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## Calendar of Events for your Spring Term of Action and Learning

### January

18 January Martin Luther King Day  
27 January Holocaust Memorial Day  
30 January National Storytelling Week

### February

12 February Red Hand Day for Child Soldiers  
21 February International Mother Language Day  
22 February Fairtrade Fortnight  
Student Volunteering Week  
World Thinking Day for Girl Guides and Scouts

### March

4 March World Book Day  
8 March Commonwealth Day  
International Women's Day  
12 March National Science and Engineering Week  
14 March Mother's Day  
21 March International Day for the Elimination of Racial Discrimination  
World Forestry Day  
World Poetry Day  
22 March World Water Day  
24 March World TB Day  
27 March World Theatre Day

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SPRING 2010  
**The Big Picture**  
Oxfam's magazine for teachers

# Game on. Education campaign now a real player at this year's World Cup.



**Aiming high**  
Spotlight on the MDGs



**Pupil power**  
Term of action highlights



**World change**  
Active global citizens get creative

Welcome to the Spring issue of **The Big Picture**. In this issue we highlight the inspiring work you're doing to take action on climate change, and look to 2010 as a pivotal moment in the fight against global poverty. With just 5 years until the Millennium Development Goals need to be met, and failure to tackle climate change threatening to undermine our chances of meeting them, read on to find out more...

Right: Lucas Riquelme lives in Macusani, a small town high up in the Andes in Peru. Lucas loves football and is a big fan of the Brazilian national team. He also loves school – his favourite subject is maths – and plans on going to university to become a civil engineer.

Lucas is lucky, as most other families in Macusani are extremely poor and subsist on less than \$2 a day. Meeting the Millennium Development Goals will help lift these families out of poverty, and ensure more children like Lucas can fulfill their potential.

Photo: Annie Bungeroth/Oxfam



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# Update on your climate change term of action

We would like to thank the thousands of teachers and young people who took action with Oxfam in 2009, urging world leaders to reach a fair and binding deal for the world's poorest people at Copenhagen. Here are just some of the things that happened last term.

Xaverian College, Manchester painted their faces blue, demonstrated on their lawn and rang the college bell to support the Global Wake Up Call on 21 September. The same day, Gordon Brown's office announced that he would be attending the Copenhagen summit.



Year 5 pupils at Barley Hill Primary School in Thame, Oxfordshire learned how climate change is affecting mountain communities in Peru – and wrote to Gordon Brown and their local MP calling for positive action.

Twenty secondary schools brought the true nature of tough international negotiations alive in an interactive mock-up of the Copenhagen conference at Swansea Civic Centre.

Over 300 young people came together at our Active Global Citizenship Conferences, and are now inspiring their peers and communities to take action – see page 12 for more!

Nearly 100 young campaigners took part in our Here & Now Challenge, reducing their carbon footprint for a month, and asking friends and family to sponsor them. Read their experiences at: [www.oxfam.org.uk/get\\_involved/campaign/village](http://www.oxfam.org.uk/get_involved/campaign/village)

In November, a scrapbook summarising the 5,000 actions taken by young people last term, was delivered to 10 Downing Street, and members of Oxfam's Youth Board met with Ed Miliband, Secretary of State for Energy and Climate Change.

As a final push, 58,000 people – young and old – came together in London and Glasgow for The Wave on 5 December, to show their support for the deal, and schools from Oxford to Orkney

sent us their blue hand messages and Mexican wave pictures.

### Copenhagen

Despite the groundswell of public support for a fair, ambitious and binding deal, the outcome of the UN Climate Change talks was hugely disappointing, and ended with little more than agreement to keep talking. Public pressure for a real agreement must continue throughout 2010 and we will keep you updated with more ideas for learning and action on this critical issue.

As the Millennium Development Goals take centre stage in September (see page 4), the connection between climate change and global poverty becomes even clearer. Increased vulnerability to extreme weather events and diminishing access to precious resources like food and water, all threaten to undermine vital progress for those who need it most.



