

SUMMER 2010
**The Big
Picture**

Oxfam's magazine for teachers

A brighter outlook.

Working together to fight climate change and disasters.



Haiti
The long process of
recovery



Bucket loads!
The power of the plastic
wonder



Peer leaders
Taking action on
climate change

Be Humankind  **Oxfam**

Welcome to the summer issue of The Big Picture. In this issue we focus on disasters and emergencies – the causes and effects, and Oxfam’s response – from immediate needs to our long-term development and campaigning work. This magazine is packed with inspiring activities and case studies to explore these issues in the classroom, and opportunities to get involved. Read on to find out more...

Oxfam has started to employ people affected by Haiti’s earthquake to clean up their makeshift camps and improve living conditions. Providing paid employment not only makes for a cleaner camp, it puts money into the pockets of those who need it most.

Oxfam has tested “cash for work” in crises around the world and found it more effective than food distribution, as long as sufficient food is available on the market. Oxfam’s assessment of market conditions in Port-au-Prince shows there is sufficient food, but people do not have the money to buy it.

Photo: Ivan Muñoz/Intermon



Contents

Dealing with disasters	3
Oxfam’s emergency work	4-5
Haiti – from rescue to recovery	6
Activity 1 What is a disaster?	7
Activity 2 Women, climate change and disasters	8
Activity 3 Bucket loads of uses!	9
Activity 4 Why climate change matters to me	10
New term, new topic!	11
Inspiring change	12-13
Water, water everywhere...?	14
Teaching controversial issues	15
Calendar of events for your summer term of action and learning	16

Dealing with disasters

In the wake of a disaster, questions begin to arise such as “Why do disasters happen?”, “What can be done to help?” and “How can they be prevented from happening in future?”

Oxfam’s approach to tackling poverty is three-fold, and our response to disasters cuts across them all.

Emergency response

Oxfam is a leader in the provision of water and sanitation for people affected in a crisis or emergency. Find out more about our humanitarian work on pages 4 and 5.

Development work

To fight poverty, we fund long-term development projects worldwide, including building communities’ capacity to respond to disasters themselves. For example, in Sandia, Peru, we work with young volunteers to think about the flood risks that their community faces, and how they can help people to prepare for disaster. They have regular training courses on first aid and evacuation skills.

Campaigning for change

Poor communities are highly vulnerable to the impacts of disasters, and climate change is increasing the frequency and severity of weather-related disasters such as flooding and drought.

Oxfam is challenging governments and world leaders to play their part in tackling the root causes of poverty, including tackling climate change, and following through on their promises to meet the Millennium Development Goals by 2015.

The poster-making activity on page 10 encourages young people to explore how they can get involved. Other Active Global Citizenship opportunities for young people coming up in 2010 include:

1GOAL: Send My Friend to School

Join 1GOAL and help 75 million children get an



education. This year, Send My Friend to School is linked to the football World Cup in South Africa, culminating in a day of action on Friday 11 June. Order your schools resource pack online: www.oxfam.org.uk/education/gc/sendmyfriend/

Youth action groups

This year, we are launching a programme of school-based action groups, to help young people develop the skills and motivation to take action on global poverty. To register interest email education@oxfam.org.uk

Active Global Citizenship conferences

Last year’s conferences were a huge success – supporting hundreds of young people to take action on climate change. To read about some of the inspirational work schools have been doing since, see pages 12 and 13.

This year’s conferences will be taking place across England throughout the autumn term. To register interest email education@oxfam.org.uk



Keep up-to-date on the latest Active Global Citizenship opportunities by visiting www.oxfam.org.uk/education and subscribing to our half-termly e-newsletter.



The Jovos (a Spanish acronym for ‘young volunteers for disaster prevention’) meet regularly to learn about the risks that the town of Sandia faces and how they can help people prepare. Photo: Jane Beesley/Oxfam

Oxfam's emergency work

Every year, as a result of conflicts and natural disasters, more than 35 million people are forced from their homes. But, in the devastation of emergencies, there is always hope.

