



# global

# dimensions

autumn2010



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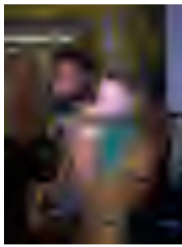
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In March 2010, the Development Education Association released some compelling research evidence in its report, *The impact of global learning*. It set out how society can benefit from educating people about global issues, showing that 'global learning' actively engages people in issues such as international development, tackling climate change, building a responsible society and encouraging community cohesion.



**“Education and learning should offer citizens the capabilities to create a more just and sustainable world.”**

This statement, taken from DEA's Global Learning Charter, forms the centrepiece of a series of initiatives to raise the profile of global learning. So far, over 200 organisations have signed up to the charter. If you believe that learning can help tackle some of the big issues that we

collectively face, such as climate change, intolerance and poverty, show your support by signing the Global Learning Charter at [www.dea.org](http://www.dea.org).

Following a comprehensive review of all their grant funding, the Department for International Development have decided to phase out funding for regional programmes, (including NWGEN), in favour of a new programme of support for global learning to provide a coherent approach in England. This is expected to take shape in the 2010-2011 academic year.

The Global Learning Network for the North West is a new initiative developing from NWGEN, aiming to catalyse opportunities between education practitioners across the region to share, encourage, support and promote global learning in teaching practice. We are organising an event to develop cross-regional partnerships. To find out more, visit [www.lgec.org.uk/nwgen](http://www.lgec.org.uk/nwgen).

**Sarah Whitman**, NWGEN Coordinator  
[sarah.whitman@lgec.org.uk](mailto:sarah.whitman@lgec.org.uk)

“Global dimensions magazine aims to highlight the outstanding work of teachers and education providers, sharing good practice across the north west. We hope that by sending this magazine to schools, local authorities and it will increasingly inspire global learning practice.”

It is essential that our education system fully prepares young people for the rapidly changing, globalised world which they will inherit. Young people need to be motivated to learn, they need genuine concern for the wellbeing of others and of the natural environment, and they need a set of skills that enables them to use their talents creatively, in order to be active participants in a just and sustainable future for all. Global learning should be a central part of young people's education and the work of NWGEN over the past 7 years has been in direct support of this. The impact of global learning is not instant but can be profound, and can change the attitudes, approaches and ultimately the choices that each individual makes in their later life. This is a value of global learning and to this end the partners who have collaborated within the NWGEN will continue to lead on the global learning agenda into the future.



**Eleanor Knowles**, Director of Cumbria Development Education Centre (CDEC) and Chair of NWGEN

# BREAKING THE RULES

**JOHN PORTEOUS**, Headteacher of Turton High School Media Arts College in Bolton, explains how becoming a UNICEF Rights Respecting School has encouraged his staff and pupils to think for themselves

**W**e committed to becoming a Rights Respecting School about 18 months ago. It is not a badge of honour, soon to be forgotten about. If we are going to change something, we take it seriously, and do it properly.

This work is part of a broader commitment to create a fairer, more caring and emotionally intelligent school. We see the articles of the UN Convention of Children's Rights as a really important part of the learning process. We have put them into our well-being programme, which is now embedded throughout the curriculum.

It's been a brilliant opportunity. In many ways, we have been steering the school in this direction for quite a while. We have been developing the global dimension in citizenship. We have been building partnerships with other schools in the local area, as well as creating links with schools in Pakistan and across Europe.

I do worry about the way schools are going - not just our school, but many others. The current emphasis is on valuing children in terms of what they can achieve, rather than who they are as people. We don't want to see students as a set of examination results. We honestly believe that if you value young people and work with them in a positive environment then achievement will go up.

The articles give us the language to know how to talk to youngsters about their rights. All children have absolute human rights. It is not a question of whether or not a school decides to listen to the students' opinions; they have a right to be heard.

**We honestly believe that if you value young people and work with them in a positive environment then achievement will go up**

One of the biggest challenges was how to give all our students a voice. We have the Voice Out Loud (VOL) student council. The students were proud of it, and we thought it was a great democratic model, with each form electing their own representative.

Supported by the UNICEF scheme, students did an audit of the school. What came out of that was that VOL didn't represent all the students. With 1,700 youngsters in the school, how do you know they all have a voice, something they feel really represents them? Without a self-electing model, we weren't really sure we were giving a voice to everybody.

So we set up a parallel body as a UNICEF steering group. It involves pupils aged 11 to 18, and because it is self-electing, numbers vary from around 11 to 30. It raises awareness of the Rights Respecting programme, and is a forum for anybody who wants to raise an issue.

The school thought we were really strong at countering racism or homophobia. But one of the first things that came from the group was that there were still elements of homophobic bullying, and that some people were reluctant to accept those who are different.

We are re-writing the school policies, based on the UN Convention on the Rights of the Child. The old ones were traditional rules, set down by the teachers - 'Do this or this punishment will follow.' But if a pupil lets a teacher down or disappoints them, that is much more powerful than a detention.

