



# Get Global!

A skills-based approach to active global citizenship

Key stages three & four

# Get Global!

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[www.actionaid.org/schoolsandyoung](http://www.actionaid.org/schoolsandyoung)  
[www.cafod.org/schools/teachersresources](http://www.cafod.org/schools/teachersresources)  
[www.christianaid.org.uk/learn](http://www.christianaid.org.uk/learn)  
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Get Global! is a teachers' guide on how to facilitate and assess active global citizenship in the classroom.

It provides a structure for students to manage their own learning.

It allows them to move from thinking about issues that are important to them, to planning and participating in action, and to reflect on their performance, and assess their work.

A range of innovative and participatory activities promote a skills-based approach rather than a content-based approach, so they can be used within different subject areas and with all ages.



## Get Global!

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Get Global! is divided into three sections. Section one sets out the Get Global! process, detailing the six steps below. Each step includes activities, templates and useful tips for facilitating active global citizenship. Section two outlines assessment and evaluation activities, and section three includes ideas for games. Photocopiable worksheets to support activities can be found at the back of the guide.

## The Get Global! process

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# The core themes of Get Global!

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**Active global citizenship is about enabling students to participate fully in a global society. It can be summarised with three core themes. These underpin the thinking behind Get Global! and are highlighted throughout the guide.**

- 1. To provide an experience of being able to make a difference through action.**
- 2. To develop skills of enquiry, participation and reflection.**
- 3. To develop an understanding of the world as a global community, and to discuss the political, economic, environmental and social implications of this.**

## Background to Get Global!

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**A MORI poll recently asked young people to respond to the following statement: “Young people need to understand global issues so they can make choices about how they want to live their lives.” 80% agreed with the statement. 33% agreed strongly. 54% felt powerless to do anything about it.**

Get Global! is a response to young people feeling powerless to change the world around them.

Get Global! is also a response to the enormous potential of citizenship education being a part of the curriculum where students can have a say and take responsible action in their community – be it school, local, national or global. It is based on the belief that skills associated with being an active global citizen, eg communication, enquiry and critical thinking, are essential for dealing with the demands of an increasingly globalised and interdependent world.

The methodology underpinning Get Global! is based on learning methods known as participatory rural appraisal techniques (PRA) developed in less economically developed countries. These encourage people to work together to explore issues relevant to their lives. They use a range of participatory learning styles and visual tools, such as graphics, to understand and assess people's roles in the community, and how they can affect change. Like Get Global!, they are essentially about empowering individuals and groups to engage in issues important in participant's lives. The tools enable them to develop the skills and confidence to discuss and resolve issues.

*Reflect* is one such approach. It was developed by ActionAid in 1993 and fuses the theories of Paulo Freire, a Brazilian educationalist, with PRA. Balama's story overleaf illustrates how *Reflect* encourages people to analyse the linkages between local issues and wider forces, so the community can influence change at national and global levels. For more information see: [www.reflect-action.org](http://www.reflect-action.org)

Balama's story

My name is Balama. I live with my family in East Godivari, India. We are poor, we don't own any land, and we live off the forest. We harvest wild plants and grow food crops on the hills. Recently, however, outsiders have come and bought up our land - they make money and we are left at the bottom of the heap. They put pressure on us to abandon our ways and grow cash-crops - they promise progress. The first year we planted cotton we made a good profit, on one acre we made 3,000 rupees. But the next year the whole crop failed.

A couple of years ago the community began to meet and talk about issues. We used Reflect to help us talk about these things. It's fun. We do plays, draw pictures on the ground and talk and share our concerns. Instead of being isolated with our problems, now we all sit together and analyse what is happening in our village - and how we can work together to make changes. We talk about things that matter in our lives and together we discover new solutions to our problems. Learning new skills has helped me communicate more confidently. I'm learning to speak out and ask questions. We used to run away when strangers came to the village. Now we have the confidence to face them.

In the Gotti (traditional village meeting) we discussed the situation of our crops. We realised that many of us had switched from our traditional crops to cotton and tobacco, and that this had caused us all problems. These new crops take much more work than the old ones - and if they fail we are left with no money to buy food. After discussing this in the Gotti we realised that we had a choice about what crops to grow. So we have now decided to only plant half our land with cotton or tobacco - the rest we are saving for our food crops. Because we had the Gotti we could take this decision together. I do not think I could have taken this decision alone.

The Gotti has made us realise that we are not alone in our struggle for land, and on international women's day we met with people from other villages and shared our stories. I stood up and told everyone about our village and they all listened. I felt brave and respected. We have rights over our forest. I can't lift a heavy weight on your own. With one finger you can't lift anything, it takes all five fingers to lift something up - we must fight for our rights together.