To find out more about Oxfam's work in emergencies, and for more pictures and video clips, visit www.oxfam.org.uk/oxfam_in_action

Oxfam is famous for helping people in crisis. Our teams are saving lives around the world, right now, by working in the following areas:

Water and sanitation

In any emergency, lives are put at risk by inadequate water supplies and poor sanitation. Oxfam's water engineers are known internationally for the speed and efficiency with which they can help provide clean water supplies, and essential sanitation facilities like toilets and washing areas, even in the most difficult circumstances.

Health promotion

In the cramped and often insanitary conditions of a camp, it is extremely difficult to keep healthy. We train health promoters to work with their own communities. They help people understand the health risks their situation may expose them to, and build on what people already know to establish good hygiene practices.

Food security and nutrition

An emergency becomes a food crisis if people, for whatever reason, don't have enough food to stay healthy and active. There are many solutions to food crises, so it is essential that our assistance is based on a good understanding of the causes of each situation. In different situations we may distribute food, seeds, tools, livestock, and cash so people can buy what they need.

Protection

In emergency situations, we look at the threats to people's safety, as well as who is likely to be affected, and how. We support communities to make decisions and take action themselves, and take care not to undermine other ways they may already be dealing with these threats. We also work to influence governments, and international institutions, to provide protection to civilians affected by conflicts.



Right: Children learn to use latrines through songs and games in Al Resheed camp, Pakistan. Photo: Maite Alvarez/Oxfam

Main picture: Debie and Doule collect rice from the market, Bermo, Niger. Photo: Glenn Edwards/Oxfam

Disaster risk reduction

In regions that are prone to regular natural disasters, such as floods, earthquakes or droughts, we work with local communities to prepare for these, and limit their effects. Increasingly it is poor and marginalised people that are most at risk from natural disasters, and climate change is making their lives even more precarious.



Where does the money come from?

When an emergency happens, we often launch an appeal, usually joining forces with other agencies as part of the Disasters Emergency Committee (DEC). We also keep a catastrophe fund which can be used immediately when an emergency happens. The chart below shows where our money comes from. Our extraordinary reach with relatively small amounts of money is down to the generosity of our supporters and the hard work and ingenuity of our staff.

Working together

Being prepared to respond to an emergency also involves identifying and establishing

relationships with key people and organisations, nationally and internationally.

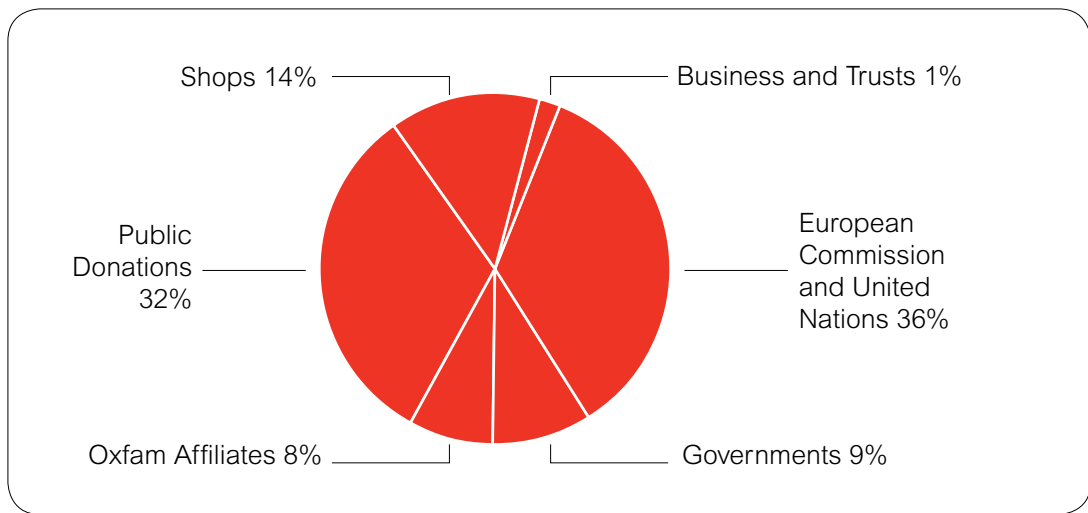
Emergencies can leave people devastated. When the worst is over, we help people back onto their feet, giving them the support they need to rebuild their lives. Oxfam helps communities to become less vulnerable to future crises too, often through our long-term development work.

