

**Calendar
of events:
your
term of
Action
and
Learning**

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

September

- 8 September International Literacy Day
- 21 September International Day of Peace
- 22 September World Car Free Day
- 26 September European Day of Languages
- 27 September World Tourism Day

October

- Black History Month
- International Walk to School Month
- Take part! Oxfam Active Global Citizenship Conferences. See page 11.
- 5 October World Habitat Day
- World Teachers' Day
- 14 October International Day for Natural Disaster Reduction
- 16 October Child Poverty Day
- World Food Day
- 17 October International Day for the Eradication of Poverty
- 18 October One World Week
- 24 October United Nations Day
- 31 October CSV Make a Difference Day

November

- 10 November World Science Day for Peace and Development
- 11 November Armistice Day
- 16 November Global Entrepreneurship Week
- International Day of Tolerance
- International Education Week
- National Anti-Bullying Week
- 19 November World Toilet Day
- 20 November Universal Children's Day
- 25 November International Day for the Elimination of Violence against Women

December

- 1 December World AIDS Day
- 2 December International Day for the Abolition of Slavery
- 3 December International Day of Persons with Disabilities
- 5 December International Volunteer Day
- The Wave, London & Glasgow
- 7-15 December UN Climate Change Conference, Copenhagen
- 10 December International Human Rights Day
- 18 December International Migrants' Day

The Big Picture

Oxfam's magazine for teachers





Get involved! Page 3



Douglas Alexander visits St Mary Magdalene Academy Page 5



Active Global Citizens Page 11

Welcome to the pilot issue of The Big Picture, Oxfam's new magazine for teachers.

This issue is centred around our Term of Action and Learning on climate change, and it's brimming with features, activities and ideas for getting involved. Read on to find out more!

Future issues will focus on different themes and global issues, and we are keen that The Big Picture is a resource shaped by you.

Please email your feedback, comments and suggestions to schoolsmagazine@oxfam.org.uk

We also invite you to submit your own articles, resources and reviews, so we can share these with others. For example:

- Success stories and learning experiences
- Lesson plans, assemblies and teaching tips
- Reviews and recommendations of global citizenship teaching and learning resources.

Please do get in touch with us at schoolsmagazine@oxfam.org.uk if you would like to discuss anything further.

And for additional copies, please contact Oxfam Supporter Relations on 0300 200 1300 or at education@oxfam.org.uk

With best wishes for an exciting term ahead, The Oxfam Youth & Schools Team.

Contents

THE BIG PICTURE: IN THIS ISSUE

Climate change costs lives. Let's sort it Here & Now.	3
Oxford School – Changemakers	4
St Mary Magdalene Academy – Climate change isn't just about polar bears	5
Oxfam & climate change – Keya's story	6
Climate change teaching activities	7-10
Oxfam Active Global Citizenship Conferences	11
Oxfam celebrates 50 years working with schools in the UK	12-13
Focus on Continuing Professional Development	14
On the web	15
Calendar of events for your Term of Action and Learning	16



On the cover... Elisabeth Tamara, aged 10, in front of Nevado Huascaran, the highest mountain in Peru. This area of Peru is already affected by glacial retreat and the community has introduced drip irrigation to use less water in the dry season. Photo: Gilvan Barreto/Oxfam.

Climate change costs lives. Let's sort it Here & Now.

Climate change is affecting people in developing countries today, but young people have the power to help get it under control.



Climate change isn't a problem for the future. Its impact is already being felt in many poor countries, writes John Kentish, Youth and Schools Team Leader.

More frequent and severe natural disasters, and unpredictable weather patterns, are all having devastating consequences for millions of the world's poorest people. The changing climate means failed harvests, disappearing islands, destroyed homes, water scarcity and deepening health crises.

This December, world leaders meet in Copenhagen to thrash out a new global deal to tackle climate change. This is a historic moment in the fight to end world poverty.

Leaders must agree a deal that not only cuts carbon emissions, but also supports poor people in their fight against the effects of climate change.

We know that young people in the UK already care deeply about climate change, and this is our chance to help them tell world leaders they must act this December.



Left: A young campaigner writes to his MP about climate change. Right: Pupils rehearsing for an assembly, themed around climate change, at Jubilee Primary School, Hackney. Photos: Caroline Irby/Oxfam

Take action

Oxfam is launching a Term of Action and Learning on climate change this September. You can take part by teaching the young people you work with about the human impact of climate change, and showing them what they can do about it.

