goals, the international targets for reducing world poverty by 2015. It's a fantastic way to make world issues relevant to children's lives. Features: 9 A2 full colour posters, clearly illustrating each goal with photographs; ideas for teaching children about topics such as the environment or HIV/AIDS; activities to encourage discussion and help pupils consider how they can contribute to work towards the end of world poverty</p>
<p>Issues is an invaluable series of photocopiable resource books for those who need up-to-date information on social issues. They remove the burden of compiling and maintaining information from a wide variety of sources. Each 48-page book is presented in a lively magazine-style A4 format. Each Includes factsheets, newspaper reports and features, magazine articles , journal and book extracts, extracts from Government reports and statistics, pressure-group literature, statistics including tables and graphs, cartoons and illustrations. Over 40 booklets include subjects such as 'The globalisation issue'; Exploited children'; Refugees; Poverty; Human Rights; The climate crisis; The water crisis; Homelessness; Mental wellbeing and almost every other social/global issue ! see www.independence.co.uk</p>
<p>Open spaces for dialogue and enquiry methodology: This website describes a tried and tested methodology for introducing global issues into the classroom. The OSDE methodology offers a set of procedures and ground rules to structure safe spaces for dialogue and enquiry about global issues and perspectives. You can download units of work for use at secondary level, which cover topics such as sustainability, gender, justice, oppression and domination, North and South, child neglect, food, water, tribal people's rights, charter of responsibilities and terrorism. The units include a detailed plan on how to carry out the lesson, as well as the relevant stimulus material. There are also materials for teacher training available on the website. Altogether an innovative and thoughtful resource.</p>
<p>Education for global citizenship: A useful free leaflet which identifies the key elements in global citizenship for all stages of the curriculum. It provides an excellent starting point for schools wishing to bring together good practice in equal opportunities, multi-cultural, anti-racist, development and environmental education. The leaflet has been updated and now also includes classroom and whole school activities, as well as a primary and secondary case study.</p>
<p>A life like mine: explores how the rights of 14 children are met in different parts of the world. Colour photographs and uplifting stories with global themes.</p>

Year 7 RRR integrated curriculum unit

THEME	<p style="text-align: center;">EXAMPLES OF RESOURCES TO STIMULATE PLANNING ON THE THEME OF ‘FOOD’ ACROSS DEPARTMENTS www.globaldimension.org.uk or www.oxfam.org.uk/coolplanet unless otherwise stated</p>
<p>FOOD</p>	<p>A Healthy Diet? Who Decides ? "In any country, poverty, politics and tradition control people's access to and choice of food." This pack focuses on food and nutrition in three very different settings: in the UK, Ethiopia and Tajikistan. The pack includes 6 photocards along with a book with background briefings and eight easy to follow activities. Each activity builds in difficulty, starting with a simple exercise looking at food packaging and food types, leading onto the more advanced activities about malnutrition and access to food. The book would be suitable for lower secondary teaching in Citizenship, PSHE or Design and Technology.</p> <p>Food and farming: local and global This booklet looks at how food is produced in the UK and worldwide and questions what is behind our food production. The booklet is relevant to many subject areas at primary level, and explores questions such as who grows our food, what are their lives like, and what issues do they face. The book develops the themes further by looking at issues of interdependence in food production, as well as environmental themes like water, health and sustainable development.</p> <p>The Banana Pack: Ever wanted to know how bananas end up in the UK? Or how long a first class banana is according to the EU? This teacher's pack from Banana Link answers all these questions and more. The DVD explores the social and environmental issues facing banana plantation workers and how fair trade can provide an alternative business model for farmers. The accompanying booklet presents ideas and activities for art, media, geography and business studies teachers to use after watching the video. Teachers of other subjects may also find the video and other resources useful. Additional to the film, the pack includes two activities and two games (the banana game and banana globingo) that look at fair trade and the banana industry. Finally there is a booklet that explains the benefits of fair trade banana production from producer to consumer and a series of campaign posters.</p> <p>Making a Meal of It! is a resource for use with 7 - 11 year olds but useful as an introduction to food issues. It focuses on issues of food and development - Where does our food come from? Why are people hungry? What can we do to help? Online at oxfam.org.uk/coolplanet</p> <p>Sowing and Harvesting from Oxfam teaches children about food, farming, and trade through a fun simulation game that's based around the challenges faced by farmers in poor countries. Issues such as needing a fair price for crops are made real by the game and associated activities, all of which have been tested in schools and are adaptable for different age groups. An enjoyable way to learn about serious issues..</p> <p>The Atlas of Food: A remarkable book that reveals with devastating clarity the bizarre way the world feeds itself – full of fascinating maps and vivid diagrams.</p>