For an update on the Copenhagen summit, visit [www.oxfam.org.uk/education/climate](http://www.oxfam.org.uk/education/climate)

Tell us what you've been doing in your term of action – email schools [here&now@oxfam.org.uk](mailto:here&now@oxfam.org.uk) with your stories and pictures

Top: Students at Xaverian College, Manchester, paint their faces blue in support of the Global Wake Up Call

Middle: Oxfam's Youth Board gather at The Wave in London, on 5 December.

Bottom: Students at the mock UN climate negotiations in Swansea, write their messages to world leaders on the UN symbol.

Watch our thank you video: [www.oxfam.org.uk/education/climate](http://www.oxfam.org.uk/education/climate)

# 2010 – a year to keep big promises

**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.**

2010 marks a decade since world leaders agreed the MDGs, and just five years until they need to be met.

Progress has been made, for example, on Goal 2 to Achieve Universal Primary Education. In 1990, 140 million children worldwide were unable to go to school, but today, this figure is down to 75 million – a massive achievement.

However, there is still so much left to do. In the words of UN Secretary-General Ban Ki-Moon, “We have made important progress in this effort, and have many successes on which to build. But we have been moving too slowly to meet our goals”.

Oxfam is encouraging young people to speak up in 2010 about the need for world leaders to **deliver more and better aid money** to help us meet the goals by 2015. It’s our aim to help

you provide them with the skills and motivation to lead their own action, and the opportunities to campaign with us.

2010 has lots in store as we urge world leaders to focus on meeting the Millennium Development Goals:

**March** Mother’s Day and International Women’s Day give us an opportunity to focus on the goal to improve maternal health.

**June** The Global Campaign for Education will take centre stage during the football World Cup in South Africa.

**September** A high-level UN meeting will discuss progress and action needed to meet the MDGs.

Check out the teaching and learning resources in the centre pages of this magazine for ideas, or visit [www.oxfam.org.uk/education](http://www.oxfam.org.uk/education)

## Mary’s story

Liberia is recovering from more than ten years of civil war, which has left many people desperately poor and vulnerable. In 2006 its new president, Ellen Johnson-Sirleaf, became Africa’s first elected female leader. In order to help rebuild the nation her government is particularly encouraging girls to go to school.

However, girls face special challenges. They often have to work to support their families, and early marriage, teenage pregnancies and a bias in favour of boys often mean that they have to leave school early.

If Mary (pictured below) has the chance to finish

her primary education, and even go to secondary school, she, her family and her community will benefit greatly.

Her earning power will increase, as will her influence in the workplace; her children will be more likely to be healthy; and she will be likely to live longer and to survive childbirth. Put simply, educating girls is fundamental to overcoming poverty and gender inequality.

The Liberian government was able to abolish school fees for primary schools in 2007 because rich countries cancelled some of their debts. However, more funding is needed so that children like Mary can achieve their potential.



*Below Left: Five-year-old Mary Kolleh is being taught the alphabet by Ophelia M.G.Williams, at Yawerlee Elementary School in Liberia. Photo: Aubrey Wade/Oxfam*

*Right: Lily and Jenade deliver their messages to Number 10 Downing Street. One million young people took part in Send My Friend to School, in 2009. © Chryssa Panoussiadou/ Action Aid*

*Right: Pupils at Lampton School, Hounslow gather in their playground to spell out to world leaders that 75 million children are missing out on school © Lampton School*



## What are the Millennium Development Goals?

1. Eradicate Extreme Poverty and Hunger
2. Achieve Universal Primary Education
3. Promote Gender Equality and Empower Women
4. Reduce Child Mortality
5. Improve Maternal Health
6. Combat HIV and AIDS, Malaria and other Diseases
7. Ensure Environmental Sustainability
8. Develop a Global Partnership for Development

## Join 1GOAL and help 75 million children get an education!

This year Send My Friend to School is linked to the World Cup in South Africa and it has the backing of lots of footballers and celebrity names who are asking that we make 2010 a year when world leaders all take action to ensure that no child misses out on an education.