We also put pressure on governments to tackle the root causes of poverty, to prevent emergencies we can see coming, and to respond effectively and quickly to disaster situations when they occur.

Oxfam's emergency warehouse

A visit to our warehouse in Bicester, Oxfordshire, offers a unique insight into Oxfam's emergency work through interactive displays, tailored tours and engaging activities.

To arrange a visit email visitorscentre@oxfam.org.uk



Clockwise, from top left:

An Oxfam water tank with health, hygiene and other development messages, Banda Aceh, Indonesia. Photo: Jim Holmes/Oxfam

Children learning about health and hygiene, Sumatra, Indonesia. Photo: Jim Holmes/Oxfam

A measuring post to keep watch on the rising water levels during a flood, Nicaragua. Photo: David Vinuales/Oxfam



Children collecting clean water from an Oxfam tank in Vattavan camp, Sri Lanka. Photo: Howard Davies/Oxfam

Haiti – from rescue to recovery

At the time of writing, news reports on the devastating earthquake that struck Haiti in January were quietening down. However, Oxfam's response is in full swing, aiming to help 350,000 survivors begin the long process of recovery with cash-for-work projects, water, sanitation and shelter.

Oxfam has a permanent programme in Haiti and is committed to working in long-term partnership with local and national organisations to ensure people have access to basic services and feel safe in their homes and secure in their livelihoods.

We would like to thank the hundreds of schools who have helped raise money for this vital work. To find out more, visit www.oxfam.org.uk/oxfam_in_action/emergencies/haiti-earthquake

Haiti is the poorest country in the western world. About 80% of the population live on less than less than \$2 per day, and only two-thirds of children complete primary school.

Katty's story

Oxfam America's Coco McCabe meets one student who, despite the earthquake, is still determined to be top of the class.

In a spontaneous camp at Delmas 62, Port-au-Prince, Katty Rebecca Matin, 13, sits bouncing a neighbour's baby on her lap. She's good with children but her heart really lies with her collection of books. It was that love that prompted her to drag her school books – a pillowcase stuffed with them – from her family's damaged home to the camp where they now sit, carefully stacked and easily accessible, with a few other salvaged household belongings.

"I love school," says Katty, digging into the pillowcase and pulling out a workbook called Side by Side, a language book for children studying English. She flips it open to chapter six – a section on families – and with hordes of relatives teeming around her, she ticks off the words for sister and brother, aunt and uncle, mother and father in near perfect English.

"I like doing homework," Katty adds. That's a challenge in a camp where there are hardly any quiet corners to be found or even any comfortable places to sit. But Katty has found

Katty Rebecca Matin, 13, spends several hours each day studying the school books she brought with her in a pillowcase. Photo: Coco McCabe/Oxfam America

a way to carve out some mental space for herself all the same. Together with two friends she has formed a study group, and for two or three hours a day they focus on their school work. To give the sessions some structure, Katty's mother asked an older student in the camp to help teach the younger ones as they plough through lessons in maths, social science, English and Spanish.

The informal sessions help pass the time at Delmas 62. But what Katty says she would really like is for school to start again, so that her dream of attending university and studying science can one day come true.



Activity 1

What is a disaster?

Ages 11-14

Time required 45 minutes to 1 hour.

Aims

To explore pupils' current understanding of disasters.

To develop skills in reasoning and categorisation.

To show that a 'disaster' is not always easy to define, and can mean different things in different contexts.

You will need

Flipchart paper, card, pens and sticky labels.

Newspapers and magazines.

Photocopies of the statement sheet: What is a disaster? Available to download from www.oxfam.org.uk/education/resources/dealing_disasters (Lesson 2).

What to do: Part 1

Lead a brainstorm around the concept of a disaster. Write the word 'disaster' on a large sheet of paper and ask pupils to note down any words or phrases this suggests to them.