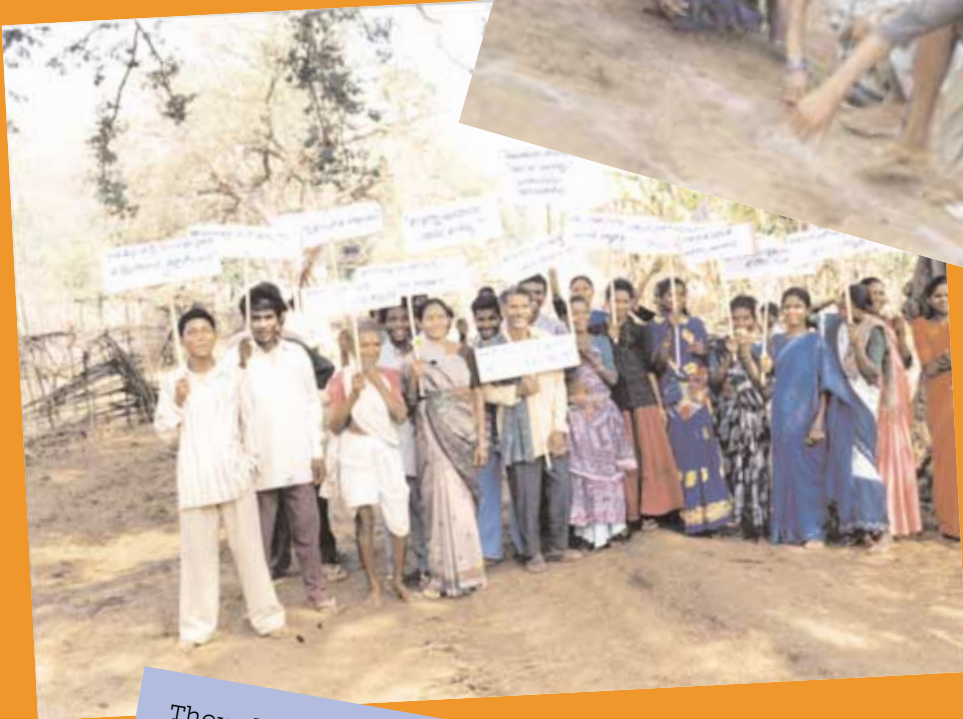


I'm learning to speak out and ask questions.

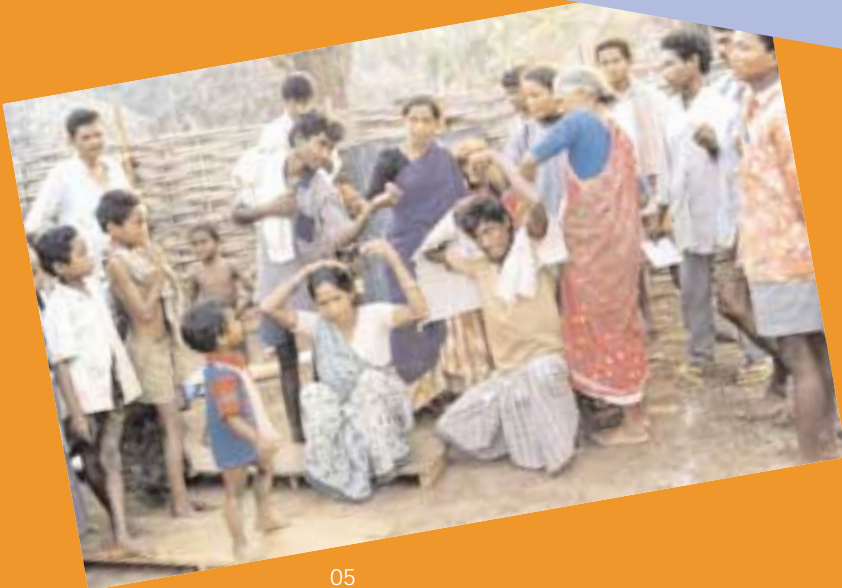
We realised that many of us had switched from our traditional crops to cotton and tobacco.

### The Beahupal! story

This guide is the result of an extensive and exciting research project spanning two years. It began in 2001 and has involved working with citizenship, education and development advisors and over 30 schools throughout England and Wales. The following pages contain useful tips from teachers and students, from a range of subject areas and age groups, on how best to use the guide; examples and case studies on what happened in and out of the classroom; and powerful images which convey a flavour of the dynamism and creativity generated by the project.



They love the lessons and leave the classroom talking about them. I hope it inspires other students and teachers, so citizenship doesn't become 'death by worksheet'. Teacher, North East England group



Citizenship has come to life!  
Teacher, South Wales group

Flexible, versatile, interesting.  
Teacher, North England group



My name is Ben Williams, I am fourteen years old and a member of the year ten GCSE Citizenship Studies (short course) class at Bedwas High School, near Caerphilly. The class chose for the Get Global! project was a local community issue. We became aware of a Waste Transfer Station to be sited in a disused factory across the way from our school. We decided to choose this issue as it will affect many people who live, work and visit the area, and being so close to school it would have an effect on our environment and possibly our education.