To help you along the way, we've produced an extensive collection of climate change teaching and learning materials, all published in our free online hub. Visit www.oxfam.org.uk/education to browse and download resources, and also to find out how you can share your own.

Make it count!

Our battle to fight climate change is a race against time! So tell us what you have been doing, and we will share your actions as widely as possible in the lead up to the Copenhagen summit to help influence the decisions that are made there.

We will be using your stories and experiences to inspire other schools and youth groups to take part, and also to show world leaders gathering in Copenhagen just how passionately young people feel about climate change.

Any demonstration of concern about climate change counts as an action, from making a poster to decorating a mask to show you are demanding action on climate change. To make each action count, all you need to do is tell us about it, and we will make sure it has as big an impact as possible.



Email your actions to schoolshere&now@oxfam.org.uk

Changemakers

There was quite a stir when Year 9 students spent a day exploring Global Citizenship in collaboration with Oxfam, says Brad Rayner, Humanities Teacher at Oxford School.

For tips on campaigning for change, and helping young people get their message heard, download our free young people's campaigning toolkit from www.oxfam.org.uk/education

In 2000, the UN announced the Millennium Development Goals (MDGs) – eight targets to reduce poverty and suffering. Government leaders around the world signed up to these in order to improve life for millions of people by 2015.

Visit www.oxfam.org.uk/education/resources/change_the_world_in_eight_steps for posters and activities exploring each of the MDGs.

The day started with a moving and enlightening assembly on how young people can effect political change. A Year 9 student said: "That was awesome, I didn't know I could have a say in politics".

The rest of the morning was spent researching the eight Millennium Development Goals (MDGs) in small groups, focusing on how governments are failing to meet these targets by not dealing with climate change.

Then groups came together to display and present their work to a panel of local councillors and governors, and representatives from Oxfam. The highlight of the day for many was to

question the panel on what they were doing to tackle climate change.

One student said: "It was good to be taken so seriously." Another added: "it was exciting to ask one of my school governors about recycling more than just paper in school – it was great he agreed to put it onto the next governor agenda. I felt like a Changemaker."

Our school is campaigning alongside Oxfam for change at the December 2009 Copenhagen Summit. For me, the day brought home why I am a teacher. The students began knowing relatively little about the issues involved, but you could see the light bulbs go on as they realised they can make a difference.



Students at Oxford School discuss how climate change is impacting on the MDGs with their teacher.

Did you know?
At the first Earth Summit in Rio de Janeiro in 1992, representatives from 179 countries signed up to a global action plan called Agenda 21 to tackle environmental, social, and economic problems around the world. The majority of councils in the UK have their own Local Agenda 21, based on the action and concerns expressed by people in their community. Why not ask your local authority what they are doing to tackle climate change?

Sustainable learning

James Hadley, Head of Citizenship at St Mary Magdalene Academy, London, writes his account of working with students to deepen their understanding of climate change – the most pressing issue of the day.



Douglas Alexander, Secretary of State for International Development, with staff and pupils at St Mary Magdalene Academy.

In June, we held a Sustainability Day, opened by the Rt Hon Douglas Alexander, Secretary of State for International Development. Students were extremely motivated to know that the rest of the school, parents, governors, Oxfam and the BBC would be present to judge their work.

In preparation for the Sustainability Day, Year 7 pupils planned and carried out their own group project with the aim of 'making life more sustainable locally'. Year 8 students formed a small group campaign, focused on achieving a climate change solution at the Copenhagen conference in December 2009. We worked closely with Oxfam to co-design a Scheme of Work that would enable students to understand the complexity of the Copenhagen summit.

Representatives from Oxfam and the BBC, who would later join the judging panel, also came to the school to

support students at the planning stage. Their feedback not only helped pupils refine their project but also helped them make the mental leap from viewing climate change as "some work that we have to do at school" to a real issue which real people are involved with, and which can be tackled.

Reflecting on our work with Oxfam, I believe that we took a far more significant step towards educating our students about the issues involved than can be achieved through more traditional methods of teaching. Our students were incredibly inspired by the project and Oxfam's work with them was far more dynamic and effective than the usual 'bring a speaker into school' format. There were still some polar bears on display, but I am sure that we have planted the seeds for our students to have a deeper understanding of what is a very complex, important – and human – issue.