Your students can join in and take the 1GOAL challenge, together with young campaigners in over 100 countries. We need learners to send their personal messages to the Prime Minister about the value of education to make sure the issue is made a priority.

Be a part of 1GOAL by holding a special event in your school on Friday 11 June (or another date close to that time). Help us celebrate the value of education while the world unites to watch its favourite sport.

### 1GOAL: Send My Friend to School

Sign up now and we’ll send you a free resource pack in February, containing a film, posters and stickers, plus information about lots more learning resources and case studies available on our website.

Get your schools pack: [www.oxfam.org.uk/education/gc/sendmyfriend](http://www.oxfam.org.uk/education/gc/sendmyfriend)

Send My Friend to School is run by a partnership of charities, including Oxfam and teachers’ unions.



# Education as a Right

Janie Pridham, Pembrokeshire Sustainable Schools Officer, reflects on her work exploring Education as a Right with schools in West Wales, in partnership with Oxfam Cymru and Small World Theatre.

Based in Cadigan, Ceredigion Small World Theatre uses drama techniques to explore issues related to Education for Sustainable Development and Global Citizenship. [www.smallworld.org.uk](http://www.smallworld.org.uk)

In Spring 2009, six schools and one further education college took part in workshops exploring children's rights, and the reasons why 75 million children around the world don't go to school. The schools then shared their learning with others, each in a different way.

One school produced a film and another made artwork out of leaves and found objects. Powerpoint presentations were made, MPs invited to schools and Rhod Griffiths from Oxfam Cymru was on hand to answer questions. Schools working with Small World Theatre created dramas and developed a shadow puppet show.

Each school then went on to write to Gordon Brown to ask him to discuss the subject at the G8 meeting in Italy in July 2009.

The project culminated in a Celebration Day at Small World Theatre's new headquarters, where all participating schools shared their work. Mark Williams, MP for Ceredigion got pupils up on the stage to talk about parliament and how it works.

Tears were shed at the drama, laughter heard during the film, and everybody was invited to write messages about the project. These were pasted to a life-sized model of the 10 Downing Street door, which had been used in Ysgol Brynconin's film.

Pupils were very enthusiastic about the day – "We really liked the puppet show and we remembered studying those same children in class", and are becoming more globally aware – "I learnt that children don't go to school and I want that to change". But the last word must go to the pupil who wrote "I think it went very well".

Right: Pupils from Neyland Community School and Ysgol Brynconin post messages on the door of 10 Downing Street with Mark Williams MP



## Oxfam Cymru

Oxfam Cymru is an integral part of Oxfam GB. Oxfam Cymru works to end poverty and suffering, locally and globally, and make this central to public and political life in Wales. [www.oxfam.org.uk/cymru](http://www.oxfam.org.uk/cymru)

Danielle Johnson and Rhodri Griffiths are Oxfam Cymru's Schools and Youth Advisors. Please contact them to find out more about active global citizenship workshops, training, advice and support. [www.oxfam.org.uk/education/contact](http://www.oxfam.org.uk/education/contact)

For Welsh language resources, please visit [www.oxfam.org.uk/education/resources/cymraeg](http://www.oxfam.org.uk/education/resources/cymraeg)

## Oxfam Cymru

Mae Oxfam Cymru yn rhan gynhenid o Oxfam GB. Rydym yn gweithio i roi terfyn ar dlodi, yn lleol ac yn fyd-eang, ac i sicrhau bod hyn yn ganolog i fywyd cyhoeddus a gwleidyddol yng Nghymru. [www.oxfam.org.uk/cymru](http://www.oxfam.org.uk/cymru)

Mae Danielle Johnson a Rhodri Griffiths yn gweithio fel ymgynghorwyr ieuencid ac ysgolion Oxfam Cymru. Cystylltwch a nhw i wybod mwy am weithdai dinasyddiaeth fyd-eang, hyfforddiant, cyngor a chefnogaeth. [www.oxfam.org.uk/education/contact](http://www.oxfam.org.uk/education/contact)

Am adnoddau yn Gymraeg ewch i [www.oxfam.org.uk/education/resources/cymraeg](http://www.oxfam.org.uk/education/resources/cymraeg)

## Activity 1

# Introducing the eight Millennium Development Goals (MDGs)

**Ages** 9–14, but can be adapted for a younger or older age group.

**Time required** 1 hour, but elements can be adapted for shorter activities.

**Aims** To help pupils develop an understanding of the MDGs, and to engage with and reflect on different ideas, opinions, beliefs and values when exploring topical and controversial issues and problems.