As a class we decided to gather information on the issue by inviting people to talk to our class who knew about the plans and its details. They were able to give us both sides of the argument - for and against the development. Our local Community Councillor, a member of the Public Services Department of Caerphilly (CBC), our Member of the European Parliament Mrs Glenys Kinnock, and a Member of Parliament all spoke to us and gave their opinions. We know that what we do at an individual level with waste, use of water etc. will have consequences to people in India, Africa and sometimes our own climate is affected by global warming, eg floods in parts of England over the Christmas break.

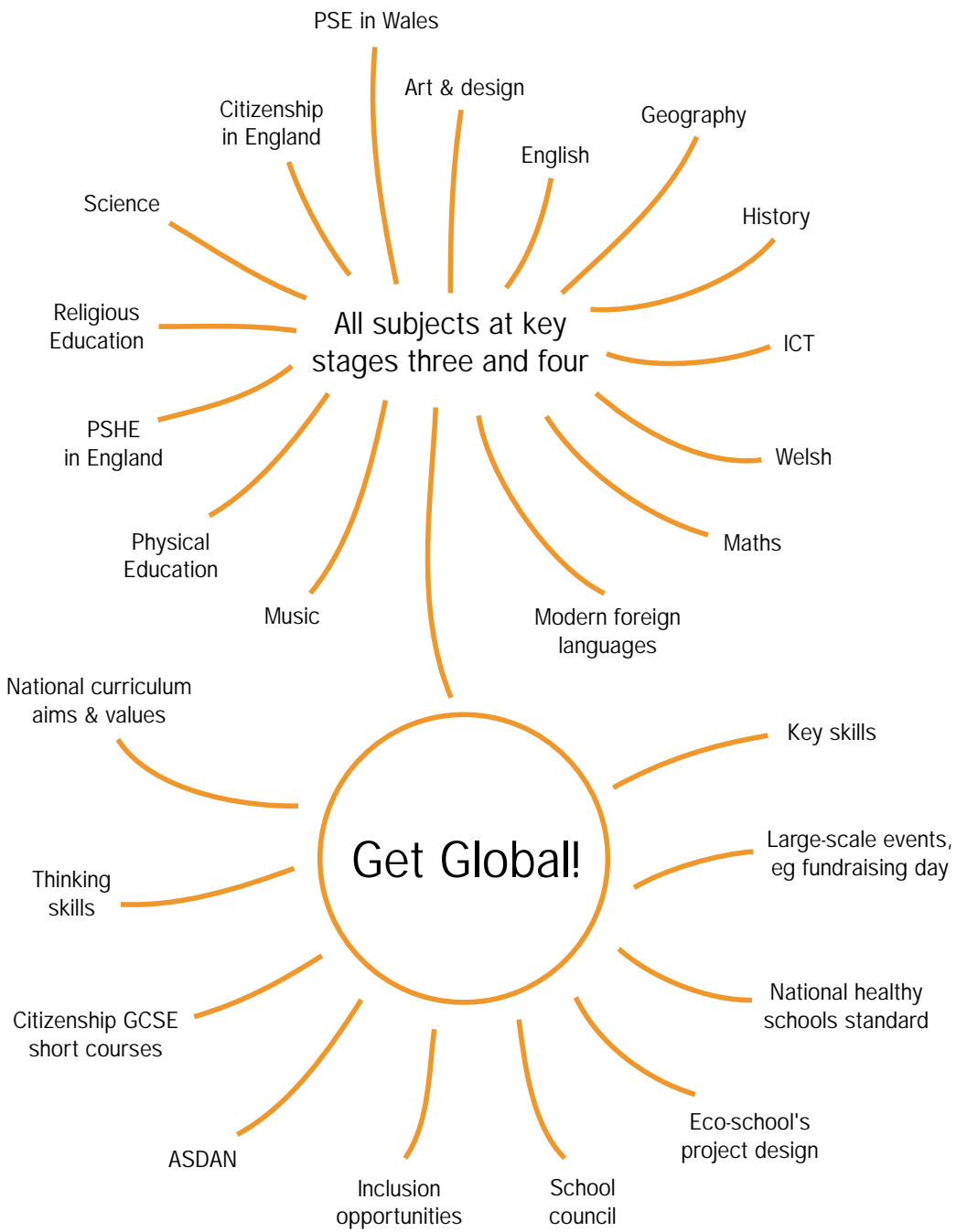
Having gathered information on the issue from various sources, we then went about writing letters to our elected representatives. Later this month there will be a meeting of the Planning Committee where the application for this development will be heard. Our teacher has applied for a '3rd Party Speaking Right' so that a member of our class be allowed to speak at this meeting but we have to wait for approval. A small group of pupils will attend and report back to the class on the planning meeting. In line with Agenda 21, we want to look at securing our community today so that future generations living in the area will not have to put up with a planning decision that will be detrimental to the local environment.