Year 7 RRR integrated curriculum unit

Agencies such as Action Aid, Save the Children, Oxfam, and Unicef; Development Education Centres such as Birmingham DEC, Leeds DEC and Manchester DEP and the global dimension website boast a rich store of high quality resources on themes such as ‘water’ ‘peace and conflict’

Subject	Extract from the importance statement with reference to RRR and the global dimension	A flavour of available RRR and gd KS3 Resources to support teaching across and between subject areas www.globaldimension.org.uk or www.oxfam.org.uk/coolplanet unless otherwise stated
ART AND DESIGN	In art, craft and design, pupils explore visual, tactile and other sensory experiences to communicate ideas and meanings. They work with traditional and new media developing confidence, competence, imagination and creativity. They learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they are made. In art and design, pupils reflect critically on their own and other people's work, judging quality, value and meaning.	<p>The Arts: The Global Dimension a 38 page book looking at how the global dimension can enrich teaching and learning in art and design, dance, drama and music. It is aimed at arts coordinators, teachers, advisers, trainers and facilitators of curriculum development. The book starts with a discussion on what a global dimension in arts education means and how it can contribute to a broad and balanced curriculum. Following on, there are examples of learning activities that can be adapted for part of a lesson or for a more sustained project.</p> <p>Heart of West Africa: textiles and global issues This resource book presents several art and textile designs from different West African countries. Exploring different textiles, designs, forms, materials and fabrics it highlights the cultural identity, political stands, social and personal beliefs and ways of expressing them through art. It demonstrates several craft techniques from countries such as Mali, Nigeria, Ghana and Benin, with information about their historical and cultural significance and suggests activities to link them to global issues.</p> <p>See also ‘Playing our part –our right’ under Eng and Drama.</p>
CITIZENSHIP	Citizenship encourages them to take an interest in topical and controversial issues and to engage in discussion and debate. Pupils learn about their rights and responsibilities, duties and freedoms, laws and justice, and democratic institutions?. Citizenship encourages respect for different national, religious and ethnic identities. It also equips pupils to? explore diverse beliefs, cultures and identities and the values we share as citizens in the UK.	<p>(See also issues series above)</p> <p>Get global: Help your pupils to learn to think for themselves, plan and participate in action, reflect on their performance, and assess their work with this innovative and colourful guide to active global citizenship. This teachers' guide provides a unique 6-step approach which can be adapted for use in any subject area and at different ages. Detailed, step-by-step lesson plans, examples of pupils' work, quotes from pupils and teachers, and a video help to guide you through this approach.</p> <p>When rights are left: Helps understanding of how our views are influenced by media coverage and how there is more to know behind the headlines</p> <p>The poverty challenge: Can exploring issues around serious issues such as poverty and subsistence farming</p>