After a few minutes divide the class into pairs, and ask pupils to discuss their ideas and write these on pieces of card or sticky labels.

In turn, each pair should place their cards around the central title 'disaster', grouping together words and phrases with similar meanings, or which seem related.

Work with pupils to develop firmer categories such as 'types of disaster'; 'causes of disasters'; 'feelings'; 'consequences', etc.

Pupils can then add to and change this interactive display as their understanding of the topic increases. They could collect newspaper headlines, photographs and quotations to illustrate the categories.

What to do: Part 2

Divide pupils into pairs or small groups, and give each group a set of statements. Ask pupils to rank the ideas in the shape of a diamond. The statement that is most like their idea of 'a disaster' should go at the top, and the one that is least like their idea of a disaster at the bottom.

Discussion points

Did pupils agree on which statement best represented their idea of a disaster? How did they make their decisions?

As a class, or in smaller groups, ask pupils to write down some of the things that they think make a disaster.

You may like to offer the following questions as a guide.

Does a disaster always...

- Happen suddenly?
- Involve loss of life?

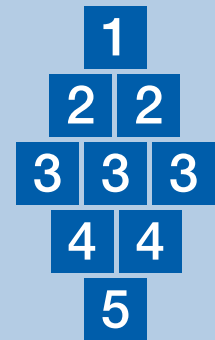
Does it matter...

- How many people are affected?
- How often it happens?
- Who it happens to?
- Who knows about it?
- What causes it?
- Who is talking about it?

What to do: Part 3

Return to the brainstorming session you did earlier. Do pupils want to add to or change their initial ideas?

Pieces of salvaged furniture from a house which was buried with mud when Typhoon Durian hit the Philippines, 2006. Photo: Jerry Carreon/Oxfam



Activity 2

Women, climate change and disasters



Sahena leading the weekly women's group of which she is president. 25 women from the village take part. Photo: Amin/Oxfam

Ages 13-16

Time required 45 minutes to 1 hour.

Aims To explore how climate change and disasters disproportionately affect people in poor countries, particularly women.

To explore how women are leading their communities in adapting to disasters and the changes caused by climate change.

You will need Access to the Oxfam GB website, and the facility to project the following film clip for viewing by the whole class: www.oxfam.org.uk/get_involved/campaign/climate_change/sisters/sahena

This film shows Sahena Begum as she spearheads her community's efforts to adapt to changing weather and climate conditions in Gaibandha, north-west Bangladesh.

What to do Show students Sahena's story (the clip lasts approximately seven minutes and is subtitled).

Discuss students' impressions of the film.

- How is climate change affecting Sahena's community?

- What is Sahena doing to help her community adapt to the changes caused by climate change?
- Did they notice that the disaster preparedness committee is made up entirely of women?
- Did they find any of the roles and jobs being done by women surprising?
- Does the film challenge any of their stereotypes of what life in Bangladesh or rural South Asia is like?

Show the film again, and ask students to list the different tasks performed in the film (shown in the red box below) and to sort them into:

- **Tasks done by women and tasks done by men**
- **Tasks related to protecting the community against disaster and tasks relating to everyday life.**

Tasks related to disaster preparation are **in red**.

Buying food in the market
 Caring for children
 Cooking
 Digging and moving earth
 Farming
 Fetching water
 Listening to the radio for flood warnings
 Making a clay oven
 Meeting together in the committee
 Preparing food
 Selling food
 Washing children
 Washing clothes

*"The fact that we have united to form this group is really a matter of pride for us women. We are not born to suffer. We are born to fight."
 Sahena Begum*

When they have completed this activity, ask students to make conclusions about:

- Who does the tasks most affected by climate change – women or men?
- Who is in a stronger position to cope with the impact of climate change – women or men?

Tasks done by women/girls

Caring for children

Preparing food

Farming

Tasks done by men/boys

Digging and moving earth

Meeting together in the committee

Making a clay oven

Activity 3

Bucket loads of uses!

Ages All ages.