Globe-tastic. Student, North Wales group



# Get Global! and a whole-school approach

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The Get Global! process consists of three sections: steps activities, assessment and evaluation activities, and games. Each of these are of equal importance and need to be incorporated from the beginning of lesson one. The assessment and evaluation activities enable students to record, monitor and reflect on their progress throughout the six steps, and the games ensure that students enjoy the experience.

# started!



## Get started

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**The key to successful planning is to:**

- keep it simple
- decide whether you are going to deliver the process in a half-term, term, or series of off-timetabled days
- choose a range of activities and games that best meet students' needs
- include at least one step activity and a mixture of assessment/evaluation activities and games per step
- be responsive to individual student and group needs, and open to the possibility of refining activities and replanning the process.

The activities and games can be adapted and used in various combinations over and over again. Students can move through the six steps repeatedly using a range of activities or chosen issues, and will experience learning the skills of active global citizenship differently each time.

The tables below are examples of two routes through the Get Global! process. They show how, by using a few basic activities and games and adapting these to different contexts, you are ensured a live, changing and exciting learning and teaching experience.

## Example one

The Get Global! process using nine lessons		
<p><b>Step 1: two lessons</b></p> <p>Activity: <i>Ideal futures (p18)</i></p> <p>Game: <i>Silent line-up (p77)</i></p> <p>Evaluation: <i>Expectation flowers (p66)</i></p>	<p><b>Step 2: two lessons</b></p> <p>Activities: <i>Vote with your feet (p24)</i> <i>Issues wheel (p25)</i> <i>Why-why-why chain (p25)</i></p> <p>Game: <i>Visualisation game (p75)</i></p>	<p><b>Step 3: one lesson</b></p> <p>Activities: <i>Issue tree (p34)</i></p> <p>Evaluation: <i>Shimmering hands (p69)</i></p>
<p><b>Step 4: one lesson</b></p> <p>Activities: <i>Action card-game (p44)</i> <i>Action plan (p46)</i></p> <p>Game: <i>Positive and negative (p78)</i></p>	<p><b>Step 5: one lesson</b></p> <p>Action: <i>Make posters to raise awareness of the issue and display around school. Fill in a Recording the action activity sheet (p104)</i></p>	<p><b>Step 6: two lessons</b></p> <p>Activity: <i>Reflect (p58)</i></p> <p>Evaluation: <i>Expectation flowers feedback (p66)</i> <i>Active global citizenship skills chart (p66)</i></p>

## Example two

The Get Global! process using 14 lessons		
<p><b>Step 1: three lessons</b></p> <p>Activities: <i>Influencing people (p18)</i> <i>Local to global power (p19)</i></p> <p>Game: <i>Open fist (p77)</i> <i>Humless one (p74)</i></p> <p>Evaluation: <i>Setting up a portfolio (p66)</i> <i>Setting up focus groups (p66)</i></p>	<p><b>Step 2: two lessons</b></p> <p>Activities: <i>Your choice (p25)</i> <i>Reasons for the issue (p27)</i> <i>Ranking issues (p27)</i></p> <p>Game: <i>Listen up (p78)</i></p>	<p><b>Step 3: two lessons</b></p> <p>Activities: <i>Route finder (p34)</i> <i>Internet search (p35)</i> <i>Arguing the issue (p35)</i></p> <p>Evaluation: <i>Double wheel (p69)</i></p>
<p><b>Step 4: three lessons</b></p> <p>Activities: <i>What do we want? (p42)</i> <i>Bricks and hammers (p42)</i> <i>Which action? (p44)</i> <i>Asking opinions (p44)</i> <i>Communications (p45)</i> <i>River timeline (p45)</i></p> <p>Game: <i>Statues of power (p76)</i> <i>Falling log circle (p77)</i></p>	<p><b>Step 5: two lessons</b></p> <p>Action: <i>Organise a debate on the issue and invite speakers. Think of a range of methods to advertise and record the event.</i></p>	<p><b>Step 6: two lessons</b></p> <p>Activity: <i>Follow up (p58)</i></p> <p>Game: <i>This is a... (p76)</i></p> <p>Evaluation: <i>Evaluation wheel (p67)</i> <i>Focus group feedback (p66)</i></p>

## Facilitating activities

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- Encourage the expression of as many different ideas and opinions as possible.
- Push for depth by continuously asking Why? What do you mean by that? or by providing a challenging counter-argument.
- Avoid paraphrasing students' contributions. Instead repeat them using their exact words.
- Expand by showing links between ideas and links to new ideas for discussion.
- Encourage students to respond to and build on each others' ideas.



Get Global's steps and evaluation worksheets are an ideal introduction to GCSE citizenship. Teacher, North East England group



## Moving through the steps

The Get Global! process begins with step one and ends with step six. However, it is possible to move up and down the steps in response to circumstances along the way. For example, if information is discovered in step three about something related to the original issue, students may decide to return to step two and re-choose an issue. Also, if a chosen action becomes unmanageable in step five, students will need to return to the drawing board and re-plan their ideas in step four.