Year 7 RRR integrated curriculum unit

	<p>Pupils begin to understand how society has changed and is changing in the UK, Europe and the wider world. Citizenship addresses issues relating to social justice, human rights and global community, and encourages pupils to challenge injustice, inequalities and discrimination. It helps young people to develop their critical skills and to consider a wide range of political, social, ethical and moral problems and explore opinions other than their own. They learn to evaluate information, make informed judgements and reflect on the consequences of their actions now and in the future. They can argue a case on behalf of others as well as themselves and speak out on issues of concern.</p>	<p>be fun? The Poverty Challenge simulation game provides an engaging way to introduce young people to the issues of sustainability in rural communities. The main game focuses on families in six countries who survive through subsistence farming, and the issues that they face. There are detailed instructions on how to play the game and all game specific information it supplied. Some activities are provided to introduce the concept of sustainability, and there are a range of discussion points that can be looked at during the debrief. To get the most out of the game, it would be best to use it as a part of a wider project on sustainability, including looking at sustainable development in your school, local and wider community.</p> <p>Young lives – global goals This extensive Geography pack from Save the Children is excellent value for money. The pack includes a 40 minute video, a poster, 16 photo cards and a teacher's book with extensive notes and 20 teaching activities. The pack looks at the themes of the Millennium Development Goals, through the lives of eight children living in Peru, Ethiopia, Vietnam and India. The activities of the pack focus on different topics, including health, sustainable development, food supply, education and economic development. The pack includes several pupil worksheets, including quizzes, viewing sheets, maps, and comparison activities. The pack also has detailed curriculum links for England, Northern Ireland, Scotland and Wales. Altogether this is a valuable resource, and one that could be used to keep a class stimulated for a term or more.</p> <p>Power to the people: This particular book in the series covers issues surrounding rights, democracy and representation. The series is part of the Modern Studies programme in Scotland, although the books would be very valuable to any teacher of Citizenship. A range of topics are explored in this book including the rights and responsibilities of young people and the role of local government and pressure groups. Although the materials are aimed at 5-14 year olds, they are likely to be tackled well only by the older students in that group. Indeed, such is the complexity of the issues dealt with, that only the more able would be likely to gain a great deal from it. The material is always interesting and involving,</p>
<p>DESIGN AND TECHNOLOGY</p>	<p>Working in stimulating contexts that provide a spectrum of opportunities and draw on the local ethos, community and wider world, pupils identify needs and opportunities. They combine practical and intellectual skills with an understanding of aesthetic, technical, cultural, health, social, emotional, economic, industrial and environmental issues.</p>	<p>(See also issues series above and website 1001inventions.com under science)</p> <p>Sustainable futures series: Sustainable Homes looks at where we live and the impact of our homes on the environment, examining issues such as sustainable development, energy-saving homes, living with less water, reducing waste and cutting pollution. Energy considers our energy needs in the 21st century and provides useful information on fossil fuels and renewable energy - such as energy from the sun, wind, water and waste, and biofuels - and gives advice on how to be energy efficient. Waste, Recycling And Reuse discusses the waste problem, with detailed information on a number of different types of waste materials. It also considers the impact of waste on the developing world and looks at future solutions to the problem.</p> <p>Sustainability in Design and Technology. This CD-ROM was designed for Design and Technology teacher trainers, but would also be useful for Secondary D&T teachers looking for inspiration. The CD is divided into 5 sections, which have powerpoint presentations raising the issues, accompanied by extensive notes in pdf format.</p>

Year 7 RRR integrated curriculum unit

		<p>The notes include discussion points, activities to use with student teachers, activities for student teachers to use with pupils, and further references and resources (including lots of free websites).</p> <p>Wall to Wall Design: This pack examines the design and construction of sustainable homes. It is intended to help students to consider sustainable issues as part of Design and Technology. There are two detailed case studies: one of Massai homes in Kenya and one of a housing scheme in the UK. The activities focus on materials and components as well as structures.</p> <p>Live Well, Live Wisely: A pack which explores the links between sustainable development and design and technology. The pack includes teacher's notes and photocopiable pupils' materials. Activities introduce the idea of sustainable development and technology and explore this further through five design and make activities and ten focused tasks. The eight colour photographs relate to four case studies on food, transport, solar power and personal appearance. An excellent resource for technology teachers.</p> <p>Intermediate Technology Project Leaflets: A series of free leaflets for pupils about the technology-based project work of Intermediate Technology. The five leaflets look at Micro-hydro in Nepal, The Andhi Khola Project in Nepal (using graphic products in public education), Take Care of Trees (using appropriate technology in the U.K. and Zimbabwe), Get the Message (illustrating appropriate communications), What's Cooking on the Street (looking at street food in Bangladesh). The information is simply presented, there are links with technology in the U.K. and there is a task for pupils at the end of each leaflet.</p>
<p>ENGLISH AND DRAMA</p>	<p>English is vital for communicating with others in school and in the wider world. Literature in English is rich and influential. It reflects the experience of people from many countries and times and contributes to our sense of cultural identity.</p>	<p>(See also: issues series under introductory and general resources; 'Dealing with disasters' under geog and website www.letterboxlibrary.com)</p> <p>When rights are left: Explore the relationship between rights and language through the challenges facing journalists in search of the 'real' story</p> <p>Behind the smile: This booklet from Tourism Concern (the charity who campaign for fair and ethically traded tourism) gives first-hand accounts from people who were affected by the Indian Ocean <i>tsunami</i>. The book includes colour photographs alongside stories from people who had worked in the tourist industry in Thailand. The book also includes several stories from people working in the tourist industry in Kenya. The personal stories brilliantly and poignantly illustrate many of the difficulties faced by these workers - low pay, dangerous conditions, unstable jobs, and the lack of prospects and opportunities for graduates. The book would make excellent background material for drama exercises, or could be used in English for critical reading.</p> <p>Playing our part – our right: This innovative teaching pack looks at ways of exploring child rights across the world through drama, dance and visual arts. The pack is aimed at secondary teaching and includes a video and teaching booklet. The video presents an amusing 30 minute play by Jakes Ladder Theatre Group, telling a story of the boy George who is denied the chance to voice his opinions, and told to wait until he is an adult before he can express himself. The booklet presents ways of using the play, for example as a forum theatre session, where</p>

