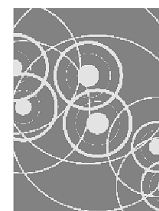


Global Education Newsletter

Supporting teachers to deliver the global dimension in education



VALUES AND PERCEPTIONS

Illustration by Debbie Thompson, Values and Visions: Spiritual development and global awareness in the primary school



*'We don't see things as they are.
We see them as we are.'*

Anais Nin

VALUES AND PERCEPTIONS IN THE CURRICULUM

English/MFL: highlighting contrasting images of the developing world in literature/film and exploring responses to these; developing awareness of bias and stereotyping in the media.

Science: showing how perceptions of different cultures can influence the extent to which scientific ideas are accepted, used and valued.

Geography: studying less economically developed countries and localities through analysis of sources such as photographs, texts, etc and raising consciousness of the way these shape the pupils' own and others' views.

PSHE: encouraging discussion about stereotypes and prejudices, and why these exist.

www.dfes.gov.uk/publications/guidanceonthelaw/115_00/page2.htm

THE GLOBAL DIMENSION IN EDUCATION

The global dimension aims to increase young people's understanding of development issues and through this the major global considerations which will shape their lives, by introducing the knowledge, skills and values related to the eight key concepts:

- ❖ Global Citizenship
- ❖ Interdependence
- ❖ Conflict Resolution
- ❖ Diversity
- ❖ Human Rights and Responsibilities
- ❖ Sustainable Development
- ❖ Social Justice
- ❖ **VALUES AND PERCEPTIONS**

DEVELOPING A CRITICAL EVALUATION OF REPRESENTATIONS OF GLOBAL ISSUES AND AN APPRECIATION OF THE EFFECT THESE HAVE ON PEOPLE'S ATTITUDES AND VALUES

- ❖ Understanding that people have different values, attitudes and perceptions
- ❖ Understanding the importance and value of Human Rights
- ❖ Developing multiple perspectives and new ways of seeing events, issues, problems and opinions
- ❖ Questioning and challenging assumptions and perceptions
- ❖ Understanding the power of the media in influencing perceptions, choices and lifestyles
- ❖ Understanding that the values people hold shape their actions
- ❖ Using different issues, events and problems to explore children and young people's own values and perceptions as well as those of others

EVENTS FROM NWGEN AROUND THE NORTH WEST

A Global Curriculum - the future for Global Education

On Thursday 27 September NWGEN is holding a free full day event which will;

- explore global education and share ideas on how it can support the National Curriculum
- feed back on effective global education provision – help shape the NW Global Education strategy
- consider future support needs for schools across the north west.

Venue: Salvation Army, Harrington Street, Preston

Speaker: Mark Chater, QCA

For booking enquiries please contact Shirley Harris or Margaret Connolly at Lancashire Global Education Centre, Email: nwgen@lgec.org.uk

For info contact Eddy Richards Email: globaldimensionNW@fireflyuk.net

Thinking of Linking - Step by step to a school link

This course is a practical guide to setting up a school link and includes a workbook to take away and use. It will be run several times around the north west - additional dates will be publicised on the website. To book or for further information please use the contact details for your local DEC on the back page.

31 October 07, Astmoor Primary School, Halton - contact Cheshire DEC

5 November 07, Red Rose Hub, Preston - contact Cumbria DEC

6 February 08, Keswick - contact Cumbria DEC

Get Global in the Outdoors

Using the outside environment to teach about global issues.

30 November 07, Lancaster - contact Cumbria DEC.

Philosophical enquiry and Global Citizenship

16 & 30 October, Preston, £220 includes course handbook and SAPERE membership. Contact r.davies@globallink.org.uk

NATIONAL AND INTERNATIONAL EVENTS

AND SOME SUGGES

Black History month, October

Black history month takes place every October across the UK, highlighting African and Caribbean history and heritage, and promoting greater understanding of the UK's diverse cultural heritage.

Furthermore this year commemorates the 200th anniversary of Parliament passing the Act to abolish the slave trade in the British Empire - the start of a long road to the abolition of slavery itself.

www.black-history-month.co.uk/
www.antislavery.org/breakingthesilence

For a free downloadable resource list go to www.dep.org.uk/bookshop/atoz.php

International Literacy Day

International Literacy Day, observed annually on 8 September, focuses attention on worldwide literacy needs. More than 780 million of the world's adults (nearly two-thirds of whom are women) do not know how to read or write, and up to 115 million children lack access to education.

www.reading.org/association/meetings/literacy_day.html

International Day of Peace, 21 September 2007

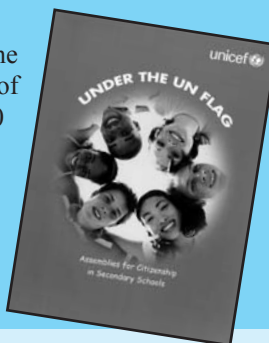
The General Assembly of the United Nations declared that this be observed as a day of global ceasefire and non-violence, an invitation to all nations and people to honour a cessation of hostilities during the Day. Peace is more than the absence of war. It is about transforming our societies and uniting our global community to work together for a more peaceful, just and sustainable world for ALL.

www.internationaldayofpeace.org/

Under the UN Flag: Citizenship assemblies for the secondary school

An assembly for the International Day of Peace, and over 40 more International Days.