I THINK THE ONLY BAD THING ABOUT GET GLOBAL! WAS THE LACK OF TIME WE HAD. Student, North Wales group





# Global steps!

The Get Global! steps enable students to move from choosing an issue that is important to them, to exploring its local and global dimensions, planning and participating in action, analysing and reflecting on their performance, and monitoring, recording and assessing their work. Each step focuses on the three core themes of Get Global!, outlined in the introduction, and specific citizenship skills. As the steps progress, these themes and skills are developed and extended. By step six students will have a clear understanding of active global citizenship and be equipped with the skills to do something positive to effect change.



# 1

## Get asking questions!

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### Step 1

Step 1 involves students exploring their understanding, values and attitudes towards global citizenship. It can be used as a baseline for measuring and recording their responses, and activities can be repeated throughout the steps.

# 2

## Get an issue!

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### Step 2

Step 2 involves students generating important issues affecting their lives. It helps them to think about the issues in a local and global context, and then choose one to take action on to improve the situation.

# 3

## Get more information!

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### Step 3

Step 3 involves students finding out more about their chosen issue. It enables them to research the issue in-depth and investigate how it affects people and environments locally and globally.

# 4

## Get planning!

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### Step 4

Step 4 involves students deciding what action to take and how to implement it. It supports them in considering the feasibility of their ideas, and managing the practical implications.

# 5

## Get active!

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### Step 5

Step 5 involves students taking action. It assists them in recording and monitoring their progress.

# 6

## Get thinking about it!

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### Step 6

Step 6 involves students reflecting on the Get Global! process. It encourages them to consider what they have learnt and achieved, and what they would do differently next time.

**Step 1** provides a baseline for measuring and recording students' understanding, values and attitudes towards the three core themes of Get Global! It acknowledges and extends the wealth of information and skills students already have. The activities can be repeated at different stages of the process and again at the end of it.



# asking questions!

**Step 1 aims to:**

- encourage students to explore and question their values and attitudes towards their ability to make a difference; their connections with other people; and their understanding on how they relate to the wider world
- develop and extend skills in enquiry – question, develop and clarify understandings, values and attitudes; communication – contribute to exploratory group and class discussions.

## Activities to choose from

Ideal futures	18
Mapping our world	18
Influencing people	18
Local to global power	19
Active global citizenship survey	19



# 1

## Ideal futures

---

An activity for exploring perceptions of the world.

Think about how you would like yourself/your school/local area/country/world to look in ten years time. Consider the characteristics of good citizens. What would there be in the world that there is not now?

Present the ideas on posters or maps in writing or drawings.

Discuss which of these things are most important and most realistic, and how each may be achieved. Consider: Who has the most power to change things? What do you think you can do? Who could you influence to change things?

# 2

## Mapping our world

---

An activity for exploring perceptions of the world.

Think of ways of representing school, and draw symbols to illustrate this, eg something that represents learning. Place the symbols on a space on the wall or floor.

Each student draws a symbol to represent where they live and places it on the wall or floor in relation to the school.

Draw symbols to represent places outside of the local area which students have connections with, eg places visited or other countries where friends or family live. Place these in relation to the school.

When the map is complete explain each symbol and ask questions like: What did we talk about? What did we learn? What else can be added? How is the map useful? Who owns the map?

# 3

## Influencing people

---

An activity for exploring and analysing influence.

Discuss what influence means, ie affecting the way someone thinks and behaves.

Draw a spider diagram of the people who influence you, eg individuals such as parents or friends, and groups such as pop groups, organisations. Write their name in the middle of a piece of paper and draw lines linking their name to other people's names. The length of the line represents how much the person influences them. A short line represents a lot of influence because it is nearer to them, and a long line represents less influence because it is further away from them.

Write how each person influences you along each line, eg My mum influences me by telling me to eat properly.

Draw a second spider diagram of people who you influence, with those you influence most nearest to the centre, and those you influence least further away from the centre.

Compare the two spider diagrams considering the similarities and differences, eg whether the people who influence you are the same people you influence.

Compare each other's spider diagrams, eg whether everyone has the same amount of influence.

Consider how the people on your spider diagrams may influence each other, and draw labelled lines showing how. It will begin to look like a spider's web. It is also possible to act out this activity.

# 4

## Local to global power

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An activity for exploring and analysing influence and power at local and global levels.

Discuss the difference between influence and power. Think of people who influence you and people who have power over you at local, national and global levels. Present conclusions on the Chappati (venn) diagram sheet (Worksheet 1a) or by sticking post-it notes on large circles on the wall or floor.

Calculate the proportion of people who have influence, and the number who have power over you at local, national and global levels. Discuss the findings and whether or not it is what you expected. Are there any names in the overlapping circles? What does this mean?

Repeat the activity focusing on people you have influence over and people you have power over. Add this to the Chappati diagram using a different colour pen. Make a key.

# 5

## Active global citizenship survey

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An activity for exploring the characteristics of active global citizens.