Now we have a charter that is displayed in every classroom, written in the students' words and language. It ensures that everyone realises their responsibilities. If you are going to be part of the school community, you should follow these principles, based on respecting yourself and other people.

One of the biggest challenges was when the steering group did a presentation for staff to explain the new charter. I fully expected a bit of a vitriolic reaction, imagining a 55-year-old asking, 'Why have I got a 16-year-old telling me what to do when I have been teaching for 30 years?' But the students were brilliant and the comments from staff were wonderful - not negative at all.

The students bring the Convention to life. Our Year Ten drama group picked examples of the articles, and acted out scenes in which children were experiencing abuse and intolerance in their day to day lives.

Through UNICEF we have also had charity collections, for those affected by the conflict in Palestine, and the victims of the earthquake in Haiti. Other activities have included Black History Month, World Aids Day, and Fair Trade Day.

It is not just a question of education. We try to put our principles into practice. We have opted out of the catering system and created our own food service, based on Fair Trade providers and using locally sourced supplies. Students from the steering group travelled to the Ministry for Justice to discuss a Bill of Rights for the UK.

We always say to our pupils that no-one should be made to feel bad about themselves because of what someone else has done or said to them. We should always treat each other with dignity and encourage each other to reach the highest level of education we are capable of. In order for us and everyone else to enjoy our rights, we all have responsibilities for the way we behave.

We are not perfect, and we still have lots to improve on. But I think this UNICEF approach is really setting us on the right path.

e: [porteousj@tmac.uk.com](mailto:porteousj@tmac.uk.com) | w: [www.tmac.uk.com](http://www.tmac.uk.com)

“Commitment at all levels of the school is exceptional and the impact of the work is plain for all to see” Eddie Burke, UNICEF UK Education Officer

“It’s great to hear the students feeling so passionate about school” Teacher, Turton High

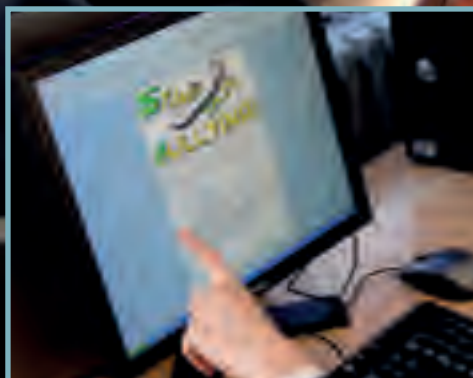
“This reminds me why I came into teaching in the first place” Teacher, Turton High

Launched in 2004, the UNICEF Rights Respecting School Award (RRSA) runs in more than 1000 primary and secondary schools across the UK.

The RRSA encourages schools to place the articles of the UN Convention on the Rights of the Child at the heart of their ethos. As well as providing a clear and universally accepted set of values, the Award is a great learning tool.

Participating schools have reported a decrease in bullying; an improvement in achievement; a positive effect on global awareness; and a more inclusive school atmosphere.

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



Pupils listen to, learn about, and discuss their rights and responsibilities

# ESCAPE TO SAFETY

**DEBORAH SCHOFIELD** and **JACOB STEAD**, Year 11 pupils and CAFOD group members at Browndge St Mary's RC High School, Bamber Bridge, Preston, describe how an interactive exhibition helped them understand the plight of refugees

**W**hen we first heard about the Escape to Safety exhibition we were a little bit sceptical. We didn't know what to expect. But when we saw the colourful and striking design on the trailer, we knew that it would more interesting than we'd thought.

The whole exhibition gave us the experience of being refugees struggling to safety. At the door, we were given a set of earphones and an mp3 player to guide us through. We went through a variety of rooms, including a room that was designed to represent the back of a lorry, smuggling people out of danger.

There was also a room that showed the detention centre refugees were put into while the British authorities decided their fate. It was claustrophobic and very atmospheric.

We were involved from the start. Not knowing what was coming next gave us a sense of anxiety, which made it all seem real. The mp3 player shouted at us to move from one place to another, questioned us and told us how awful we were.

We learned not only what a refugee actually is, but experienced something of what they go through as they try to seek safety for themselves and their family.

Some pupils were quite negative towards refugees. However, after Escape to Safety, they had a very different attitude. They were able to see why some people have to leave their home country, and the terrible situations they find themselves in.

We were particularly lucky that Weston, an asylum-seeker from Malawi, was able to come into school. His story had a profound effect on many pupils, who admired what he had done to stand up against corruption in his country. Joe Howson, from Global Link, gave a workshop too. He is very scary when he shouts in Spanish!

It was particularly significant that our school chose to have the exhibition in school during Advent. We focused on how Mary, Joseph and Jesus were a refugee family forced to escape to safety in Egypt. The whole Christmas story was brought alive.

w: [www.st-maryshigh.lancs.sch.uk](http://www.st-maryshigh.lancs.sch.uk)

Designed for young people from the age of ten upwards, Escape to Safety is an interactive multimedia installation that challenges racism and helps us think about our view of asylum seekers and refugees.