**You will need** A printed list of the MDGs for each group of pupils (available to download from [www.oxfam.org.uk/education/resources/change\\_the\\_world\\_in\\_eight\\_steps](http://www.oxfam.org.uk/education/resources/change_the_world_in_eight_steps))

**What to do** Ask pupils to call out what they think of when they hear the word 'goal'. They will probably say 'football'! Encourage them to think what it means to score a goal – that it is something the players are trying to achieve; this is what they have set out to do.

Ask pupils to think of personal goals they may have. They could do this individually or in small groups. Help them by suggesting they look at different aspects of their lives, e.g. school, family, friends, sport and hobbies.

Explain what the MDGs are, how they came about and that the governments of the world have pledged to achieve all the goals by 2015.

Ask pupils to work in groups of three or four, and give each group a copy of the MDGs. Ask them to cut them out and arrange them according to how important they think each goal is.

Put two groups together and ask them to compare their results. They should explain to each other how they arrived at their decisions.

In a plenary discussion ask the pupils:

- Which MDGs did they consider most important and why?
- Who did they have in mind when they made their decisions?
- Do they think everyone, everywhere would agree with their conclusions?
- Why? Or why not?

You could tell them that specialists think that all the goals are of equal importance, as none of them can be achieved without the others. In addition, failure to tackle climate change

is threatening to undermine our chances of achieving these goals (see page 4). Furthermore, the first seven goals depend on the eighth goal (to build a global partnership for development through fairer trade, more aid and debt relief).

You may like to ask pupils to draw connections between each of these goals in order to demonstrate how they are all inter-related, and discuss how climate change is impacting on each of the goals.

- reduce poverty
- educate every child
- provide equal chances for girls and women
- reduce the number of babies and children who die
- ensure safe and healthy motherhood
- fight infectious diseases
- clean up the environment
- share responsibility for making the world a better place



## Activity 2

# Thinking about school



Above: A grade 1 student from Hau Thao school in Vietnam practices her handwriting. Photo: Nguyen Hoang Yen/Oxfam

Right: Due to Cyclone Aila, which hit Bangladesh this year, Rebecca (left) and Mariam are unable to go to school every day. Photo: Mahmud/Oxfam

**Ages** 7–14

**Time required** 30 minutes

**Aims** To explore attitudes towards school and education.

**You will need** Some space to do this activity – you could clear a space in the classroom, or use the games hall or a space outside.

**What to do**

1. Mark one side of the room as 'Agree' and the opposite side as 'Disagree'.
2. Read out the statements below (or use your own statements) and ask pupils to place themselves along an imaginary line between the two sides of the room, depending on how much they agree or disagree with each statement.

3. Encourage pupils to talk to each other about why they chose their particular position.

4. Encourage pupils to suggest other statements to use.

**Agree/Disagree statements**

- Everyone should be able to go to school
- Teachers should not raise their voices
- Pupils should not have to go to lessons on time
- Everyone should be able to talk in class whenever they like
- Pupils should be allowed to wear whatever they like at school.

**Extension activity**

**Ages** 10–14

**Time required** 30 minutes

**Aims** To explore some of the reasons why girls can't go to school, and why it is important for girls to be able to go to school.

**You will need** Mary's story, on page 5 of this magazine.

A poster of Mary and her teacher is available to download from [www.oxfam.org.uk/education/resources/change\\_the\\_world\\_in\\_eight\\_steps](http://www.oxfam.org.uk/education/resources/change_the_world_in_eight_steps) (click on **Goal 3: Equal chances for girls and women - poster**).