Year 7 RRR integrated curriculum unit

		<p>pupils can stop the action of the play and take over the role to change the play's direction. The booklet does not include proscriptive lesson plans, but instead gives ideas for how to explore child rights using creative approaches.</p> <p>From spectators to spect-actors – using forum theatre to explore global citizenship: From Spectators to Spect-actors' is a resource booklet, which introduces teachers and others to the concepts of global citizenship and forum theatre. It includes step-by-step session plans with information on getting started, warm-up games, exercises and activities. Covering key stages 2-4, the booklet sets out the key elements of global citizenship, showing both progression and differentiation. The aim of forum theatre is to change the spectator from a passive to an active participant. Forum theatre is not solely for drama teachers. The technique can be adapted and used for any subject and for whole school assemblies.</p> <p>See also Common Threads under music.</p>
<p>GEOGRAPHY</p>	<p>The study of geography stimulates an interest in, and a sense of wonder about, places and helps make sense of a complex and dynamically changing world. It explains how places and landscapes are formed, how people and environment interact, and how a diverse range of economies and societies are interconnected. It builds on pupils' own experiences to investigate at all scales from the personal to the global?.</p> <p>Geography inspires pupils to become global citizens by exploring their own place in the world, their values and responsibilities to other people, to the environment and to the sustainability of the planet.</p>	<p>Citizenship through Secondary Geography: This book for secondary Geography teachers is an extensive collection of essays which show how the Citizenship curriculum can be fulfilled within Geography teaching. The essays cover a range of conceptual ideas and approaches, considering racism, values, identity, community and social inclusion within Geography teaching. The book also has suggestions for inset activities, and practical teaching ideas. Overall the book considers how Geography teaching relates to Citizenship teaching, from the local to the global. The essays take a longer-term view, using examples of how different citizenship theories and approaches have developed through history. The book is ideal for new and established teachers, as well as school leaders and curriculum managers.</p> <p>Geography: the global dimension This guidance book for key stage three Geography teachers explains why teaching the global dimension is of benefit to pupils and teachers. It offers examples of lesson structures, ideas for a departmental audit, stimulus material for lively lesson activities, and a short section on school linking ideas. The book can be used either for long-term planning in devising schemes of work, or in the short term for adapting modules or one-off lessons. The booklet is also accompanied by a micro-site on the Geographical Association website which includes teaching activities and further guidance.</p> <p>When rights are left: Looks at slave labour in Brazilian Amazon and the choices and opportunities open to different groups in society.</p> <p>Dealing with disasters: An excellent handbook which looks at the causes and effects of earthquakes, floods, hurricanes and famine and explores why the poorest are affected most by such disasters. Simple but authoritative explanations about disasters and those who are affected by them are included for non-specialists. Introductory activities help pupils extend their understanding of disasters and explore their attitudes towards them. Several activities explore the way disasters are presented in the media. Others look at how those affected prepare for and cope with disasters. A good variety of thought-provoking group work activities are included (using photographs, cartoons, brainstorming, statements, worksheets, simulation game) which develop listening, speaking and</p>