What will be happening in Copenhagen and why does it matter? For resources to help you explore these issues with your students, visit www.oxfam.org.uk/education

Keya's story

People living on the Char Atra river island, on the Padma river in Bangladesh, are reporting increased frequency and intensity of flooding, cyclones and river erosion. During the last floods, Keya's family spent more than a month living on a raised platform the size of a double bed, whilst their home was under feet of water. This is her story.



Keya (full name: Tayba Akhter Keyamoni, also seen below) aged 11, on the raised platform her family lives on during floods. Photo: Dan Chung/Oxfam

"Life was very bad on the platform. We had to do everything there – cook, eat, study and sleep in the same place. There were six of us on there in a tiny space, and we had to wash in the dirty flood water. Our parents wouldn't let us out – what if we fell in the water? I don't feel good about the floods. I can't study, I can't play, I can't go to school. I just have to sit at home and stay idle.

When the floods came back we took our things on to a boat and moved. Our old home is in the centre of the river now. I feel bad about it. I had a lot of friends by my old house, but now they have all moved to different areas. The school is far away and it closed for a month when the water came in. When the water is at a lower level, we used to swim to school and put our books on rafts.

When I grow up I would like to be a doctor in Dhaka – I'd like to give help to the needy. If Char Atra doesn't erode then I will return here, but I think that it will."

Natural disasters have quadrupled in the last two decades, from an average of 120 a year in the early 1980s, to as many as 500 today.



Why are people in poverty most at risk?

- Poor people are more likely to live in unplanned, temporary settlements – most prone to the risks of flooding, storm surges and landslides
- They may have limited access to clean water and sanitation, and have a poor diet and inadequate healthcare provision. These factors undermine people's resistance to diseases.
- The remoteness of their settlements often means poor people do not receive adequate warnings of impending disasters, and that relief efforts are least likely to reach them.
- Lack of education and governmental neglect means that many people have little alternative after disasters but to remain in or return to disaster-prone areas.

What is Oxfam doing to help communities like Char Atra?

Oxfam and our local partner SDS (Shariatpur Development Society), through the Oxfam River Basin Programme, are working with local committees to help people prepare for disasters, as well as providing training on farming methods and seed varieties, and providing goats and ducks so people can earn a living.

The River Basin Programme also provides raised latrines, raised homes, raised tube wells and flood shelters, as well as training on hygiene awareness, to increase people's resilience to flooding and disaster.

Explore the effects of climate change on people's everyday lives, and see how communities are adapting to these changes. Visit www.oxfam.org.uk/education for stories and images from around the world to use in your classroom.

Activity 1: Keya's story – how climate change is affecting people in Bangladesh

Ages: 8-12

Time required: 10 minutes

Aim: To introduce the human impact of climate change in Bangladesh.

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/index_B-donate.html

What to do: Explain to pupils that they are going to watch a short film clip that shows how climate change is affecting people living in one of the world's poorest countries.

You could either ask pupils to note down:

- Three problems caused by the floods
- Two ways in which Oxfam is supporting local people to cope with the floods

Or

- Give them the quiz below to complete as they watch the film clip. This is also available as a worksheet to download from www.oxfam.org.uk/education

In either case, you may need to show the clip at least twice.

As you watch the film, circle the correct word (from those in bold) in each sentence to give a fact about Keya's life.

1. Keya's family live on an island called Char **Atra** / Grill.
2. Keya is **nine** / eleven years old.
3. The problem of flooding in Keya's village is **improving** / growing.
4. Keya says the floodwater is **salty** / nasty.
5. When floods come, Keya's family live on raised **wooden stilts** / boards.
6. To get to school in the floods, Keya has to **fly** / swim.
7. The floods have washed away people's **homes** / animals.
8. Keya's friends have moved **away** / closer.
9. Oxfam provides Keya's family with training in **swimming** / lifesaving.
10. When Keya grows up, she wants to be a **teacher** / doctor.

Write down the first letter of each correct answer. Once you have done this, put these letters in the right order to make the name of the country in which Keya lives.

For more activities, ideas and support for taking action on climate change visit www.oxfam.org.uk/education



Keya. Photos: Dan Chung/Oxfam

Answers:

1. Atra
2. eleven
3. growing
4. nasty
5. boards
6. swim
7. homes
8. away
9. lifesaving
10. doctor

Missing Word: Bangladesh

Activity 2: Sahena's story – Adaptation to climate change in Bangladesh



Ages: 13-16, but can be amended to meet the needs of younger and older students.