The Active global citizenship survey (Worksheet 1b) can be completed by students at the beginning and end of the Get Global! process. Alternatively, students can use it to interview each other, or people outside of the classroom. They can collate the results and present them.

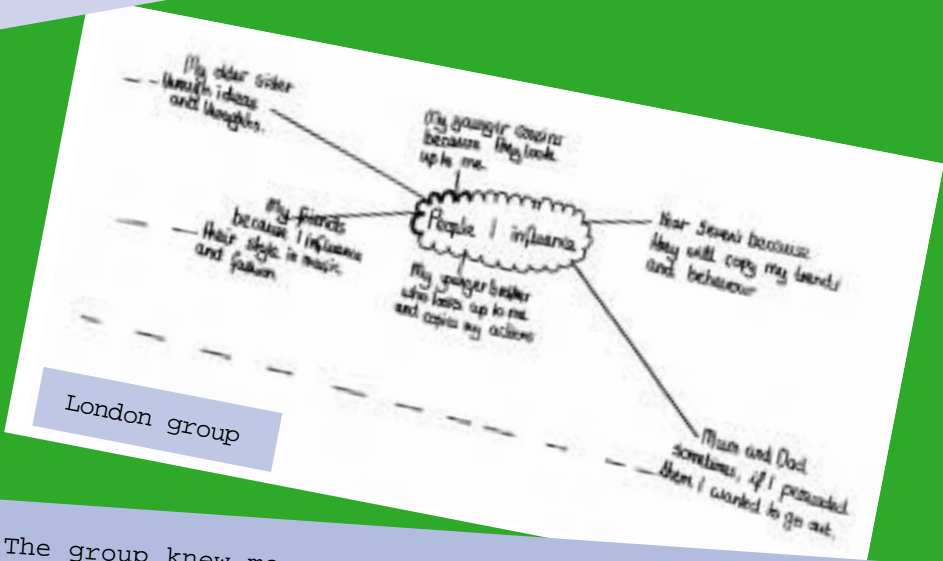
Step 1

Ground rules

Before beginning any group work or class discussion, it is important to establish a set of ground rules, eg take everyone's views into consideration; always listen carefully; be respectful. Students and teachers could suggest a number of rules to the group. Once a rule is agreed, the class could agree on a symbol as a visual record. This can help the group feel a sense of ownership over the rules. These could then be displayed, added to, and referred to as necessary.



I feel laying the groundwork for future steps is essential... there was a lot of discussion in each lesson which got pupils to formulate opinions and ideas. Teacher, London group



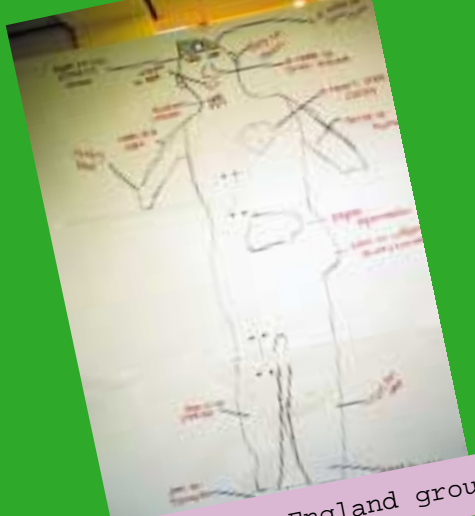
London group

The group knew me very well and trusted me - in retrospect I think this is an important factor - especially for less able students. Teacher, London group



North East England group

In several schools the students started with themselves as citizens. They drew pictures around each other on large pieces of flip-chart paper and labelled what a good citizen looks like. They then collected newspaper articles and TV clips as a way of making the leap from personal to local to global concerns.



North East England group



London group



I learnt a lot about how the pupils think and feel about the society they live in, and what it should be like. Teacher, London group

**Values and attitudes**

It is really important for teachers to recognise their own understanding, values and attitudes towards active global citizenship as part of the process of encouraging students to explore theirs. This enables the facilitation of topical discussions, more relevant to the lives, experiences and interests of students.

Langdon High School, London used the 'Influencing people' activity to tease out the difference between influence and power. The students decided that people with power over them tend to be close to them and actually tell them what to do, eg parents. Whereas pop-stars and politicians have influence over them through the media. They decided that these people tend to be more distanced from their immediate lives. They also realised that they have power over politicians by voting, and big companies who depend on them to buy things.



An adaptation of 'Influencing People'. North East England group

Get Global! has made a lot of the teachers aware of the skills pupils already had and of their previous knowledge. Teacher, London group

**Step 2** generates issues affecting students' lives, analyses the importance and relevance of each issue locally and globally, and prioritises one which students feel they can make the most positive difference to.

# an issue!

**Step 2 aims to:**

- enable students to brainstorm issues, classify and question them in order to reach a group consensus on which one to take action on
- develop and extend skills in enquiry – ask questions and identify issues; select and organise information to construct arguments; communication – contribute to exploratory group and class discussions and take part in debates; express, justify and defend own opinions about an issue orally and in writing; participation – negotiate, decide and vote on an issue.