**What to do**

Ask pupils to look very carefully at the picture and then describe what they see in detail.

Read Mary's story, explaining any difficult words, and ask them the following questions:

- What special challenges do girls who want to go to school face in Liberia?
- What benefits will Mary and her family gain if she finishes primary and perhaps secondary education?



## Activity 3

# What we need to keep healthy

**Ages** 9–14

**Time required** 45 minutes to 1 hour

**Aims** To explore the basic needs that we have in order to ensure good health and how they are interconnected.

To explore the consequences for health of not having enough money.

To explore the impact of climate change on health.

**You will need** An apple, a bottle of water, a bandage, a toilet roll and a £1 coin, plus a box to put these objects into.

**What to do**

Ask pupils either individually or in groups, to list, what items they need if they are to stay healthy. Encourage them to think beyond healthy eating and consider the wider implications of staying healthy (home, clothes, care, etc.).

Show pupils the box containing the objects.

One by one, take the objects out of the box and ask the pupils in what way each of them is important to their health (bottle of water: clean drinking water; apple: healthy food; bandage: health care; £1 coin: money to pay for medicines etc.; toilet roll: hygiene). Discuss the reasons why each is important.

In groups of three or four, ask pupils to come up with ideas as to how all these aspects of health are connected (for example, you need clean water to cook food in). Can they think of a way to illustrate, in a diagram, how they are interconnected?

Explain that in countries where there are few healthcare facilities, diseases that used to be common in the UK, and from which people generally recover, can be major killers. Give the examples of HIV and AIDS, where people cannot afford the expensive medicines to treat the illness; and measles, which children who are already malnourished do not have the strength to fight off.

Climate change is also a huge challenge for global health, leaving poor people more vulnerable to natural disasters like droughts and floods. This threatens livelihoods, crops and access to supplies of food and clean water. Heavy rainfall and contaminated water supplies can cause diarrhoea, cholera and typhoid, and humid conditions are the perfect breeding ground for mosquitoes to spread diseases such as malaria.

Working in groups, pupils should think about what happens if one or more of the key aspects, e.g. money or clean water, is missing or is in short supply. They could also discuss how climate change is having an impact on people's health.

They could record the consequences using a mind map. Ask the groups to report back.



Regan, 10, from the Democratic Republic of Congo, collects water. Photo: Jane Beesley/Oxfam

Main picture: A local resident in Cap Haitien, Haiti, washing in a water point set up the local community, with support from Oxfam's partner organisation. Photo: Abbie Trayler-Smith/Oxfam



## Activity 4

# Say what you see...

An exercise to inspire future decision-makers

**Ages:** 11-16

**Time required:** 30 minutes

**Aim:** To encourage your students to question their assumptions about life in developing countries, learn the importance of the MDGs, and empower them to make the changes they want to see in the world.

**You will need:** A poster illustrating one of the MDGs in action, plus accompanying information to read to the class, available to download from [www.oxfam.org.uk/education/resources/change\\_the\\_world\\_in\\_eight\\_steps](http://www.oxfam.org.uk/education/resources/change_the_world_in_eight_steps)

**What to do:** Ask students to look at the poster, and write down what they think is happening in the first speech bubble 'I see'. Encourage them to use their imagination, make up a character, a story.

Once everyone has finished, get some of the students to share their thoughts with the rest of the class. You can then talk about what is actually happening in the photo, and the wider context.

Use this as a discussion point to talk to students about what they **don't see** in the poster, e.g. poster 2 shows a teacher in Mali with his students, but it doesn't reveal the fact that the people in this village built the school themselves, and persuaded the government to send them a teacher. It doesn't show the 50% of girls in Mali who are missing out on an education.

Talk about why the MDGs are so important and why it is unfair if world leaders don't keep their promise to make sure these goals are met by 2015. Ask them to complete the second speech bubble: 'I want to see', and send it to Oxfam. We'll make sure the Prime Minister keeps his promise.