UNICEF, £10 from your local DEC.



British Food Fortnight,

22 September - 7 October

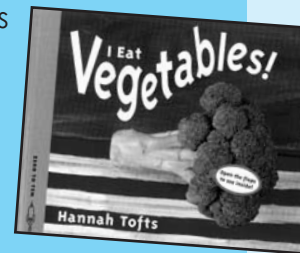
A celebration of the diverse and delicious range of foods available in Britain.

www.britishfoodfortnight.co.uk/

I Eat Vegetables

Young children will enjoy looking at this lift-the-flap book as you talk about the vegetables brightly illustrated here.

Zero to Ten, £5.99 from your local DEC. Also available: *I Eat Fruit.*



Children's Book Week, 1-7 October

Children's Book Week is an annual celebration of reading for pleasure, co-ordinated by Booktrust. Booktrust provide resources to help schools and libraries focus on children's reading for a special day or week, and to plan activities and events to encourage children's enjoyment of books. The theme this year is the environment.

For more information and a free resource pack see www.booktrusted.co.uk/cbw/

George Saves the World by Lunchtime

Join George as he saves electricity, recycles rubbish, repairs his toys and visits the farmers' market.

Eden Project, £5.99 from your local DEC.



National Anti-Bullying Week, 19 - 23 November

This year's theme for anti-bullying week is 'Cyberbullying, schools and the community'.

For more information and free resources for anti-bullying week see www.antibullyingweek.co.uk/

WHAT IS EDUCATION FOR?

TED ACCOMPANYING RESOURCES

The Cave of the Yellow Dog

Following a nomadic Mongolian family, *The Cave of the Yellow Dog* tells the story of a young girl who finds a dog that she wants to keep. Her father, however, thinks the dog has been attacking his sheep and will not allow her to look after it. Against her father's wishes she hides the dog in a cave, but is faced with a dilemma when the family are ready to move.

The film and activities explore friendships and relationships, the nomadic lifestyle, traditions, values and beliefs, urbanisation and modernisation. The activities are free.

For more info see www.filmeducation.org/cave/



Diversity and Dialogue

Diversity and Dialogue is led by the Citizenship Foundation in conjunction with seven other faith based and secular NGOs. They are using local and global issues to build understanding and friendship between young people of different faiths and backgrounds. The activities on values, views and identity aim to get young people thinking about their personal beliefs and values.

For more info and activities see www.diversityanddialogue.org.uk

Teachernet Unit 2: Differences, values and attitudes

A sample session where the aims are to raise awareness of different values and attitudes, to look at how people make assumptions often based on differences, to discuss how remaining non-judgemental and open minded is an important mentoring quality.

For sessions and handouts please see www.teachernet.gov.uk/

'Education influences and reflects the values of society, and the kind of society we want to be.'

This is an inspiring quote to begin a discussion about what education is for, yet in my experience of working with hundreds of teachers and trainee teachers most are unaware that this is the first sentence of the 'Values, Aims and Purposes' of the National Curriculum.

This is probably the most thought-provoking part of the National Curriculum, yet it seems most teachers and trainee teachers do not read it, as they have become battered with the notion of content 'delivery' and consider too little why on earth we are engaging in the process in the first place and where it might be leading us. Is there not some connection between the fact that the most 'educated' societies are also those that are causing the greatest destruction to the planet in terms of our heavy footprints?

The (English) National Curriculum also describes the sort of values that education should be trying to develop through the curriculum (including the ability to work 'for the common good'). Most teachers agree that these are important values, and if you ask them to choose one they feel is important to them as an educator they will often choose 'the ability to challenge prejudice and stereotypes'. If you ask them to think how they might go about assessing whether in their time at school pupils have learned or examined such values, they are unsure. Asked what their responsibility is for helping to shift society from current to more desired values, teachers are usually uncertain of their role. Many teachers are worried about exposing or imposing their values.

There is also the issue of whether we have shared values. The National Curriculum incorporates a set of values that are supposed to be agreed by our society, after much consultation with different faith and secular groups. Some have criticised it for being 'motherhood and apple pie', yet it shows a common starting point.