## Activities to choose from

Trigger photos	24
What makes you blow your top?	24
Vote with your feet	24
Your choice	25
Issues wheel	25
Why-why-why chain	25
Local-global question time	25
Broaden your horizons	26
Ranking issues	27
Pair ranking	27
Reasons for the issue	27



# 1

## Trigger photos

---

An activity for generating issues affecting our lives.

Collect photographs from a variety of sources, eg newspapers, of topical local and global events, and discuss them. Choose one representing the most interesting issue.

Place the chosen photograph in the centre of the Trigger photos sheet (Worksheet 2a) and answer the questions.

List all the issues on the board. Vote for the ones you feel the class could work together to change. Vote with sticky dots or markers. Everyone has five each and can stick them all on one issue, or two on one issue and three on another. The issues with the most dots can then be analysed before choosing one to take action on.

# 2

## What makes you blow your top?

---

An activity for generating issues affecting our lives.

Draw an outline person on a piece of flip-chart paper. Write down issues around the body which students feel strongly about – issues that make them want to 'blow their top'. Think of issues in school, the local area, country and world.

Read all of the comments and group them into similar ones.

Add what could be done to improve the situation next to each issue. The most popular issues can then be analysed before choosing one to take action on.

# 3

## Vote with your feet

---

An activity for generating issues affecting our lives.

Listen and respond to the following questions: What things concern you most about the world around you? What things in the world would you most like to change? These can be about the school, local community, country or world.

Display pieces of paper, with one issue written on each, around the room. Similar issues can be reframed as one.

Listen to the following question and move to the place in the room where the issue is displayed: Which of the issues do you feel is most important, and why? Listen to a second question and decide whether to move again: Which issue do you think you as a group could improve? Why?

Consider the choices made. You could 'sell' your reasons for choosing an issue to others in the room encouraging them to move. The most popular issues can then be analysed before choosing one to take action on.

# 4

## Your choice

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An activity for voting on pre-selected issues.

Discuss the issues on the Your choice sheet (Worksheet 2b). Add any other important issues to the bottom two boxes.

Vote on the issues using one of the techniques outlined in the Trigger photos and Vote with your feet activities above. The most popular issues can then be analysed before choosing one to take action on.

# 5

## Issues wheel

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An activity for analysing issues before choosing one to act on.

Decide which categories to place issues in on the Issues wheel sheet (Worksheet 2c). One issue can fit into several categories.

Fill in the issues boxes below the circle, and describe each one in terms of the categories it fits into. Consider the links between categories, eg Can an issue be local without being global? Are equal rights a part of every issue?

# 6

## Why-why-why chain

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An activity for analysing issues before choosing one to act on.

Use the Why-why-why chain (Worksheet 2d) to consider reasons why an issue happens. For example, two reasons why vandalism happens could be too little security and bored teenagers. The arrows indicate the direction of outcomes, so if teenagers are bored the outcome will be increased vandalism.

Look at each box and ask, Is it fair that this is happening? and What can we do to change things? Write responses in a different colour by each box, and present them. This activity can also be done using flip-chart paper and post-it notes.

# 7

## Local-global question time

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An activity for analysing issues before choosing one to act on.

Discuss the questions on the Local-global question time sheet (Worksheet 2e).

Write or draw responses to each question on the sheet and report back to the class.

# 8

## Broaden your horizons

An activity for analysing issues before choosing one to act on.

Draw an outline globe or map of the world and put it on the wall or floor. Write important issues affecting students' lives above the world. These could be written on post-it notes.