Year 7 RRR integrated curriculum unit

		<p>cooperation skills.</p> <p>See also ‘Young lives: global goals’ under geog</p>
HISTORY	<p>History helps pupils to ask and answer questions of the present by engaging with the past. Pupils find out about the history of their community, Britain, Europe and the world. History helps them develop their own identity through an understanding of history at personal, local, national and international levels. It encourages mutual understanding of the historic origins of our ethnic and cultural diversity, and helps pupils become confident and questioning individuals. They develop a chronological overview that enables them to investigate Britain's relationships with the wider world, and relate past events to the present day.</p>	<p>When rights are left: Explores the links between the Atlantic slave trade and cocoa, comparing the situation to in history to today and introduces the idea of ethical consumerism.</p> <p>Human Rights in the curriculum: History The first section provides reflections on human rights education and the last section contains a summary of the UN Conventions and Declarations, a glossary of terms, useful organisations and resources. The classroom activities are grouped around four areas - slavery past and present, the struggle for women's rights, The Holocaust, and Human Rights in History. This section includes a range of activities involving research tasks, group discussion and personal reflection with supporting case studies and information sheets.</p> <p>Website: movinghere.org.uk The National Archives in collaboration with 29 other museums, archives and libraries has pooled over 160,000 digital items including photographs, maps and government documents to record migration experiences of Caribbean, Jewish, Irish and South Asian communities over 200 years. The material is particularly relevant for elements of Citizenship, Geography and History and develops understanding of migration, global interdependence and cultural diversity. The emphasis is on cultural experiences of identity and belonging rather than discrimination and inequalities. There are opportunities to practice skills of data analysis, enquiry, communication and reflection on the experiences and views of self and others through the in-depth resources, including Migration Histories, Tracing Your Roots and The Gallery.</p>
ICT	<p>ICT enables rapid access to ideas and experiences from a wide range of people, communities and cultures, and allows pupils to collaborate and exchange information on a wide scale. ICT acts as a powerful force for change in society and citizens should have an understanding of the social, ethical, legal and economic implications of its use, including how to use ICT safely and responsibly</p>	<p>Website: globalnews.org.uk This excellent resource includes sections for pupils as well as background information for teachers. There are several classroom activities, and opportunities for independent study, all focusing on international news websites. The activities encourage students to develop critical thinking and questioning skills, as well as evaluating the media. The website includes curriculum links to Citizenship, Geography and ICT, and plenty of information about news websites and how the media operates.</p>
MATHEMATICS	<p>The subject transcends cultural boundaries and its importance is</p>	<p>(See also issues series above)</p> <p>Human Rights in the curriculum: Mathematics This innovative resource for secondary teachers brings a</p>

Year 7 RRR integrated curriculum unit

	<p>universally recognised. Mathematics equips pupils with uniquely powerful ways to describe, analyse and change the world.</p>	<p>new approach to mathematics teaching. The book introduces human rights through a series of 30 mathematical activities. The book is well laid out, and easy to follow with pupil worksheets alongside the teachers' notes for each activity.</p> <p>Water Numerate: Daily maths activities for Y6 or Y7 This is a very useful resource book. It addresses international issues regarding water consumption, income distribution and care of the environment while developing mathematical skills for solving a range of data handling problems in the global 'village of a hundred people'. Mathematical tasks are presented in context with case studies from the UK and a village in Nepal. This resource is very well structured with detailed guidance for teachers and differentiated activities for pupils. There are also practical ideas for active citizenship initiatives for pupils related to water conservation around the world. "Leaves standing the maths we commonly give to children" TES review</p>
<p>MFL</p>	<p>Languages are part of the cultural richness of our society and the world in which we live and work. Learning languages contributes to mutual understanding, a sense of global citizenship and personal fulfilment. Pupils learn to appreciate different countries, cultures, communities and people. By making comparisons, they gain insight into their own culture and society. The ability to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and throughout the world.</p>	<p>Changing Places is packed with materials for language teachers wishing to teach their subject in a cross-curricular way. This approach is invaluable for making children more aware of the world they live in. It covers a broad range of teaching styles, concentrates on interactive activities, and is full of ideas to motivate pupils and prepare them for their role as citizens in a multi-cultural world.</p> <p>Human Rights in the curriculum: French The book is divided into three parts, with the majority of space given over to classroom activities with worksheets and other materials. Section one provides an introduction to human rights education and links the resource to the National Curriculum for Modern Foreign Languages. Section two contains 16 classroom activities in five thematic sections, namely: les droits humains dans la vie quotidienne; vie publique - vie privée; le travail; dans notre monde; des Droits de l'Homme aux droits humains. The third section contains simplified versions, in French, of the Universal Declaration, the Convention on the Rights of the Child and the International Convention on the Elimination of Discrimination against Women.</p> <p>Human Rights in the curriculum: Spanish This is an excellent handbook for teachers in secondary schools to introduce a human rights education perspective into their teaching of Modern Foreign languages. The handbook is divided into three main sections. Section one introduces the rationale and principles of human rights education. Section two is the main section and contains several activities that highlight different cultural views of human rights issues from around the world. Some activities incorporate case studies to highlight issues for ethnic minority groups from different Spanish speaking countries. These issues cover themes such as, child labour, indigenous minorities, Romanise (gypsies) discrimination in Spain and children rights. The activities suggested here are diverse and include discussion, interviews, building new vocabulary and analysis of information from several sources.</p>
<p>MUSIC</p>	<p>As an integral part of culture, past and present, music helps pupils understand themselves, relate to others, and develop their cultural understanding, forging important links between the</p>	<p>The Arts: The Global Dimension a 38 page book looking at how the global dimension can enrich teaching and learning in art and design, dance, drama and music. It is aimed at arts coordinators, teachers, advisers, trainers and facilitators of curriculum development. The book starts with a discussion on what a global dimension in arts education means and how it can contribute to a broad and balanced curriculum. Following on, there are examples of learning activities that can be adapted for part of a lesson or for a more sustained project.</p>