Make as many photocopies of the form below as you need and give each student a copy.

I see...

.....

.....

.....

.....

I want to see...

.....

.....

.....

.....

**Your name** .....

**Your school** .....

**Your town** .....

Please return this form to the Oxfam Youth and Schools Team, Oxfam House, John Smith Drive, Oxford OX4 2JY. We will use the information given on this card to demonstrate the views of young people in relation to Oxfam campaigns. We will not use your data for marketing purposes. A member of Oxfam's Youth and Schools Team may contact your school about our projects and activities.

**Be Humankind** **Oxfam**

# Bushey Meads School Oxfam Charity Challenge

Kate Hoskins tells us why 200 of her sixth form students are taking part in a charity challenge to raise money for Oxfam Unwrapped.

We chose to support Oxfam Unwrapped so we can buy specific gifts linked to education. We hope to raise enough money to buy a classroom with desks, chairs, text books, a library, school supplies and of course a teacher!

Oxfam has been really supportive in discussing possible fundraising routes and sent a representative to one of our sixth form assemblies to talk about how many of the world's poorest young people are missing out on an education.

This really inspired our students and they began to come up with fun and interesting ideas to raise money. Each form is organising and promoting different events throughout the year to raise money for Oxfam, and are competing against each other to see who can raise the most.

There will be a whole range of events taking place such as 'guess the beautiful baby competition' (photos of staff when they were young), battle of the bands, gigs, cake sales, a mini summer fair, craft and jewellery sales and a fun run with all participants dressed in costumes.

We are devising a chart to go in the sixth form study centre to show how much money is being raised throughout the year and what could be bought with the money from the Oxfam Unwrapped list.

We look forward to seeing students develop skills like working in a team, planning a fundraiser from beginning to end, and working on their own initiative. We hope they remain focused and have fun whilst raising money for a very worthwhile cause.



Bushey Meads sixth form students kick off their fundraising events last term dressed as spooky Halloween characters.

### Educational support for fundraising

Fundraising can help to empower groups of learners through developing project management and participation skills. This approach is supported by the QCA Schemes of Work for Citizenship.

Some great tips for getting the most out of fundraising activities

#### Involve young people in decisions about

- whether to raise money
- which charity to support
- how to raise money
- what other actions to take.

#### Help them understand that

- their actions can make a difference
- they have the power to change their world - particularly if they work with others
- their views matter, and they should speak up.

#### Help them learn

- and develop skills they can transfer to many other areas of their lives
- about life in different parts of the world, and issues that affect us all as global citizens
- about their own rights and responsibilities, locally and globally.

For more tips and advice, visit [www.oxfam.org.uk/education/teachersupport/fundraising\\_support](http://www.oxfam.org.uk/education/teachersupport/fundraising_support)

Oxfam Unwrapped's Virtual Village shows how Oxfam Unwrapped gifts make a big difference to poor communities worldwide. Play now at [www.oxfamunwrapped.com/virtualvillage](http://www.oxfamunwrapped.com/virtualvillage)



To see video clips of Oxfam Unwrapped gifts in action, go to [www.oxfamunwrapped.com/videos](http://www.oxfamunwrapped.com/videos)

To request a pack for schools, filled with lesson plans, activities, fundraising tips and information about Oxfam Unwrapped, call 0300 200 1252 or go to [www.oxfamunwrapped.com/schools](http://www.oxfamunwrapped.com/schools)

# Oxfam Active Global Citizenship Conferences

In October, Oxfam hosted four Active Global Citizenship Conferences for schools in Birmingham, Bristol, London and Manchester.

“Throughout the whole day our students were fine examples of what imaginative and passionate young people are capable of... A day the students themselves described as ‘fun, enlightening, detailed and inspiring’. Expect to see some of their campaigns becoming a reality soon...”

Ben Rendu, Head of Citizenship, Winterbourne International Academy

Over 60 schools and 300 young people came together to learn about the human impact of climate change, shape their message to world leaders, and explore how they could lead their communities in tackling this huge global issue.