Each participant walks through a labyrinth of eight 'stations' that depict the different stages a refugee experiences before seeking asylum in Britain. The tour is accompanied by voices from Rwanda, Afghanistan and Palestine interacting with border immigration officials and the media.

The exhibition is suitable for the Citizenship curriculum for upper KS2 to KS4, and also has strong links to English, PSHE, History, Geography, Art and RE.

w: [www.globallink.org.uk/exhibitions/e2s/](http://www.globallink.org.uk/exhibitions/e2s/)

**"When I see a newspaper headline about refugees now I want to look more at the story behind it" Pupil, Year 11**

**"I was really surprised – I didn't know the difference between a refugee and an illegal immigrant before" Pupil, Year 11**



Excited students stand ready to embark onto the Escape to Safety exhibition

## Embedding World Experiences Into Learning

# OUT OF AFRICA

**BERNADETTE WOOD**, Headteacher at St Oswald's Catholic Primary School in Longton, Preston, explains why working with Miso'shi Procter is an unforgettable experience

**Miso'shi and a pupil laugh while demonstrating how African women carry children on their back**

I call Miso'shi a friend of the school. In fact, she's a great friend. She visits us around twice a year, working with Year 5 on a Geography unit about Kenya, and Key Stages 1 and 2.

Miso'shi presents school assemblies where she teaches the importance of respect for other people and cultures. One of our children acts as a willing volunteer to demonstrate how African children are carried on their mother's backs.

Throughout the time she spends with us, she uses storytelling and music to talk about life in her own culture, and the similarities and differences between African and British culture.

When she visits we make sure everybody gets a bit of her! She has been coming into the school for four years now, but I have known her work for about 12 years. A member of staff was really keen to involve her in the unit about Kenya. All of the staff enjoy inviting other people into school to work with the children.

Miso'shi talks with great authority about her background and culture. We are what I would describe as a 'leafy lane' school - all of the children here are of a white, British heritage. So having Miso'shi come into the school and share her perspective with the children is just brilliant.

She is quite subtle - she is not overt in the way she describes things. She will talk generally about life in Africa and address some of the misconceptions by telling children what it is really like. The storytelling is a far more effective way to communicate with children than someone just telling them facts about life in Africa.

**I find Mis'oshi so inspiring. Just having her presence in school, even for one day, is really special**

Miso'shi often returns to Ghana, and when she does she talks to the children about what she's experienced there, or brings items back and talks about them. She makes the links at the children's level.

For most of the children, having Miso'shi in the school has become quite normal because she has become a regular visitor. For the rest of the children, they have built up a good relationship with her, which is reflected in the respect they have for her.

Although having Miso'shi work in the school is obviously brilliant for the PSHE curriculum, it is excellent for literature, arts and music. The storytelling also encompasses comprehension skills.

Miso'shi makes learning really appealing for the children. They enjoy having her in the school.

I find Mis'oshi so inspiring. Just having her presence in school, even for one day, is really special.

e: [head@longton-st-oswalds.lancs.sch.uk](mailto:head@longton-st-oswalds.lancs.sch.uk)  
w: [www.st-oswalds-rc12.lancsngfl.ac.uk](http://www.st-oswalds-rc12.lancsngfl.ac.uk)  
w: [www.misoshi.co.uk](http://www.misoshi.co.uk)



# ARTISTIC DIMENSIONS

Art and music are crucial for bringing the global dimension to life.

**HELEN CLIFTON** reports on an exciting new project that aims to bring the words and songs of the region's artists into thousands of classrooms

**C**rammed into a room in Manchester's Green Fish Resource centre are artists from different parts of the world, including Sudan, Pakistan, Rwanda, South Africa and Jamaica.

They all laugh and joke when asked to think of objects that sum up the UK. "Curry and chips," one suggests. She explains that the popular take-away dish perfectly reflects the way modern Britain is a blend of different cultures. Everyone agrees.

As artists from the global southern hemisphere - and Britain's ethnic and cultural diversity - the group are attending the Widening Perspectives event to learn and share how they can use their skills to bring the global dimension into the North West's classrooms.



Their work is crucial to help children understand more about the wider world, as well as the vibrant mix of different communities on their own doorstep.

British-Sudanese visual artist Ahmed El Hassan has been bringing a southern perspective into schools for over 20 years.

"Most children want change; they like change," he says. "It is up to you how you present information to them, and make it exciting. You are always going to find challenges. I don't just go to school to teach - I also go to learn."

"It is all about building those bridges between north and south, and allowing our communities to learn from those who arrive from overseas."

The event is organised by Gisela Reynolds, manager of Global Link, Lancaster development education centre. She explains that, until recently, the UK's approach to the global dimension was quite fragmented, and often left up to individual teachers.

Put simply, Gisela says, teaching the global dimension is about, "making our children more human". She uses powerful facts and figures to back up the necessity of such work. The 25,000 children who die every day from preventable disease. The many British children who think African is a language. The ongoing stigmatisation of those seeking refuge in the UK.