One primary school in Oxfordshire [Farrer (2000)], has been 'teaching' values for

many years. The school community agreed what their core values are, and they are now listed and 'taught', through a 'Value of the week' (school assemblies and lessons). Newsletters are sent home to help engage parents in discussion. Evaluation has shown that it is the parents and teachers who have learnt the most, as they have to re-evaluate so many of their own values by discussing them with those who take a child's view (see also Hawke 2003). Perhaps all schools should be encouraged to debate what they feel are their core values with their school community.

The UNESCO report on Education for Sustainable Development (UNESCO 2002) recognises this important link between values, attitudes and personal behaviour, as well as the need to engage in community based learning. To recognise our role as global citizens and how we put values into action for the benefit of people and planet seem to me vital and urgent issues for education in the 21st century.

Clive Belgeonne, Development Education Project, Manchester

For further information please contact DEP. For a fuller version of the article see www.dep.org.uk/gmgen.

References:

Learning Values activity: www.dep.org.uk/scities/WholeSchool/values.php

Frances Farrer, *A Quiet Revolution: Encouraging Positive Values in Our Children*, Rider 2000

Neil Hawkes, *How to Inspire and Develop Positive Values in your Classroom*, LDA 2003

UNESCO, *From Rio to Johannesburg: Lessons learnt from a decade of commitment*, 2002, <http://portal.unesco.org/en/>

Further information

www.teachingexpertise.com/articles/values-not-tests-give-education-meaning-1088

www.scre.ac.uk/spotlight/spotlight56.html

www.vel.valueseducation.org.uk/

The Statement of Values can be found as appendix in the National Curriculum.

FINDERS KEEPERS?

INVESTIGATE PERSONAL VALUES WITH THIS ETHO/HOROSCOPE

Use personality descriptions (ethoscopes) like a horoscope, with different values and attitudes, to investigate personal values, how these are affected by circumstances and understanding the validity of other people's ethics and values.

Age range

This activity is aimed at Key Stages 2, 3 and 4.

Curriculum links

Literacy; Citizenship.

Aims

To understand that people have different ethics and values.

To be able to argue the case for different ethics and values.

Materials required

You will need one copy of the etho /horoscope sheet per child or small group. Download it free from www.dep.org.uk/gmgen . Also a flipchart or chalkboard with the twelve etho /horoscope star signs listed.

Instructions

- 1 Distribute the etho /horoscope sheet.
- 2 Ask your pupils to read each scope and circle the one which most closely reflects their own attitude and how they would behave.
- 3 Then ask them to write two or three reasons in the second column why they would behave like this. (For younger children you might have some suggestions prepared.)
- 4 Swap the sheet with another person / small group and in the third column write two or three reasons why they **would not** behave in this way.
- 5 Return the sheets, choose a different etho /horoscope and repeat points 3 and 4 a number of times.
- 6 Ask your pupils to read out the arguments for and against and ask if anyone has changed their mind about how they would behave. If so, ask them to put two circles round their new preference.
- 7 Tell them to put a tick on the flipchart next to their final choice of scope.
- 8 As a whole class discuss the results. Are some behaviours more popular than others? Have some not been picked at all? Why not? How would you feel if you saw someone acting in those ways? If you knew someone was watching you would this change your behaviour? Why? Would it make any difference if it were £100? £1000?

Extension

Write a different word to describe the attitude in each star sign (such as Selfish; Law-abiding). Can you think of a saying or phrase which show how people view them? For example: 'Virtue is its own reward'; 'Charity begins at home', and so on.

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LOCAL CONTACTS

For information on local events, training or the resources mentioned in this newsletter, contact:

Cheshire ❁ Cheshire Development Education Centre
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Chester CH3 5BR
Tel: 01244 347880
email: info@cheshiredec.org
www.cheshiredec.org

Cumbria ❁ Cumbria Development Education Centre
Eleanor Knowles, St Martins College, Low
Nook, Rydal Road, **Ambleside LA22 9BB**
Tel: 015394 30231
email: cdec@ucsm.ac.uk
www.cdec.ucsm.ac.uk

Lancaster ❁ Global Link
Gisela Renolds
24a New Street, **Lancaster LA1 1EG**
Tel: 01524 36201 email: info@globallink.co.uk
www.globallink.org.uk

Preston ❁ Lancashire Global Education Centre
Sarah Hetherington
37 St Peters Square, **Preston PR1 7BX**
Tel: 01772 252299
email: sarah.hetherington@lgec.org.uk
www.lgec.org.uk

Manchester ❁ Manchester Development Education Project
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email: mgen@liverpoolworldcentre.org
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