Students met Elvis Sukali, an Oxfam programme officer from Malawi and saw the very real effects of climate change on ordinary people’s lives, learning how climate change threatens to push more people into poverty in some of the poorest countries of the world.

They had the chance to explore how they as young people can take action on climate change and harness their power as agents of change.

In the workshops they learned more about the links between climate change and poverty, different countries’ perspectives on agreeing a global climate deal, and how successful campaigns have changed the world.

Students formulated action plans at the conference, which they are now using to inspire their peers and communities to take action on climate change.

Here are just some of the amazing things they have been up to:

**Fairfield School, Bristol** hosted a mini-Oxjam, and displayed an enormous 800-signature petition for Gordon Brown draped from the fifth floor down into the auditorium.

**St James Catholic High School, London** invited the Mayor of Barnet to officially open their day to raise awareness of, and fundraise for, people being affected by climate change.

**Students from Pool Hayes Arts & Community School, Willenhall** were interviewed on local radio about their trip to interview delegates at the Copenhagen summit.

**St Damian’s RC Catholic College, Ashton Under Lyne** made a video to lobby local MP, David Heyes, about climate change, and invited their whole school to take part in a huge Mexican wave.



Top right: The World in our Hands, Pleckgate High School, Blackburn.

Right: Students at the Birmingham conference discuss the effects of climate change.

We would like to thank all of the students, teachers and volunteers involved for their dedication, creativity, and enthusiasm. Watch our thank you message, [www.oxfam.org.uk/education](http://www.oxfam.org.uk/education)

## Hand In Event

At each conference, students wrote messages to Gordon Brown, urging him to push for a fair and safe deal for the world’s poorest at climate change talks in Copenhagen.



We compiled these messages in a book and delivered it to 10 Downing Street on 30 November 2009. If you are interested in taking part in similar climate change themed events, workshops or activities, contact your nearest regional campaigner:

**Midlands** Sophia Ireland 0121 634 3611  
soireland@oxfam.org.uk

**North West** Jo-Anne Witcombe 0161 234 2793  
jwitcombe@oxfam.org.uk

**South East** John McLaverty 0207 802 9981  
jmclaverty@oxfam.org.uk

**South West** Jennifer Martin 0117 916 6475  
jmartin@oxfam.org.uk

**Wales** Danielle Johnson 0300 200 1269  
djohnson@oxfam.org.uk

**Scotland** Sara Cowan 0300 200 1250  
scowan@oxfam.org.uk



“The quotes and pictures from these conferences show a really powerful and arresting level of understanding, passion and commitment to getting involved. We know that the Prime Minister and other Ministers involved in negotiating the global climate deal are very open to hearing the voices of young people and I have not seen anything quite so eloquent in a long time; we’ll take them to No 10 with pride.”

Martin Kirk, Head of UK Campaigns, Oxfam GB

Top: Just one of the many messages students wrote to Gordon Brown.

Middle and Bottom: Students deliver a book of young people’s messages to Gordon Brown ahead of the Copenhagen climate change summit. Crispin Hughes/Oxfam.

Workshop outlines and activities from the conferences are available to download from [www.oxfam.org.uk/education/regional\\_conferences](http://www.oxfam.org.uk/education/regional_conferences)

# Swanlea goes vegetarian!

Ranjna Dudhia describes how staff and students at Swanlea School came together last October to mark World Food Day.

Oxfam has a wide selection of resources to help you explore the Global Food Crisis with your students [www.oxfam.org.uk/education/resources/world\\_food\\_crisis](http://www.oxfam.org.uk/education/resources/world_food_crisis)

Swanlea, a large multi-cultural secondary school in the heart of London's East End, has worked together with Oxfam on a number of different projects. This time we wanted to do a series of themed assemblies to coincide with World Food Day.