A 2005 Government report, 'The Global Dimension in the Curriculum,' guided teachers on how to tackle thorny issues like conflict resolution, diversity, human rights, and social justice.



Artists deep in discussion at the Burnley and Manchester workshops

**People from other places and countries can provide an experience that teachers cannot**

Schools now also have a legal duty to promote community cohesion, and it is included with Ofsted inspections.

“Art is very important because it is a direct approach,” explains Kashif Ali, a singer and instrumentalist from Pakistan, and member of Manchester-based Asian Music Talent.

“Talking about issues through music and dance is the best way to break barriers in a lasting and positive way. There is no politics involved. There are no boundaries or discrimination. It is a comfortable approach for people like me to raise positivity and awareness.”

Realising the importance of using art as a way of conveying complex messages about faith, race, and culture, Global Link have now launched a 12-month project for artists from the global south, funded by the Arts Council and NWGEN.

Two well-attended taster training days took place earlier this year, in Burnley and Manchester. Schools will be able to apply for subsidies to help pay for a visiting southern artist, and there could be opportunities for artists to mentor peers and teachers.

It is envisaged that clusters of teachers are to be trained in art and the global dimension, and by the end of the project, there will be a website set up with a dedicated, permanent database of North West-based southern artists.

As Gisela explains, the point of the project is to utilise artists to challenge pre-conceptions, broaden horizons, and create links.

## **Talking about issues through music and dance is the best way to break barriers in a lasting and positive way**

“A child is more likely to remember an artist coming into a school because children love having exciting visitors,” she says. “But schools need to be clear about what they are getting the artists in for. People from other places and countries can provide an experience that teachers cannot - but they need to understand that the aim is not to confirm stereotypes about that culture.”

“We had an artist from South Africa who came into a school and did a Xhosa dance. It was great - but in no way did it challenge the kids. If anything, it confirmed certain stereotypes.”

“If an artist is holding a workshop, it is a good idea for them to find out what types of question the children may want to ask. The teacher should always meet with the artist beforehand, rather than just bringing them in.”

Artists are often placed under pressure. They may be expected to discipline children, and deal with racism. Gisela explains that the project aims to help artists tackle such challenges.

“Sometimes you are expected to be there as an African, but not as an artist,” Ahmed says. “Sometimes the school may treat you as a teacher, and you want to support the teachers. But you may not find it comfortable to control the classroom.”

## **We had an artist from South Africa who came into a school and did a Xhosa dance. It was great - but in no way did it challenge the kids. If anything, it confirmed certain stereotypes**

After lunch, artists use coffee to create a group painting, and everyone enjoys the chance to let off a bit of creative steam. Children can easily utilise everyday objects to express themselves - and coffee supports a discussion about trade justice.

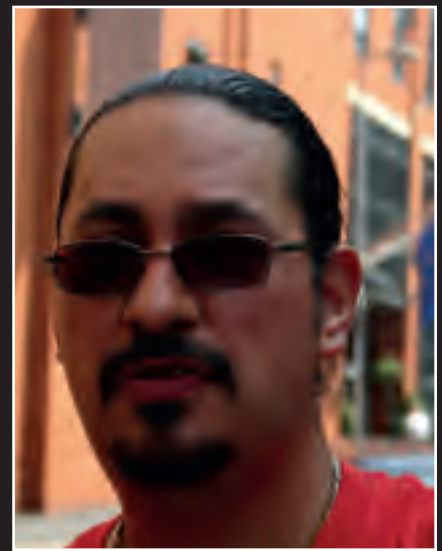
Everyone seems invigorated, ready to turn knowledge into practice, and eager to tap into the new resources made available to them.

“We have found out some interesting things and new information,” says Kashif. “It is also really useful to network. I have never had a chance to chat with other artists before.”

“When children see black or asian people, they don’t think any differently. When you are working with children, you are a teacher first. Everything else is secondary.”

“Children sitting in school will remember the information they have been given. If they hear it at a very early age, it will grow. It is very important they have positive information at the very beginning, so they keep it for a lifetime.”

t: 01524 36201  
e: d.tierney@globallink.org.uk  
w: www.globallink.org.uk  
www.elhassanartist.com



**Musician Francisco Carrasco has been working in North West schools for many years**

**Chilean artist Francisco Carrasco came to the UK after fleeing the political violence of the Pinochet regime. He runs an events company, All Things Latin**

“Children need people from other cultures to pass on real life experiences from places they don’t know about. It’s particularly important in more isolated rural areas. It helps children break down stereotypes.

When an artist like me comes into a school, the children ask questions. You can go back to your own experiences and talk about things in ways that someone else may not be able to replicate.

People from other cultures are educated - they have something to say to the world, they have hopes and dreams and fears, just like everyone else. By going into a school, children see us as real human beings.