Time required: From 30 minutes to two lessons, depending on how deeply you wish to explore the issues raised by the film.

Aim: To explore how people are adapting to the changes caused by climate change in Bangladesh.

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

What to do: Students should watch Sahena's story. The clip lasts approximately seven minutes and is subtitled. It features Sahena Begum as she spearheads her community's efforts to adapt to changing weather and climate conditions in Gaibandha, north-west Bangladesh. As it's usually the responsibility of women to collect water and fuel, grow and prepare food, and care for their families, it's women who are affected most when climate disasters strike.

Students should take notes on three different themes raised by the film. They should work together in groups and feed back their ideas to the whole class. It may be necessary to play the film more than once to give students the opportunity to pay close attention to its content.

Prompts for note taking:

- How is climate change affecting Sahena's community?
- What is Sahena doing to help her community adapt to the changes caused by climate change?
- How is Oxfam helping Sahena's community to adapt to the changes caused by climate change?

Additional prompt cards and case studies are available to download from www.oxfam.org.uk/education/resources/climate_change_poverty_women

The prompt cards are designed to provide a quick and accessible aid to classifying the information presented in the film. Students can refer to them and sort them under the relevant headings as they watch the film.

The case studies provide more detailed information about Sahena and her community and were written by Oxfam staff in Bangladesh. When students have completed their research from the film they could be asked to produce extended writing or poster work on the theme of adaptation.

For more activities, ideas and support for taking action on climate change visit www.oxfam.org.uk/education

Sahena. Photos: Amin/Oxfam



Activity 3: What is happening at Copenhagen in December?

Ages: 11-16

Time required: This will depend on the ability of the pupils, and how long you wish to give them to prepare.

Aim: To develop pupils' understanding of the process leading up to the conference in Copenhagen and the complexities of reaching an international agreement on how to tackle climate change.

You will need: Access to YouTube, and the facility to project the following film clip for viewing by the whole class: Seal the deal... Ban Ki-moon www.youtube.com/watch?v=q-LpM3A5w2c&feature=related

Copenhagen teachers' notes available to download from www.oxfam.org.uk/education

What to do:

Starter activity: Explain that the class will be looking at the issue of climate change and that some actions are individual (asking students to provide examples), some national and some international, where a common agreement needs to be reached.

Using the teachers' notes, explain to the pupils briefly what the conference in Copenhagen is about and why it is happening.

Show pupils the following clip: Seal the deal...Ban Ki-moon. Then discuss some of the following issues with your students:

- What is a developing country?
- What does 'emissions' mean?
- Why are some countries reluctant to make changes?
- Why does this make it difficult to make changes globally?
- What could be done to make more progress at these types of summit?
- Is a summit the best way of making change happen?

Role-play exercise: Visit www.oxfam.org.uk/education to download the UN Climate Summit role-play exercise and country information sheets.

Explain that pupils will be simulating the conference to see what might be agreed and what the challenges are in getting countries to agree to targets when they all have different points of view.

Group the children in mixed-ability table groups, with each taking on the role of a different country, and one group acting as the UN. Using the information sheets provided, each group will explore their country's point of view on climate change. As a group they need to discuss the questions at the bottom of each information sheet and think up responses. They will use these answers to make a short speech to present to the class to describe how climate change is affecting them and what they are willing to do to combat it.

For more activities, ideas and support for taking action on climate change visit www.oxfam.org.uk/education



Ban Ki-moon, Secretary-General of the United Nations



Oxfam campaigners at the UN climate conference, in Bali, December 2007. Photo: Ng Swan Ti/Oxfam

Activity 4: Take action!



Pupils rehearsing for an assembly about climate change. Photo: Caroline Irby/Oxfam



A young campaigner on her way to post a letter to her MP Diane Abbott. Photo: Caroline Irby/Oxfam

Ages: All ages

Oxfam promotes and supports young people taking action in the fight against climate change. We believe that this action is best initiated and sustained by young people themselves, with the support of adults, at a level appropriate to young people's responsibilities, interests and abilities.

Taking action strengthens critical thinking, project management and problem-solving skills. We therefore believe that taking action constitutes both good learning and responsible citizenship.