As usual we played around with various ideas for the assemblies. From our discussions it became clear that whilst we are excellent at teaching about ideals and values, we are not very good at actually putting them into practice. So we decided, whilst the assembly would focus on the principles behind World Food Day, this time we would also take action!

Our assembly explored how factors such as climate change, biofuels, rising oil prices, population increases and meat-eating have all contributed towards creating the 'Perfect Storm' for food shortages – increasing hunger amongst the poorest people in the world.

Students read messages from a ready-prepared script so that all year groups were able to participate actively, including a poignant message about how valuable grain is used to feed livestock to meet the needs of the richer, meat-eating nations (shown with a 'meat-eating' map of the world).

This all helped to contextualise our underpinning action, which was to go vegetarian

for a day. A poster campaign was organised to highlight our collective responsibility towards the world's poor.

The school's kitchen staff who cater for about 800 healthy meals a day were more than willing to plan an entirely vegetarian menu, with not an artificial protein in sight. For once, the relevance of that morning's assembly was not forgotten within minutes, and students felt that something worthwhile was being done.

One student commented: "This is our opportunity to make a difference, to make a change; a change that will help us understand why the food crisis is created by human beings when it is possible to feed the world through responsible farming practices."

We plan to make this an annual awareness-raising event, and will be working with the Student Council to increase student participation and communicate the reasons behind the action.

Whilst very rewarding, an event like this requires long term planning and must include as many students as possible and have all staff on board to deliver the message during the whole of that week.

This was certainly not only a memorable and much discussed event, but also one of the most personally satisfying, for staff and students alike.

Students at Swanlea School mark World Food Day with a vegetarian lunch.



# Focus on Continuing Professional Development

Oxfam's new Schools Engagement Officer, Chelle Byrne, explores some simple ways to help engage your students with campaigning through Active Global Citizenship.



Students explore how to plan an effective campaign at the Oxfam Global Citizenship Conference in Birmingham.

The new National Curriculum states that students should be taught the skills they need to become active global citizens.

Campaigning on the issues that matter to them will inspire students with confidence and enthusiasm, and equip them with life skills such as independence, peer leadership, critical thinking, and respect for one another. It can help break down barriers and bring the whole school together as a community.

While Citizenship, PSHE and Geography provide the most obvious links to active global citizenship, there are curriculum opportunities across all subject areas, e.g. persuasive writing and media literacy in English, climate change in Science, and critical analysis of data in Mathematics.

Active Global Citizenship can also be part of whole school initiatives such as Eco Schools, Sustainable Schools, School Partnerships and the International Schools Award. Themed projects, cross-curricular events and collapsed timetable days are also great ways to explore global issues together.

## Some ground rules for campaigning through Active Global Citizenship

### Student Choice

Allow students to choose whether they want to campaign and what they wish to campaign for.

If this is a timetabled lesson activity you may wish to have alternative but equal activities for those who do not wish to take part.

Students should be involved in the planning and management of activities – for example through your Schools Council or a dedicated student leadership team.

### Clear Learning Objectives

Make sure students understand the skills that the activity will help them develop – for example communications, teamwork, and event planning.

### Teacher's Role

State your position clearly at the outset – whether you will remain impartial and objective, or you are an advocate. Stick to your declared role throughout, and if you choose to advocate a particular perspective, make it clear that students should still make up their own minds.

### Permission

Before encouraging students to take any action, ensure you have relevant permission – whether from the school, parents, local authority or other involved parties.

### Health & Safety

Follow local authority guidance and check with your school representative that you and your students are covered for any activity outside the classroom.

## Further support for active global citizenship

For more professional development resources: [www.oxfam.org.uk/education/teachersupport/cpd](http://www.oxfam.org.uk/education/teachersupport/cpd)

For tailored projects, events, training and advice, contact your nearest regional campaigner: [www.oxfam.org.uk/education/contact](http://www.oxfam.org.uk/education/contact)

To book an Oxfam Speaker to visit your school (England only): [www.oxfam.org.uk/education/teachersupport/schoolspeakers](http://www.oxfam.org.uk/education/teachersupport/schoolspeakers)