Schools in the UK don’t teach European history, so children’s knowledge of Latin America and the rest of the world is minimal. Not everybody in Latin America is poor. We have scientists, highly skilled professionals, and amazing buildings.”

w: www.allthingslatin.co.uk



## DEMYSTIFYING ISLAM

**DEBRA HURLEY**, Year 3 teacher at St Pius X Catholic Primary School in Barrow-in-Furness, Cumbria, explains how a partnership with Egyptian architect Maha Ismail has raised awareness of Islam

**M**aha first got involved about 15 months ago. She came in to do a talk about Islam for the whole school. As good as the talk was, we decided that it would be better if she started coming in on a regular basis to work with smaller groups of children.

The children asked questions like, 'What kind of churches do Muslims go to, and what is a mosque?' and 'Why do Muslims pray five times a day?' They asked about Ramadan, and what it's like to fast. One of the children wanted to know why Maha covered her head, while another wanted to know her favourite football team!

In September 2009, she started coming in once a week. She'd been working with Year 3 up until Christmas, teaching them how to write their names in Arabic. Then she started working with Year 5, teaching them how to design their own prayer mats.

We met Maha through Liz Ingledew of Cumbria Development Education Centre, via the multi-cultural liaison group. I thought it would be useful to offer the children a more personalised view of a different faith and culture, rather than the perspective of a teacher.

A lot of the children don't really have the opportunity to leave the town to visit other places. There aren't a lot of other faiths in Barrow, so it is really interesting for the children to experience other traditions and cultures.

We visited a mosque in Carlisle with the Year 5 pupils. Before they went, they came up with some questions for Maha about what they thought they would experience.

They thought that mosques were huge buildings with gold spires, but the mosque we visited was very small, because there is such a small Islamic community in Cumbria.

Most of the parents were very, very, supportive, but we did have a few asking why we were taking to children to a mosque. Once I explained that it is interesting for the children to learn about other faiths, they were absolutely fine.

Maha also worked with the children to teach them an Arabic song about Eid, which they performed at a multicultural festival held in Barrow in November. The reactions from parents were very positive. It was really great to see them learning another language.

Through Maha, we have also got a link with her niece's school in the Egyptian capital, Cairo. The plan is to build up a relationship with the school, so that they can send us some of their work, and we can send some back in return.

From the very first visit, our relationship with Maha had so many benefits for the children. I would definitely recommend this approach to other schools. If we come together it's amazing what we can achieve. We have all got differences, and that's something that can be celebrated.

e: [admin@st-piusx.cumbria.sch.uk](mailto:admin@st-piusx.cumbria.sch.uk)

w: [www.st-piusx.cumbria.sch.uk](http://www.st-piusx.cumbria.sch.uk)

More activities are available in 'Another Spanner in the Works,' by Wendy Ridley and Eleanor Knowles

# OAKY GOES GLOBAL

**JOANNE REILLY**, Deputy Headteacher at Oakwood Avenue Community Primary School, Warrington, describes how school mascot Oaky has been used to encourage children to take action on global issues



**“This topic made me realise just how bad poverty actually is. It is all over the world, not just in Africa” Pupil, Year 5**

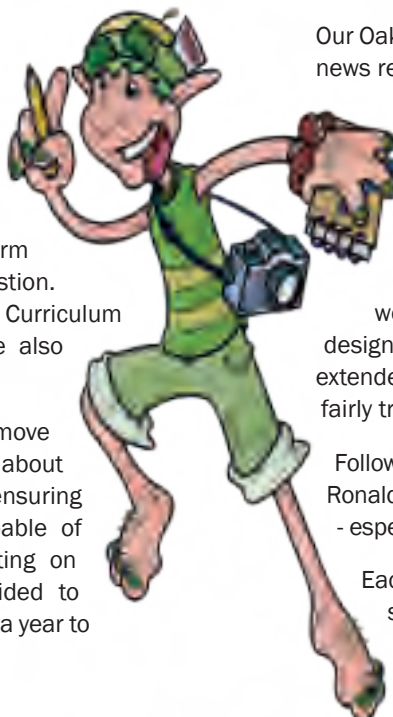
A protest about global warming gets children engaged with the issues

Our children live in an ever-changing world. With this at the forefront of our minds, we devised the Oaky curriculum.

Oaky is our school character, and symbolises learning. He appears in different guises, changing every half-term and asking each year group a different question. Although underpinned by National Curriculum objectives, the half-termly Oaky structure also allows for personalised learning.



We needed to move from teaching about the environment, to ensuring that children are capable of understanding and acting on the issues. So we decided to dedicate a whole half-term a year to the global dimension.



Our Oaky character for the global topic half-term was ‘Oaky the news reporter’. After trekking the globe, he came back armed with questions about global issues, inspiring a variety of activities.

These activities have not just impacted on the school environment. Home learning projects and our Environmental Extravaganza week involved many other people in our community. The T-shirts worn during a protest march about global warming were designed at home with parents. Our FAIRTRADE stall was extended to our Parent’s Café, where adults enjoyed a cup of fairly traded coffee.

Following the £80 million transfer of footballer Cristiano Ronaldo, teachers reported that Year 5 children were incensed - especially as there is so much poverty in the world.