Time required 20 minutes +

Aims

To show how Oxfam responds to people's urgent needs for water and sanitation, and how climate change might impact on this.

You will need

An Oxfam bucket, available to buy from www.oxfam.org.uk/shop or pictures of Oxfam buckets in use, available to download from www.oxfam.org.uk/education

What to do

Start by asking: "Who has heard of Oxfam? What do they do?"

Pass Oxfam buckets round the group or show the images. Tell them that this is no ordinary bucket. It is very famous and it has saved thousands, if not millions, of lives. A lot of thought has gone into its design features.

Ask: "What makes this bucket special?"

Illustrated below are some of the buckets special features.

Ask: "Why is Oxfam interested in plastic buckets?"

- These things are very useful in droughts and floods, and if people have had to leave their homes.
- Everyone needs clean, safe drinking water to live – as well as for washing and cooking.
- Everyone needs basic sanitation – toilets, and waste removal. Without this, disease spreads and kills very quickly.

Extension activities

The Oxfam buckets activity can be used to prompt further discussion, particularly around climate change, for example:

- Why might more people need things like this in the future?
- Why is Oxfam worried about climate change?
- What do you know about climate change?
- What happens when the climate changes?
- Have you experienced climate change where you live?
- What can we do about climate change?
- How can we encourage others to help as well?



Nyawama Camp in Sierra Leone. Here, newly-qualified camp hygiene promoters are given their hygiene kit – bucket, soap, brushes and jug – after attending a two-day Oxfam course. Photo: Jenny Matthews/Oxfam

Built-in cap, which never gets lost and helps to keep water safe and clean

Made of light and durable plastic that doesn't degrade in sunlight, and is cheap and easy to produce

Tap for water to flow hygienically. This can be easily removed to stack buckets together for transport

Grooves allow air to circulate and stop stagnant water collecting (the perfect breeding ground for mosquitoes)

Tight-fitting lid keeps water in, and germs and dirt out

Holds 12 litres of water – the amount women have told us they can comfortably carry on their heads

Curved where walls meet base so can be cleaned more easily

Buckets usually leave the factory mould with a little spike on the bottom – these have been removed so they can be carried comfortably on people's heads.

Activity 4

Why climate change matters to me

All ages

Time required: 1 hour.

Aims

This activity is an opportunity for young people to reflect on what they have learned about climate change and disasters, and to work collaboratively on a creative response to share with others.

You will need

Flipchart paper and pens.
Props such as chairs, cardboard boxes, material etc.

What to do:

Briefing Extreme weather events such as hurricanes, floods and droughts are destroying homes, schools, crops and animals – the foundations of everyday life.

Disasters such as these are becoming more frequent and severe due to climate change, having a devastating impact on people's lives, particularly those living in poverty.

Climate change really matters to the people affected by extreme weather events, but why does it matter to you?

Activity

Ask students to get into small groups to discuss "Why climate change matters to me." Ask each group to present this back to the rest of the class

in a creative way, for example: a poster, news report, rap, poem, song or interview.

After discussion, give the groups time to plan and practise their presentations before delivering to the rest of the class. You may wish to give them a time limit for their presentations.

Reflection

Remind students that what they think and have to say is important. Ask them to imagine what they've just presented is a whisper, and ask them to think about how to turn this into a roar. How can they make sure other people get to hear their message?

Who could they share their message with? For example, other classes, the whole school, teachers, parents, the wider community, their local MP, the Prime Minister?

Highlight the real difference they can make to the issues they care about by sharing their message with lots of different people, and by thinking about who might be able to do something to change things for the better.

Extension activity

Young people may wish to follow up on this activity by sharing their presentation with a wider audience. Oxfam can provide support for them to do this. Please get in touch via youthteam@oxfam.org.uk

Pupils at Harrold Priory Middle School, Bedfordshire, use their creative imagination to spread their message about climate change.
Photo: Oxfam



New term, new topic!

Mark Harris, Assistant Headteacher at Parkfield Community School in Birmingham, tells us why their new termly topic theme has been a big hit with Year 6.