Here, we have provided some fun, simple and creative ideas for taking action. You could also ask pupils to come up with their own suggestions. Any expression of concern about climate change counts as an action. **All you need to do is tell us about it, and we will make sure it has as big an impact as possible at the negotiations in Copenhagen this December. Email your actions, activities and pictures to schoolshere&now@oxfam.org.uk**

Put on a show and raise awareness about the human impact of climate change. Sound out your students and see what fires them up. Their show could be as diverse as putting on an art exhibition, play, poetry performance, quiz night, dance or music event. Why not invite parents and other members of the community along?

Contact your local politician. Invite a local parliamentary representative, councillor, or school governor into school and organise a Question Time event. Or write them a letter to tell them what your class thinks about climate change. To find out which politicians represent you go to www.writetothem.com

Get the media interested. Whatever your school is doing, invite your local paper or radio station in to cover your story and spread the word about the human impact of climate change. See www.oxfam.org.uk/get_involved/campaign/activists/guides for tips on engaging with the media.

Go blue. Blue represents flood water and is the campaigning colour chosen by the Stop Climate Chaos coalition, of which Oxfam is a member. Pupils could wear blue for a day at school to show their support, paint their faces blue, or decorate a blue mask to show they are demanding action on climate change until they are 'blue in the face'.

Join 'The Wave' On Saturday 5 December. Tens of thousands of people will flow through the streets of London and Glasgow to demonstrate their support for a safe climate future for all. See www.oxfam.org.uk/the-wave for details. If you can't make it along then send your blue face to Oxfam and we'll take it for you!

Or... organise your own wave. Get the whole school involved in a huge, blue Mexican wave to show their support. Make a film and send it to Oxfam to go on our website.

Have fun and fundraise. Oxfam's target is to raise £41m over the next five years to help people in vulnerable communities deal with disasters and adapt to climate change. On the theme of **change**, students could have a loose change collection, host a 'change what you wear' day, or get friends and family to sponsor them to change one thing they do. For more ideas and support, visit www.oxfam.org.uk/get_involved/fundraise

For more activities, ideas and support for taking action on climate change visit www.oxfam.org.uk/education

Don't forget to tell Oxfam! Whatever your school is doing, make sure you tell Oxfam about it. We can demonstrate to world leaders, just how passionately young people care about the human cost of climate change as politicians enter critical global negotiations in Copenhagen.

Oxfam Active Global Citizenship Conferences 2009

Give your students a voice on climate change.

This October, Oxfam is launching a programme of regional conferences for young people, and we are inviting 100 schools across England to get involved.

Conferences will focus on the human impact of climate change, and the significance of the forthcoming UN climate change conference to be held in Copenhagen this December.

All delegates will have the opportunity to participate in workshops on the following four topics:

- Understanding the issues. Meet the Oxfam staff working with the people most affected by climate change
- Campaigning to get what you want. Learn how to run a successful climate change campaign
- Inspiring action in your school and community. Develop an action plan to get others involved
- Influencing decision makers. Make your voice heard!

Benefits of attending

- Youth focus. An empowering curriculum-linked experience centred on young people bringing the climate change debate to life. Student's voices and participation will steer the day.
- Hear first-hand experiences. Young people will have the chance to learn directly from Oxfam programme staff working with communities already affected by climate change
- Give your students a political voice. Student delegates will develop their own charter, which Oxfam staff will present to world leaders at this December's UN climate change summit in Copenhagen.

Places are limited to 25 schools at each conference, and attendance is free of charge, so book early to avoid disappointment!

To find out more and to book your place, contact your nearest regional Youth & Schools Campaigner:

Birmingham, Monday 12 October
Sophia Ireland 0121 634 3611
soireland@oxfam.org.uk

Manchester, Monday 19 October
Jo-Anne Witcombe 0161 234 2793
jwitcombe@oxfam.org.uk

Bristol, Friday 16 October
Jennifer Martin 0117 916 6475
jmartin@oxfam.org.uk

London, Thursday 22 October
John McLaverty 0207 802 9981
jmclaverty@oxfam.org.uk

or visit www.oxfam.org.uk/education/resources/regional_conferences

Our regional campaigners are available to work with local schools and youth groups. They deliver a range of exciting and challenging projects that inspire young people to become active global citizens, and provide training, advice and support. Get in touch to find out more!



Young campaigners create a human chain around the Radcliffe Camera, Oxford in a call to **Make Poverty History**. Photo: Kim Rowe/Oxfam



Children from Langdon School, East Ham, London speaking in Trafalgar Square during the launch of the **Make Poverty History** campaign. Photo: Alice Dunhill/Oxfam

Oxfam celebrates 50 years working with schools in the UK

Pete Davis, who leaves Oxfam this year after over three decades working in the Education Team, guides us through the last 50 years of Oxfam's education work. Gillian Temple from Oxfam asks the questions.