Each year, our Oaky Global work goes from strength to strength. And next year, we are looking to strengthen it further by linking with schools overseas.

[e: jereilly@tiscali.co.uk](mailto:jereilly@tiscali.co.uk)

Following Oaky’s example, children asked some searching questions - and learnt a great deal about global issues along the way...

**Year 1: “What is a dodo?”**

Until they were showed a clip of the film Ice Age, some children believed a dodo was a dummy. By the end of the topic, pupils could talk about endangered animals and extinct creatures.

**KS2: “How can we improve our environment?”**

Children held a protest march about global warming, using leaflets and banners they had designed themselves, and ran a fair trade stall during FAIRTRADE Fortnight.

**Year 2: “Why is there a black bin in our classroom?”**

Children took a trip to their local recycling area – with many encouraging their parents to attend. During Oaky Celebration Week, children made Easter cards from homemade paper.

**Year 6: “Can you be a prisoner in your own home?”**

Children learnt to empathise with those living in conflict in the Gaza Strip. They presented an assembly, raising awareness of global conflict through a hip-hop dance, and explaining how we can make a difference by living in peace.



The maze was carefully designed as a bridge between different cultures

## AN A-MAZE-ING SUCCESS

Teacher **FREDA EYDEN** explains how the introduction of a labyrinth into the grounds of Woodheys Primary School in Sale, Manchester combined ecological awareness with an understanding of world faiths

As a very environmentally aware school, energy efficiency and conservation have always been close to the heart of the Woodheys Primary community. However, following her attendance on a course at Gorton Monastery in Manchester, our headteacher, Laura Daniels, inspired us to see that spiritual energy is every bit as important as conventional energy.

With 37 per cent of our children coming from different ethnic backgrounds, faiths, languages and cultures, we were looking for ways to introduce community cohesion and interfaith understanding. We decided to use a labyrinth as a focus for this work.

For centuries, people in many lands and cultures have walked labyrinths, meditate and find answers to their problems. No echoes of the Ancient Greek Minotaur - think instead of medieval labyrinths, such as the one in Chartres Cathedral in France.

**“The art work associated with the labyrinth has involved every member of our school community. We are very proud of what we have achieved”**  
**Mrs Keeley, Art Co-ordinator,**  
**Woodheys Primary School**

In 2007, Woodheys won first prize in the Ashden Award for Sustainable Energy in Schools. The prize money enabled us to implement a labyrinth design in a peaceful corner of our school grounds, incorporating sensory planting, information points, multi-faith symbols, and solar-powered water features.

The labyrinth has resulted in some fabulous ongoing projects. Pupils have learned about the work of James Prescott Joule, the famous scientist after whom the kilo joule is named, who spent the last years of his life in Sale. Altrincham College of Arts helped our pupils to produce a beautiful ceramic frieze, featuring symbols of the major world religions.

Teachers from a local secondary came to Woodheys to do special RE workshops. A visiting teacher from New Zealand taught ‘Brain Gym’, a non-violent communication method, using the labyrinth as a resource; and a complementary holistic therapist now works with some of our more challenging children on a weekly basis, often using the labyrinth as a useful tool. Teachers from our twin school in Durban, South Africa are now installing a similar design in their own grounds.

**“It’s a good idea to learn about other religions because you show respect to other people and you don’t offend them by mistake”**  
**Alex, Year 5**

Labyrinths can be planted, or outlined, using chalk, pebbles or paint, on to a playground. Some are drawn on to a large piece of cloth or plastic, which can be used outside and/or indoors. Labyrinth designs can even be printed on to individual sheets of paper, and traced by finger.

e: [woodheys.feyden@traffordlearning.org](mailto:woodheys.feyden@traffordlearning.org)

For more information about creating a labyrinth, visit:  
 w: [www.woodheys.trafford.sch.uk](http://www.woodheys.trafford.sch.uk)  
[www.ashdenawards.org](http://www.ashdenawards.org) | [www.veriditas.org](http://www.veriditas.org)  
[www.labyrinthssociety.org](http://www.labyrinthssociety.org)

Save the Children's Eye To Eye project features a wealth of teaching resources based around photos and stories created by working children, providing a crucial entry point into an array of global issues.

All the children were involved with projects supported by Save the Children, and the types of work include market work, carpet weaving, and child domestic work.

w: [www.savethechildren.org.uk/eyetoeye](http://www.savethechildren.org.uk/eyetoeye)

Many students at Glen School, Pretoria, have paid servants in their homes

# DOES MONEY REALLY MATTER?

Lymm High School Geography teacher **CHRIS BURNETT** asked pupils in Britain and South Africa whether money brought happiness. Both sets of teenagers came up with some very unexpected answers

Inspired by the opportunity to visit our twin schools in South Africa, and supported by Save the Children's excellent Eye To Eye resource about child labour, I decided to investigate pupils' attitudes to work, money and child labour.