Year 7 RRR integrated curriculum unit

	<p>home, school and the wider world.</p>	<p>Common Threads: This innovative cross-curricula resource is ideal for bringing new approaches to drama and music teaching, but may also be relevant for English and Citizenship teaching. The pack is based on a musical drama in four acts, set in the 1950s in the Caribbean island of Grenada and Big Pit Colliery in South Wales, written by the broadcaster Alex Pascall. The play explores the themes of worker's rights and the differences and similarities between the two communities. The pack includes a CD with songs from the musical; a pupil's book introducing the play, with full text; and a teacher's workbook. The workbook is divided into double page spreads for each subject, and is packed full of creative ideas, some using the extracts from the play, and some as stand alone items. Altogether this is an exciting, creative resource, although it will need some preparation to adapt into a scheme of work.</p> <p>Global music to your ears: Oxfam's free online Global Music lesson plans provide a comprehensive resource that explores and creates music from around the world. There are 20 stand-alone lesson plans suitable for both primary and secondary students. Activities cover key elements and skills within the music curriculum and enable pupils to appreciate diverse cultures and tackle global issues. Opportunities are provided for singing, performing, composing, improvising, listening and appraising, as well as exploring rhythm, timbre, texture, structure and pitch. Lesson plans include a variety of the following background material to support the activities: links to listen to music, videos of instruments being played, related images, song lyrics and sheet music.</p> <p>Thursday's Child: a children's rights musical: This two-hour musical is a very impressive resource. Written for children from 8 to 18, the story illustrates why we need the UN Convention on the Rights of the Child. It follows a group of children (living in an unspecified place) who make a journey from desperation (as child labourers breaking stones for roads) encountering children in various forms of distress on the way, eventually to justice (though a Court of a Law) and happiness (finding a mother). The performance pack includes all that is needed to stage a performance, score and staging directions, plus a CD of the songs. The CD and video of the performance can be used as a stimulus in their own right alongside the ideas in the teacher's handbook. This links the events of the drama with the children's rights and offers ideas for discussing these in the classroom.</p>
<p style="text-align: center;">RE</p>	<p>RE encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a pluralistic society and global community. RE has an important role in preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It</p>	<p>Who am I? Who are you? Ideas and activities to explore both your and young people's assumptions, beliefs and prejudices: "In our multi-faith and multi-cultural society we often know and work with people who come from very different backgrounds but rarely do we exchange ideas on what makes us tick". This book aims to enable professionals who work with young people to bring a spiritual dimension to their work, to bring about mutual knowledge and respect. It is written for the person who is affiliated to a faith group, for the person who is not affiliated and for the complete sceptic – for anyone who wants to find out more about themselves and other people. Who am I? Who are you? contains accessible, bite-sized background information, practical activities and reflective exercises that will help those who want to consider what spirituality is and what part it has to play in everyday life: work, leisure and relationships.</p> <p>Rooted: Journeys of roots and religions around the world: This resource pack incorporates several interesting activities based on a brief comparative overview of the six main world religions found in the UK (Buddhism, Hinduism, Islam, Sikhism, Christianity and Judaism). These religions are explored through the eyes</p>