With the desire to have a new curriculum that motivated and enthused our pupils, last year we took the plunge and started to plan a brand new skills-based curriculum driven by termly topic themes.

Each year group abandoned their old topics, which were predominantly based on the QCA schemes. We all started with a clean canvas, which was very exciting but also quite daunting at first.

There was a healthy degree of rivalry between year groups to see who could create the most interesting and exciting topics. It also gave us the professional freedom to choose topics that would hopefully suit the needs of our pupils, rather than trying to use a 'one fits all' scheme.

In Year 6 we chose the theme of natural disasters to gain the interest of the pupils, and provide a learning experience of real substance. We decided to start the topic by looking at the summer floods in Pakistan (over 80 per cent of our pupils have a Pakistani ethnic background).

Like any new topic planning, this evolved and changed across the term. We started with a general overview, planned into different phases. Phase One looked at the effects of natural disasters upon communities. Phase Two focused on how international aid agencies respond to disasters, and Oxfam joined us for classroom workshops.



We found choosing this topic gave us the flexibility to respond to current events. The Sumatra earthquake occurred midway through the term and became the obvious new focus for our work.

The Literacy programme of Journalistic Writing fitted perfectly into the topic as the children studied BBC News reports on the internet, and then created their own scripts for news reports on real life disasters.

The final phase of the topic was by far the best part. Using the research and knowledge gathered so far, all 90 of our Year 6 worked in groups to film their own TV news reports using our new laptop and movie-making software. This combined reporting from a mock TV studio and speaking over images of the disaster.

The children loved making the reports, which provided excellent speaking and listening opportunities, and really brought together all their skills and knowledge. They are all very proud of their end product and so are we!



Top: Home collapsed by a landslide, West Sumatra, Indonesia. Photo: Kate Twaites/Oxfam

Left: Pupils at Parkfield Community School prepare their news reports on the Sumatra Earthquake. Photo: Oxfam

Inspiring change

Since our Active Global Citizenship Conferences last October, many young people have been inspiring their peers and communities to take action on climate change. Here, three schools tell us more.

Anne Plimmer, Library Information Manager and project organiser, Pool Hayes Arts and Community School:

In December, 12 pupils visited Copenhagen, to take part in the UN COP15 official cultural programme of events and to deliver a presentation to our Danish partner school, Pedersborg.

In preparation, the four older pupils in the group (Year 10) briefed and delegated roles to the younger members (Year 9). They then stood before more than 100 Danish teenagers to explain why 'climate change costs lives'.

Whilst in Copenhagen they went along to the Bella Centre where a Nigerian rep gave them an update on the talks, and they were interviewed by Brazilian TV. Delegates attending the conference were keen to find out more about their visit. The pupils explained that were on a learning journey and also educating Danish kids about the impact of climate change.

It was an ambitious project that really paid off in terms of all the benefits for the pupils – enrichment, positive participation, raising aspiration – and transformed them from learners into leaders.

Next term, students look forward to creating their own learning resources, delivering lessons to

peers and local primary schools, and continuing their climate change campaigning with Oxfam.

Gemma Allport, 14, Pool Hayes: *'Being involved in this project has been a brilliant experience... Being part of this group trying to do something about our futures, and other peoples', makes me feel good knowing we tried to take some action to make a difference.'*

Laura Stone, Geography teacher, Fairfield High School, Bristol:

Our Year 10 students came back from their conference full of ideas for a blue day to be held on 4 December. They started by collecting over 1,000 signatures of students, teachers and parents on a 50ft petition. On the day, we lowered this from the fifth floor balcony to the atrium, before sending on to Downing Street. Students participated in a PSHE lesson about climate change and the importance of Copenhagen, and wrote messages for Gordon Brown on an outline of their hand. Local band Twenty Twenty played a mini Oxjam. Students wore blue, had their faces painted, and raised £360, which we spent through Oxfam Unwrapped.