The aim was to produce materials for Year 9 development lessons. Together with the children, I developed a questionnaire to investigate the attitudes of our students, which was completed by 120 Year 8 pupils. A pair of Year 12 students who were about to embark on a trip to our twinned schools in South Africa then helped to collate and analyse the results.

Most responses were not completely unexpected. Students in Lymm, a large commuter village in Cheshire, did many tasks which they referred to as housework, most of which was unpaid, and received regular, varied amounts of pocket money. Some had their own savings.

The really interesting part of the work came when we visited our two twinned schools in South Africa in the summer of 2008, and got a sample of students of a similar age to complete the same questionnaire. The answers challenged our perceptions of how we thought people might think about the issue of child labour.

The Glen School in Pretoria is situated in a middle-income area, while Qhasana High School is in the Mndantsane Township - the second largest in South Africa - located in East London, on the country's southeast coast.

Whilst most of the students at Glen School had jobs like cleaning and washing up, some were not expected to do any household chores at all, as they had a paid 'helper' to do all the cleaning. This provoked a discussion about the role of household servants, and the part they play in the local economy.

When asked whether all people in South African society had equal opportunities, many students at Glen answered 'yes'. But with our knowledge of post-apartheid South Africa, we did not expect this answer, and most pupils at Qhasana responded very differently.

Responses to the question of whether money brought happiness at Qhasana were enlightening. Although the majority said 'yes', several respondents felt very strongly that the answer was no. They felt that having money can lead to jealousy, crime and violence.

The survey results were used to discuss the issue of inequality with Year 9 students as part of a Geography unit about economic development.

e: [cburnett@lymmhs.co.uk](mailto:cburnett@lymmhs.co.uk); w: [www.lymmhs.co.uk](http://www.lymmhs.co.uk)

Q/A

## QHASANA HIGH SCHOOL RESPONSES

### Do people in your country have truly equal opportunities?

*No*

Because white people have buildings and everything they want  
Some don't have parents

*Yes*

We get grants for food, houses, education and sport

### Do you think money brings happiness?

*Yes*

Everything is involved with money  
You need money to survive and be happy  
Without money you are nothing to people

*No*

Money leads to guns, drugs and gangs  
People will be jealous and kill you  
Money brings gangsters  
My friends and family make me happy

# A GREENER FUTURE

Inspired by their South African twinned school, teacher **JOHN BENNETT** explains how pupils at Bridgewater High School in Appleton, Warrington created a thriving fruit and vegetable garden

## Year 10 pupil Connor Simpson describes how pupils transformed the abandoned plot

“Back in February 2008, Bridgewater staff and pupils visited South Africa, and saw for themselves the fruit and vegetable garden pupils there had built to help out over 100 learners from hard-up families.

Acting on the ‘Think Local: Act Global’ mantra, we got to work designing our own garden.

Work began in March 2009. Moss was cleared off the paths, while another was dug up to make way for a vegetable bed. A paved area was turned into a compost heap, and turf was pulled up to make way for a bed. On the first full day of work, our team of 30 pupils and staff managed to fill a skip full of garden waste.

The next stage was to start to grow. Seeds were planted, ground was turned over and compost was shovelled. With help from Morrison’s ‘Let’s Grow’ scheme, we were able to buy lots of equipment - including a greenhouse.

We have learned where the food we eat comes from. During the summertime, lessons are taught in the garden, creating a great outdoor learning environment.

In July last year, we even held an open day as part of the Stockton Heath Festival. The garden is becoming increasingly important for the school, and has been crucial for our understanding of the world’s eco-systems.”

w: [www.morrisons.co.uk/letsgrow](http://www.morrisons.co.uk/letsgrow)

**W**e use the garden to help children understand the importance of recycling, and to learn about global warming. Although Forte High - our twinned school in Soweto - established their garden first, we have been able to support them with technological advice.

The garden has been a real success. We hadn’t ever planted anything before, but we managed to grow potatoes, tomatoes, carrots and beans. This year we are growing a range of herbs and pumpkins.

We were really fortunate - we also discovered that we already had pear and apple trees in the garden. We harvested them and gave the produce to the school canteen, who made pear muffins and crumbles. The vegetables were used to make vegetable soup and salads.

The children are organised into enviro-teams, who recycle waste from across the school, work on the garden, prepare the ground for plants, and keep the site tidy. Children often come along three nights a week, and their work contributes towards the community service section of the Duke of Edinburgh award.

The garden works really well as a cross-curricular activity. It ties in with a Year 7, 8 and 9 environmental chemistry unit about the reactions that happen within plants. It is also great for citizenship. We use the space as an example of a Zen garden, and it increases awareness of philosophy.

Looking to the future, we would like to establish a similar garden in the lower school site. There are also two ponds on the site, and we have thought about introducing frogs and newts, as they would be really useful for science.

