

Teaching about Distant Localities

CPD activity 1: Icebreakers

Icebreaker 1: Catch the World!

Aims:

To break the ice socially. To illustrate interdependence.

What to do:

You will need an inflatable globe. Throw an inflatable globe to a participant. Ask them to say their name and where they are from (if they are from different schools). They should point to one place on the globe and say one connection which they feel they have with it - teachers may have visited the place or received a postcard from the area (tourism), or perhaps they have enjoyed food from the country (trade), or they may have watched a television programme or heard music from the country recently. Participants then throw the globe on to someone else until everyone has had a chance to say something and a web of connections has emerged.

Discussion points:

This activity could lead on to a more general discussion of the links between the teachers' own local areas and the localities in the South, highlighting the issues of interdependence.

Icebreaker 2: Globingo for grown-ups!

Aims:

To break the ice socially. To introduce topics that may be covered in locality studies. To illustrate interdependence.

What to do:

You will need a **Globingo for grown-ups card** (below) for each participant. Provide each teacher with a Globingo card. Participants then circulate, finding different people to fill in each of the boxes. This activity will identify some of the ideas and attitudes which teachers already hold about the study of localities in the South. Some answers may contradict each other (for example, A and F, A and I). This provides a useful starting point for discussion.

Discussion points:

A debriefing session might cover the value of making links between a locality in the South and pupils' own localities; the need to balance information provision with work on attitudes and values; the importance of building up empathy with people who live in distant localities.

This session can be used as part of an assessment at the end of the course when participants revisit their own answers to these questions. It may be helpful to discuss how their opinions have been reinforced, modified or changed.

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Worksheet: Globingo for grown-ups card

Find someone who thinks, when studying a locality in the South, it is important...

| | | |
|--|---|---|
| <p>A</p> <p>to concentrate on challenging stereotypical views of the 'starving South'</p> | <p>B</p> <p>to focus on a child within a family in the locality</p> | <p>C</p> <p>to study reasons why countries in the South are much poorer than countries in the North</p> |
| <p>Name</p> | <p>Name</p> | <p>Name</p> |
| <p>D</p> <p>for pupils to hear what people in that country might say about their own lives</p> | <p>E</p> <p>to hear music and eat food from the country being studied</p> | <p>F</p> <p>to consider ways in which their pupils can help people in the South</p> |
| <p>Name</p> | <p>Name</p> | <p>Name</p> |
| <p>G</p> <p>to explore the rich variety of cultures within any one country</p> | <p>H</p> <p>to focus on similarities between 'here' and 'there'</p> | <p>I</p> <p>to show the pupils how well off they are</p> |
| <p>Name</p> | <p>Name</p> | <p>Name</p> |