Freedom from Hunger Campaign, 1965



Bother magazine for young people, focusing on the Civil War in El Salvador, March 1982

The 1974 Race Relations Act recognised that racism undermines a stable society and thus Multicultural Education was born, challenging stereotypes.

Pete, why does Oxfam work with schools in the UK?

Oxfam wants to overcome poverty and suffering, but we cannot do this by ourselves. We need young people to take an active part in understanding and shaping their world now – and in the future. Oxfam can help them do this.

What was it like working for Oxfam Education in the 1960s and 1970s?
Oxfam was founded on the Quaker

'Education is the most powerful weapon you can use to change the world' Nelson Mandela.

ideals of equality, empowerment and a strong belief in working with others. The 60s and 70s saw the birth of what we now call Active Global Citizenship. Oxfam was there from the start and these decades saw an explosion of innovative ways of learning about the world.

It was a time of great political change – the Civil Rights Movement, the Vietnam War and the end of Empire. Many textbooks still reflected patronising and racist views, and Oxfam was concerned about the effect these materials had on young people's attitudes and values. So in the 1960s Oxfam, with others, set down the basic philosophy for Global Citizenship Education.

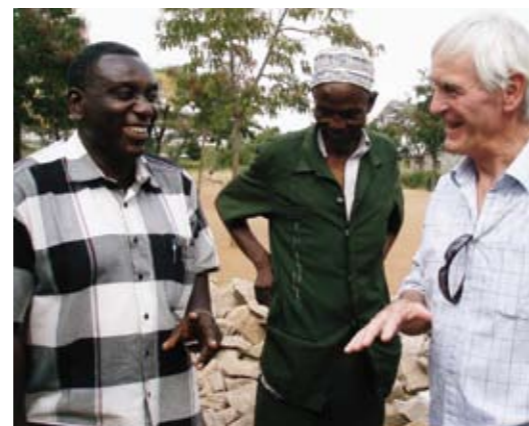
By the end of the 1970s things were on a roll. Oxfam was producing award-winning teaching materials and had

kick-started a local education network, supported by government grants.

How did things change in the 1980s and 1990s?

A change of government from 1979 to 1997 meant a highly charged political climate at home and abroad. It was the time of Apartheid, Cambodia and the Ethiopian Famine. Oxfam was very political at this time and many of our educational materials reflected this.

The new Conservative government was not as supportive of this kind of education. They worried about the influence NGOs like Oxfam were having on teachers, and government funding for UK projects stopped. So Oxfam, Christian Aid and Cafod set up their own grants programme.



Pete, right with colleagues in Tanzania



On the Line, 2000: Mariam and Zenabu at Lergho School, Burkina Faso, consult the school globe to identify the other countries that lie on the meridian line. Photo: Crispin Hughes/Oxfam

'It may seem like an impossible task but it always seems impossible until it's done' Nelson Mandela.

However, by 1996, funding problems meant Oxfam had to cut back its education programme. We focused on influencing the National Curriculum, particularly the development of its new subject – Citizenship. Oxfam also launched a teachers' website (now www.oxfam.org.uk/education) so that teachers could access high quality teaching material online.

Into the 21st Century

By the end of the 1990s the political tide turned again. In 1997 the Labour government reinstated grant funding and Oxfam launched an ambitious multi-agency international education project called On the Line, to welcome in the new millennium. The Education team grew, and more award-winning resources were produced, including the online activity 'Mapping our World,' which won a Bafta in 2007.

Global Citizenship Oxfam sees the Global Citizen as someone who:

- is aware of the wider world and has a sense of their own role as a world citizen
- respects and values diversity
- has an understanding of how the world works
- is outraged by social injustice
- participates in the community at a range of levels, from local to global
- is willing to act to make the world a more equitable and sustainable place
- takes responsibility for their actions.

Did your school take part in the On the Line project? Email thebigpicture@oxfam.org.uk and tell us your stories.

In 1992 at the Rio Conference, the world recognised that we were destroying the planet more quickly than anybody had believed before. This introduced Education for Sustainable Development.