Year 7 RRR integrated curriculum unit

	<p>promotes discernment and enables pupils to combat prejudice.</p>	<p>of six children who visit a country of cultural heritage. The pack encourages children to learn about other faiths as well as actively reflecting on their own values and ideas to understand the global nature of faith and citizenship. Each section contains factual, up to date information on each country, a concise historical background and further information sections before describing the key facts, beliefs, artefacts, symbols, festivals and ceremonies of each religion. Teaching ideas and activities draw on themes raised in the video, photographs from the posters and background information to raise questions, stimulate discussion, group work and personal reflection. A very good cross-curricular resource and highly recommended for students at this key stage.</p> <p>Values and Visions: A handbook for spiritual development and global awareness. Burns S. and Lamont G, Hodder and Stoughton (1996)</p> <p>(See also issues series above)</p>
<p>SCIENCE</p>	<p>Pupils discover how scientific ideas contribute to technological change - affecting industry, business and medicine and improving quality of life. They trace the development of science worldwide and recognise its cultural significance. They learn to question and discuss issues that may affect their own lives, the directions of societies and the future of the world.</p>	<p>Science: the global dimension: This guidance booklet for secondary Science teachers introduces the idea of a global dimension in science teaching and learning. The book includes sections on the benefits of teaching the global dimension in science, to teachers and pupils, as well as ideas about how to do this through learning activities in the key science curriculum themes. There is an accompanying website where teachers can find learning activities, sources of support, and links to relevant topical news items.</p> <p>Website : 1001inventions.com This website accompanies the '1001 Inventions: Discover the Muslim Heritage in our World' exhibition. It shows many of the scientific and medical discoveries and inventions that have come from the Muslim world, and have formed many things we take for granted today. The website includes a free downloadable activity pack with eight lessons for secondary Science teaching and a set of colourful posters, which can be found on the contents page. The inventions are grouped into thematic areas around: home, school, market, hospital, town, world and universe, with a short explanation introducing each section.</p> <p>Secondary Science Review: The September 2004 issue of the journal Secondary Science Review focuses on international perspectives in science education. The journal includes several real-life example projects from teachers alongside background theory and 'think piece' articles. Many of the articles include ideas for school linking, such as a dual language science lesson about electrical circuits in a link with South Africa. Altogether the essays are thoughtful and include several in-depth examples of teaching in practice, with illustrations and photographs. The book would be most useful for any science teacher wanting to set up a school link, but would also be useful for those looking to include development issues as a topic.</p>

DT June 2007

The eight key concepts to the global dimension

An overlapping framework for understanding and implementing a global dimension to the curriculum and ethos of the school

Conflict resolution

- ❖ understanding the importance of dialogue, tolerance, respect and empathy
- ❖ understanding the causes and impacts of conflict, aggression and violence near and far

Diversity

- ❖ appreciating diverse perspectives on global issues and how identities affect opinions and perspectives
- ❖ understanding the nature of prejudice and discrimination and how they can be challenged and combated
- ❖ building a commitment to race equality

Global citizenship

- ❖ appreciating the global context of local and national issues and decisions
- ❖ learning how to take responsible action that can influence and affect global issues

Human rights

- ❖ understanding the universality, indivisibility and personal significance of human rights, including the UN Convention on the Rights of the Child
- ❖ appreciating that young people's views and concerns matter and are listened to

Interdependence

- ❖ understanding how actions, choices and decisions taken in the UK can impact positively or negatively on the quality of life of people in different places

Social justice

- ❖ developing the motivation and commitment to take action that will contribute to a more just world

Sustainable development

- ❖ understanding the need to maintain and improve the quality of life now without damaging the planet for future generations

Values and perceptions

- ❖ developing multiple perspectives and new ways of seeing events, issues, problems, opinions - and other people
- ❖ thinking critically about the reliability of sources of information and their underlying assumptions or values