It feels like we are really doing something towards sustaining the planet. We encourage the pupils to take that message home with them.

e: [j.bennett@bridgewaterhigh.com](mailto:j.bennett@bridgewaterhigh.com)

w: [www.bridgewaterhigh.com](http://www.bridgewaterhigh.com)

**Pupils, parents and teachers muck in to clear land for their new garden**



# Global Postcards Competition Winners

1



L - R: Abbijade Reid smiles as John Shiels of Manchester United Foundation congratulates her on creating the winning design

**We invited you to come up with a design for a postcard that would perfectly illustrate the global dimension. Two Manchester schools swept the prizes!**

We were delighted to receive so many wonderfully creative and imaginative entries for the global postcard competition. It was hard to choose from amongst the dozens of designs, but after much deliberation, the judges from NWGEN Management Group came to their decision:

Broadoak High School in Partington, whose entry won first prize, received £75 cash for the geography department. The two runners-up were both from St Richard's R.C. Primary School in Longsight, and won a £50 cash prize for the school.

**1st Prize winner - Abbijade Reid** from Broadoak High School in Partington, Manchester. The judges were very impressed with the colourful design showing different children linked together around the globe by holding hands and with the messages conveyed by the text 'One World, One life, different colours make a rainbow'.

**2nd prize winner - Luther Smith** from St Richard's R.C. Primary School in Longsight, Manchester. The judges were very impressed with the striking, bold artwork and that Luther's postcard showed his own connection to his carbon footprint.

**3rd prize winner - Thalia Burke** from St Richard's R.C. Primary School in Longsight, Manchester. The judges were very impressed with the colourful artwork and by the message conveyed by the text 'Our World Is In Our Hands'.

With both winning schools co-incidentally being in Greater Manchester, NWGEN approached Manchester United to help celebrate the schools' success. The club recognises the important role it can play in engaging with young people. Manchester United Foundation aims to use the global passion of its fans to educate, motivate and inspire young people to build a better life for themselves and improve the communities they live in.

For more information about Manchester United Foundation visit [www.mufoundation.org](http://www.mufoundation.org)

2



*"I enjoyed thinking about the world as a community and wanted to show that in my design"*  
**Luther Smith**

3



*"I wanted to show how fragile the Earth is in my design and how its future is in our hands"*  
**Thalia Burke**



- For information about NWGEN and the newly formed Global Learning Network for the North West, visit [www.lgec.org.uk/nwgen](http://www.lgec.org.uk/nwgen)
- For local training and CPD opportunities, visit [www.globalclassrooms.co.uk](http://www.globalclassrooms.co.uk)
- For more information about teaching the global dimension, visit [www.globaldimension.org.uk](http://www.globaldimension.org.uk)
- To sign up to the National Global Learning Charter and raise the profile of Global Learning in the UK, visit [www.dea.org.uk](http://www.dea.org.uk)

#### Local contacts for NWGEN activities:

[www.lgec.org.uk/nwgen](http://www.lgec.org.uk/nwgen)

##### **Cheshire Development Education Centre**

1-3 The Mount, Boughton, Chester, CH3 5UD  
t: 01244 347880 w: [www.cheshiredec.org](http://www.cheshiredec.org)  
e: [info@cheshiredec.org](mailto:info@cheshiredec.org)

##### **Cumbria Development Education Centre**

CDEC is moving premises in summer 2010 after 20 years at the teacher training campus (now University of Cumbria) in Ambleside. We will continue to be based in the south Lakes area. Please contact us via our website where up-to-date address and phone numbers will be available.

w: [www.cdec.org.uk](http://www.cdec.org.uk) e: [office@cdec.org.uk](mailto:office@cdec.org.uk)

##### **Global Link Development Education Centre**

24a New Street, Lancaster, LA1 1EG  
t: 01524 36201 w: [www.globallink.org.uk](http://www.globallink.org.uk)  
e: [info@globallink.org.uk](mailto:info@globallink.org.uk)

##### **Manchester Development Education Project**

Laurel Cottage, c/o MMU, 799 Wilmslow Road  
Manchester, M20 2RR  
t: 0161 921 8020 w: [www.dep.org.uk](http://www.dep.org.uk)  
e: [info@dep.org.uk](mailto:info@dep.org.uk)

##### **Lancashire Global Education Centre**

18a Ribblesdale Place, Preston, PR1 3NA  
t: 01772 252299 w: [www.lgec.org.uk](http://www.lgec.org.uk)  
e: [lgec@lgec.org.uk](mailto:lgec@lgec.org.uk)

##### **Liverpool World Centre**

Toxteth TV, 37-45 Windsor Street, Liverpool, L8 5SL  
t: 0151 708 6515 w: [www.liverpoolworldcentre.org](http://www.liverpoolworldcentre.org)  
e: [info@liverpoolworldcentre.org](mailto:info@liverpoolworldcentre.org)

Global Dimensions Autumn 2010 was edited by Helen Clifton ([www.helenclifton.com](http://www.helenclifton.com)) and designed by Anupama Krishnan ([anubelle@gmail.com](mailto:anubelle@gmail.com)). Illustrations by Ananditha Anand ([ananditha@gmail.com](mailto:ananditha@gmail.com))

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