Mapping our World is an award-winning whiteboard teaching product suitable for 8-14-year-olds. It explores the relationship between maps and globes, and how different projections influence our perception of the world. www.oxfam.org.uk/education/resources/mapping_our_world/mapping_our_world

Focus on Continuing Professional Development

Richard King, Global Schools Partnership Coordinator at St James Catholic High School, London, shares his experiences of motivating and engaging colleagues at their 'twilight' INSET session.

Richard's key tips for running a successful INSET

- Be clear about your objectives, and make it clear why they are important
- Ensure the session is relevant to everyday situations
- Make it visual and active where possible – there are kinaesthetic teachers too!
- Be supportive of teachers trying to incorporate new strategies, and give examples of how to implement what you are suggesting
- Try not to overload teachers already juggling a busy workload
- Give some clear targets or actions for follow up

For more professional development resources from Oxfam, visit www.oxfam.org.uk/education



Pupils share ideas during a Global Citizenship lesson at Clanfield Primary, near Oxford. Photo: Crispin Hughes/Oxfam

At St James Catholic School, we're working to expand and embed Global Citizenship across the curriculum, but finding time to support teachers during this process isn't always easy. All the more reason, then, to make sure INSET sessions are as relevant and useful as possible.

In June, we asked Oxfam to attend the last of a short series of three sessions intended to bring Global Citizenship to life. Before the session I had discussed our aims with John McLaverty, our contact at Oxfam, who had been flexible in tailoring his input to complement our previous work.

After a short introduction, John gave a valuable Oxfam perspective on Global Citizenship. He then got staff actively using some interesting and challenging resources around climate justice, and assisted various departments in their efforts to design activities for their own schemes of work.

By the end of the session all departments had successfully designed activities to use, and people left more motivated and armed with ideas for

ways to embed Global Citizenship within their lessons.

Some departments who had previously struggled to formulate ideas benefited from John's experience and advice, and feedback about the session was very good. One colleague told me she had used one of the resources with her geography class the very next day!

The benefits of using Oxfam were tangible. Having an external influence raised the profile of Global Citizenship, providing impetus and motivation for staff, and a fresh perspective. Furthermore, having the session tailored to our own goals, and input before, during and after the session has greatly assisted us in what we are trying to achieve schoolwide.

Given the host of initiatives schools are exposed to, making good use of inset time to expand and embed Global Citizenship is critical. Our experience was that using Oxfam was a great way to achieve this, and for anyone trying to use the 'twilight' slot, or any inset time to prioritise Global Citizenship, I would highly recommend it!

On the web

A wealth of climate change-themed teaching and learning resources – all designed to challenge, motivate and inspire young people to take action towards a more just and sustainable world.

Visit www.oxfam.org.uk/education for resources that cover the following themes:

- Introducing climate change: past, present, future
- The human impact of climate change
- How are people responding to the challenge of climate change?
- What will happen in Copenhagen in December, and why does this matter?
- What can we do about climate change here and now?

And if after all that you still need more, below are some other websites that have caught our eye!

Children in a Changing Climate

Includes climate change resources and activities, focusing on those that provide insight and inspire action on the global justice dimensions of preventing and adapting to climate change.

www.childreninachangingclimate.org

Footprint Friends

A social network forum dedicated to environmental education and awareness.

For Welsh language teaching resources, contact Oxfam Cymru on 0300 200 1269 oxfamcymru@oxfam.org.uk

It has been specifically created to give 10-18 year olds a voice on climate change. www.footprintfriends.com/teacher-support.htm

National Grid for Learning (Cymru)

Containing a wealth of interesting resources about climate change in Wales, this site is full of photographs, activity ideas, animations, case studies and more.

www.ngfl-cymru.org.uk/climatechange

Not Stupid

The action campaign of the film *The Age of Stupid*. You can use this site to take action, join up with others who are taking action in your area and present certificates to people who you judge to be 'stupid' or 'not stupid' when it comes to climate change.

www.notstupid.org

Stop Climate Chaos

Features an action pack with ideas and support materials to help people of all ages to take action to influence the UK government and the UN COP15 Summit in December.

www.stopclimatechaos.org/action-pack

UK Youth Climate Change Coalition

Campaigning website for young people – with links to other UKYCCC sites and youth coalitions in other countries.

<http://ukycc.org>

You, Me & The Climate

A youth-leadership initiative supported by the National Trust, which empowers young people aged 16-19 to become climate change leaders or 'Climateers', and encourages them to take action in their local communities.

<http://youmeandtheclimate.org>