The Eco Team was delighted to be featured in the local paper and on local radio. Their future plans





Left page: Students from Fairfield High School collect over 100 signatures which appear on a 50ft petition; while local band Twenty Twenty play a mini Oxfam. Photo: Oxfam

Left: Students at The Lady Eleanor Holles School paint their faces blue to send a message about climate change. Photo: Oxfam

Below: Pool Hayes students spread their climate change message to peers in Copenhagen. Photo: Oxfam

and ideas include a technology-free 'Earth Afternoon', working with Bristol University to complete a Carbon Audit of our school, and potentially getting a pig to reduce our food waste.

This has all helped students to develop their organisational and team-working skills, and expand their awareness of the impacts of climate change. It has also raised the status of student-led activities within the whole school.

Being more proactive in their own learning and campaigning about issues related to them has left students more inspired and engaged. I would encourage any teacher to help facilitate these kinds of campaigns within their school, as it is an extremely rewarding experience for all involved.

Sarah Perkins, student at The Lady Eleanor Holles School:

The Lady Eleanor Holles School has a keen climate change committee made up of girls with a common interest in targeting global issues, and raising awareness within the school. We decided to attend the Oxfam conference to seek advice on a direction for our campaign and learn more about the cause we were fighting for.

We decided that raising money and raising awareness were of equal importance, and split money raised by cake sales between Water Aid and Oxfam. The feeling that we, as a committee and a school, had directly contributed to something important was the most rewarding element of the whole process.



Our event started with an assembly to increase awareness of the Copenhagen meeting and tell the school how something as fun and simple as painting their faces blue could send a vital message to people who had the power to take action against climate chaos. The assembly inspired many pupils to attend the march on 5 December.

Everyone who attended the event had the opportunity to send a personal message to Gordon Brown, which we sent directly to Downing Street, and members of the committee wrote to our local MP, Vincent Cable, with similar messages of support.

The feedback from pupils following the event was extremely positive, and it was clear that we had really affected people's attitude towards climate change. It gave us the confidence to know that we could promote or fight any global issue from our modest position and have our enthusiasm matched by those around us.

To register interest in this year's Active Global Citizenship Conferences, please email education@oxfam.org.uk

Water, water everywhere...?

Sarah Greenway, International School Award Co-ordinator and Ethnic Minority Achievement Team Leader at Oswald Road School, shares her experiences of bringing the whole school together for Global Water Day.

Oswald Road Primary School is a multicultural school in Manchester with 460 pupils. We place a strong emphasis on making the curriculum relevant to pupils, and are keen to develop cultural links. International activities are embedded in the curriculum, and take place throughout the year.

Global Water Day gave us the opportunity to encourage pupils to think about how water is used, to understand water issues around the world and to consider water conservation. My colleague, Laura Flynn, and I helped teachers to plan activities related to the different curriculum areas by sharing aims, making a mind map of ideas, and providing a list of useful websites at a staff training session.

The day started with an assembly delivered by Oxfam. The school then divided into classes to participate in cross-curricular activities devised by their teachers. Some year groups focussed on schools in Pakistan and Zambia, where we have partner schools, while others learned about countries they hadn't studied before.

Foundation Stage looked at ways to transport and filter water to make it clean. Key Stage 1 activities ranged from an ICT quiz to maths work measuring how much water is wasted when we forget to turn the tap off while brushing our teeth. Year 3 pupils worked in mixed-ability groups to design a means of collecting water from villages that relies solely on rainwater.

Year 5 watched a Power Point presentation about the water supply in Brazil created by a group of gifted and talented pupils, then composed raps and made collages to use as a background for their performances.

The following day, teachers completed evaluation sheets about the day and pupils wrote what they had learnt on post-it notes. The whole school found learning about water both fun and rewarding, and the event will be submitted as one of the main international activities when the school re-applies for its International School Award later this year.

'I learnt how important water is and how it is limited.'
Eloise

'I enjoyed watching all the rap performances. Global Water Day was absolutely terrific!'
Aneeka



Year 3 pupils design and make means of collecting rainwater for a village in Pakistan

Focus on Continuing Professional Development

Jenny Martin, Oxfam's Youth & Schools Campaigner in the South West, tackles teaching controversial issues.

