

CPD whole school activities

CPD activity 1: What is a Global Citizen?

Aim:

For participants to think about what they understand a 'Global Citizen' to be, and to look at how this could translate into educational practice.

What to do - Part A::

1. Working in small groups, ask participants to come up with ideas about what traits or characteristics a Global Citizen would have. These should be written on post-it notes - one idea on each.

2. Give out a copy of the **worksheet: Traits for the educator aspiring to be a Global Citizen** (below) to each group. Ask participants to stick their post-its on the page, to correspond broadly with the nine traits. Centre discussion in each group on questions such as:

- How similar are the participants' ideas and the page?
- How helpful are the traits in furthering understanding of what a Global Citizen might be? (Encourage participants to read through the page either individually or as a group and place themselves on a scale from 'yes', through 'getting there' to 'no').
- Do any unmatched post-its represent completely new traits which should be included?

3. In a plenary session share feedback from each group.

Note: Keep the papers for Part B.

What to do - Part B:

1. Working in the same groups as for the first activity, ask each group to cut up their copy of the 'Traits...' page from last time, so that each of the nine original traits, and any additional ones, are on separate pieces of paper. Ask each group to discuss the relative importance of each trait, and to arrange them in an order that reflects this. It is important to make clear that there is no 'correct' formation.

2. After about 15 minutes, encourage the participants to walk around the room and look at how other groups have arranged their pieces of paper.

3. In a plenary session, allow each group to state which traits they felt were most important and why. Also encourage reflection on the process of the exercise: did each group member feel his or her views were incorporated into the final formation? If not, why?

4. Look at each trait and discuss which of them the school already has, and which should be strengthened. Record this on a chart under the headings:

- (a) Already being done
- (b) Should be done right away
- (c) Should be done in the long term
- (d) Would be difficult to do given the present situation.

5. Finally, back in groups, ask each group to choose one point written under (b) or (c) on the chart and to consider how it could be achieved within the school. Ask each group to record their thoughts on large sheets of paper, so that they may be displayed around the room for informal sharing. These ideas could contribute to the developing of a whole-school audit.

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Worksheet: Traits for the educator aspiring to be a Global Citizen

As well as having a sense of humour and fun, a Global Citizen who is an educator:

Feels empathy with others:

- listens carefully to what pupils have to say and values their contribution and experiences;
- promotes an understanding that throughout the world people have common needs and rights;
- is compassionate and sensitive towards others;
- tries to see the world through the eyes of others.

Has an understanding of and active commitment to sustainable development:

- is concerned about the amount of the world's resources that are being used daily and finds ways of using less;
- shows respect and concern for the environment and all life within it;
- considers the needs of future generations in relation to their present lifestyle;
- encourages pupils to think creatively about their own vision for the future, and how it can be achieved.

Has a sense of identity and self-esteem and promotes these feelings in others:

- recognises the value of individuality in oneself and others;
- acknowledges that we all make mistakes and that we can learn from them;
- has high and achievable expectations of all pupils, and tries to ensure that each pupil fulfils their own potential;
- praises pupils and creates an inclusive, secure and nurturing environment for them.

Has an understanding of peace and conflict, and has the ability and willingness to behave co-operatively and resolve conflict:

- encourages children to cooperate, share, take turns, and take responsibility for their actions;
- ensures that there is a democratic class system in place, where pupils can share their problems and where grievances can be resolved, such as 'circle time';
- has a clear and fair procedure for pupils and educator to follow if conflict erupts.

Has an understanding of and active commitment to, social justice and equity:

- is aware of causes of inequality in the world, deeply concerned by its injustices, and committed to changing things;
- is aware of the educator's own rights and responsibilities, and respectful of the rights of others;
- behaves democratically within and outside school;
- uses fairness as the basis for decision-making.

Has the ability to think critically, challenge injustice and argue effectively:

- is aware of their own opinions, but able and willing to challenge and change them in the light of convincing evidence;
- is able to present an informed, persuasive argument based on reason;
- does not generalise about peoples, countries, continents;
- is able to recognise and challenge bias and manipulation of information in books, ICT and the media.

Has an understanding of and respect for diversity:

- treats pupils as different but equal;
- enables all children to have equal access to education, whatever their needs;
- is aware of issues related to diversity of race, gender, disability, religion and sexual orientation and is sensitive to the challenges faced by those who may be seen as 'different';
- is actively anti-discriminatory.

Has an understanding of globalisation and interdependence, and an active commitment to learning more about such issues:

- is curious about the world and committed to lifelong learning in order to understand how it works in a variety of ways;
- has a range of resources available in the classroom which enable pupils to gain information about the world and its issues;
- recognises that global issues are complex;
- realises that many areas of Global Citizenship have the potential to be contentious, but that this does not reduce the need to address them.

Has a belief that people can make a difference:

- has the confidence to act in order to improve situations;
- is an active participant in their school and community and sees the two as interlinked;
- promotes active learning.