



## Lancashire Global Education Centre

Case study purpose: Embedding the global dimension within a Lancashire Primary School.

Schools involved: Oliversons CE primary school, Goosnargh, Lancashire

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Oliversons is a village primary school with 168 pupils on roll, nearly all white British.

The school had done some global awareness as part of a cluster group before I wrote to them at the beginning of the *Beyond Citizenship* project in April 2006 to ask if they would be interested in taking part. A new Head, Jo Longworth, had just been appointed, and had bought a copy of my book *Successful Global Awareness*. They responded positively as they were about to introduce global awareness regularly as part of a "carousel" of activities. For half an hour a day, between 11.30 and 12, each class does a particular subject for a week with the same teacher, who then moves on to the next class the following week. The process is repeated each term.

The teacher tasked with teaching global awareness by this method was Sarah Hoddleston. She had not done anything like this before and was unsure how to tackle it. She came to see me and I suggested she use the Oxfam "Curriculum for Global Citizenship" as a framework. This fitted her purpose very well as she was able to plan the different topic areas for each class, and adapt them to the different age groups she would be working with.

Sarah came in to the Centre in July and borrowed several resources including *The World came to my Place Today*, *If the World were a Village*, *Wake up World*, and I gave her a copy of Oxfam's *Global Citizenship curriculum* and *Developing the Global dimension in the Curriculum*. She worked on these during the summer holidays and by the beginning of term had planned her term's work (see attached papers for details of plans, and an evaluation of the 1<sup>st</sup> two topics.)

Sarah liked the carousel idea because it gave some continuity, and she was able to revisit the topic at different levels. She was able to share the ideas at a Global Day organised by LGEC in March 2007, when she gave a presentation on the work. Several schools showed interest and at least one, Lammack, has since used her plans as a model.

I did some baseline assessment at the school – with Reception and Year 5 in Sept 2006, and the same classes again in Nov. 2007. I used a very simple activity with pictures from the “Images of Africa and Britain” pack, getting comments from the children as to which part of the world they thought it was. Year 5 had a good appreciation of the size of Africa in relation to Britain, and the difference between a country and a continent. The activity brought out many stereotypes such as heat, animals, few cars, no metal, no school uniforms – but also the knowledge that there are children with dark skins, and homeless people, in Britain. In the reception class there were very hazy notions of Africa, but when Sarah followed it up she said “the children had obviously taken in what you discussed...they had lots to say and some very interesting thoughts.”

The follow up assessment in Nov.07 showed that children still had many stereotypes, but on reflection this was probably not the best activity to do as they had not been learning specifically about Africa. We now have a much better range of assessment activities (The *How do we know it's working?* toolkit) which also gives ideas on what to look for and how to judge the responses. The school has details of this publication.

Sarah’s final verdict on the work was ““The global awareness sessions have been well received by the children and they have told me they have learnt a lot and had some of their ideas challenged. Fairtrade has particularly interested KS2.”

Unfortunately Sarah left the school in April 2008, and the teacher who took over from her, Helen Sant, had no previous experience of global education. However, having the plans in place was a great help and I was able to talk Helen through them. She is keen to take the work forward and hoped to attend the end-of-project networking day on 10<sup>th</sup> March, but was unable to make it.

The school is involved in various initiatives including Sustainable Schools, Eco-Schools, and the creative curriculum.