There are many reasons to teach controversial issues:

- They are part of the Citizenship curriculum
- Young people need to explore their values and develop their skills – including critical thinking, enquiry, evaluation and analysis
- Young people want to know more about global issues.

A 2004 IPSOS MORI poll showed 79 per cent of 11-16 year olds wanted to know more about what is happening in developing countries.

In fact, it is almost impossible to avoid touching on controversial issues when teaching. For example, most schools will have had some mention made of the recent earthquake in Haiti – either in the classroom, in an assembly, or in the playground. Global events like this can lead to significant and meaningful learning opportunities if approached in the right way.

Here are some tips to help you support your students explore controversial issues and events in a way that will deepen their understanding and further develop their skills.

Ground rules Allowing space for open discussion requires clear ground rules to be established. A particularly effective way of creating ownership of a discussion or activity is to get the class to draw up their own ground rules at the beginning to regulate the learning process.

Bias and stereotypes Controversial events often result in misconceptions being perpetuated rather than balanced reporting on a complex situation. Using media images is a great starting point for discussion and gives students the opportunity to explore and challenge stereotypes.

Participation and ownership Learning in this context can be highly effective when debate and discussion is student-led, and this also promotes responsible citizenship. Roger Hart's ladder of participation (below) can be a useful tool for thinking about how young people learn and make decisions, and appropriate levels of adult involvement.

Appropriate action Learning without action can be disempowering. Informed action based on critical thinking, enquiry and evaluation not only empowers the learner, but also leads to deeper understanding of global interdependence.

Think about how you will:

- Enable students to express and explore their values while respecting others.
- Allow opportunities to challenge possible stereotypes.
- Create a space for analytical evaluation of the issues.
- Facilitate action founded on learning and student choice.

Download our free guide, **Teaching Controversial Issues**, for more guidance, classroom strategies and practical teaching activities www.oxfam.org.uk/education/teachersupport/cpd/controversial/



Adapted from Hart, R, 1992, *Children's Participation from Tokenism to Citizenship*, UNICEF

Visit www.oxfam.org.uk/education for resources and activities to inspire and engage your students



1 GOAL Day of Action, 11 June

Calendar of events for your summer term of action and learning

April

- 7 April World Health Day
- 25 April World Malaria Day
- 29 April International Dance Day

May

- 1 May International Workers' Day
- 3 May World Press Freedom Day
- 8 May World Fair Trade Day
- 15 May International Conscientious Objectors' Day
- 15 May International Day of Families
- 17 May International Day Against Homophobia
- 21 May World Day for Cultural Diversity

June

- Gypsy, Roma and Traveller History Month
- 1 June Volunteers' Week
- 5 June World Environment Day
- 8 June World Oceans Day
- 11 June 1 GOAL Day of Action
- 12 June World Day Against Child Labour
- 14 June Refugee Week
- 16 June International Day of the African Child

June

- 17 June World Day to Combat Desertification and Drought
- 20 June World Refugee Day
- 21 June Who Do We Think We Are? Week
- 21 June Design & Technology Week
- 28 June Geography Awareness Week

July

- 3 July International Day of Co-operatives
- 11 July World Population Day

August

- 9 August International Day of the World's Indigenous People
- 12 August International Youth Day
- 16 August World Water Week
- 23 August International Day for the Remembrance of the Slave Trade
- 30 August International Day of the Disappeared

For more printed copies of **The Big Picture**, contact Oxfam Supporter Relations on 0300 200 1300 or email education@oxfam.org.uk

Download copies from www.oxfam.org.uk/education/teachersupport/the_big_picture

Sign up To receive your copy of **The Big Picture** at the start of every term, sign up online www.oxfam.org.uk/education/updates

Feedback Please complete our short survey to let us know what you think of **The Big Picture** www.oxfam.org.uk/education/teachersupport/the_big_picture

Contribute Email thebigpicture@oxfam.org.uk to share your stories, resource reviews, teaching tips and ideas.



This magazine is printed on 100% recycled paper. When you have finished with this, please recycle it.