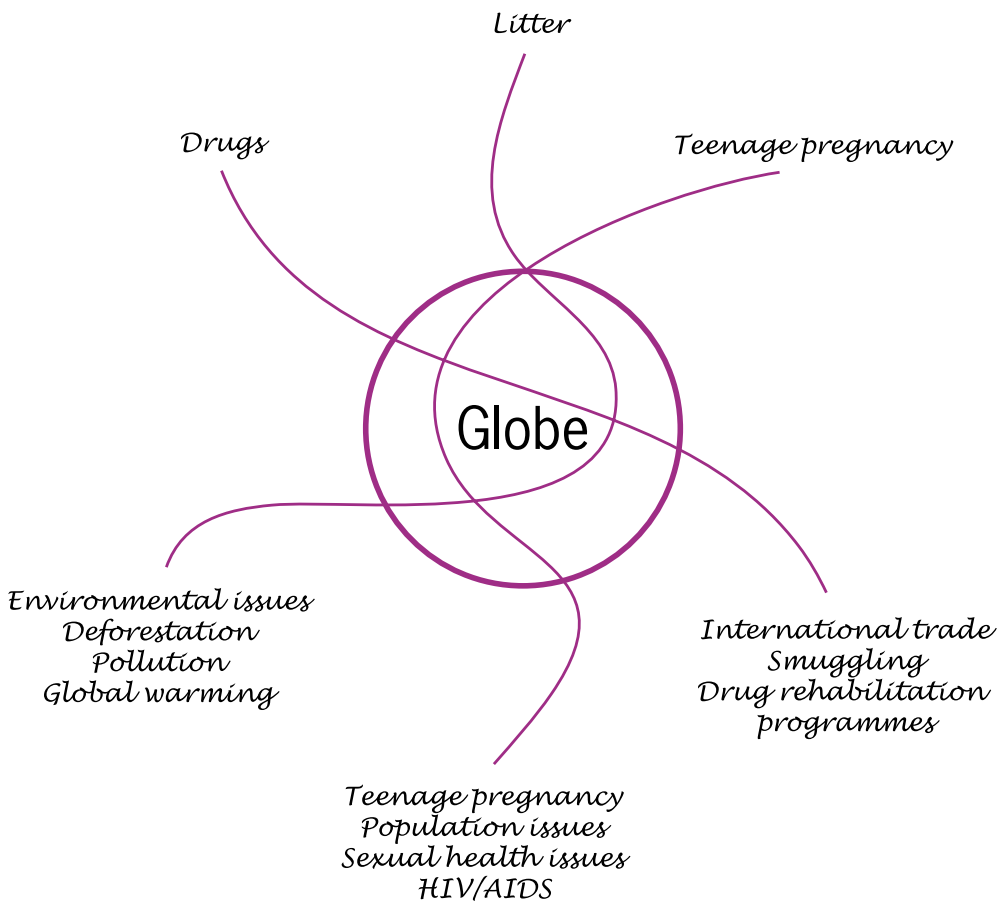
Take each issue in turn and think about how it may affect people in other parts of the world. Draw a line through the centre of the world and write responses at the end of it.

Does the issue affect people in other parts of the world? How?

Does it affect people in similar or different ways? How?

Are there any related issues?

How could you find out more?



# 9

## Ranking issues

An activity for choosing an issue to act on.

Write issues in the left-hand column of the Ranking issues matrix (Worksheet 2f), and rank each one from one to five using the criteria. Add criteria to the last column.

Total the numbers and decide whether it is possible to make the most positive difference to the issue with the highest number. If not, repeat the activity using different criteria.

# 10

## Pair ranking

An activity for choosing an issue to act on.

Draw a grid, and write issues in both axes. See example.

Get Global! pair ranking				
Issue	Lack of youth centres	Racism	Bullying	Threat of terrorism
Lack of youth centres	X	<i>Racism</i>	<i>Bullying</i>	<i>Threat of terrorism</i>
Racism	<i>Racism</i>	X	<i>Bullying</i>	<i>Threat of terrorism</i>
Bullying	<i>Bullying</i>	<i>Bullying</i>	X	<i>Bullying</i>
Threat of terrorism	<i>Terrorism</i>	<i>Terrorism</i>	<i>Bullying</i>	X

Work through the columns and rows for each pair of issues, and decide which is the most important. For example, the students are asked to decide which topic is most important to them: 'Lack of youth centres' or 'Bullying'. 'Bullying' is the most important in the example because it is recorded most times.

# 11

## Reasons for the issue

An activity for summarising reasons for choosing an issue.

Use the Reasons for the issue template (Worksheet 2e) to present reasons for choosing the issue to take action on. Use this as the basis of an oral or written presentation.

## Step 2

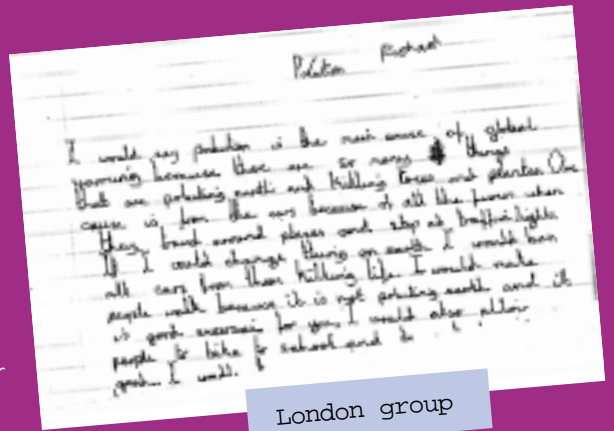
There are three main ways of generating issues:

1. students generate their own issues using Trigger photos, What makes you blow your top? or Vote with your feet

2. students choose from a range of pre-selected issues using Your choice or an adaption of this

3. the teacher chooses the issue.

If students generate their own issues the next decision is whether or not to focus on one as a class or for smaller groups to focus on a number of different issues. If the class chooses one issue, students whose issues have been rejected may be comforted by the knowledge that theirs can be considered at a later date. Once issues have been generated, they can then be analysed and chosen using the range of different activities in step two.



London group

The quality of the work produced was of a high standard of oral communication. They enjoyed the responsibility of choosing an issue. Teacher, London group

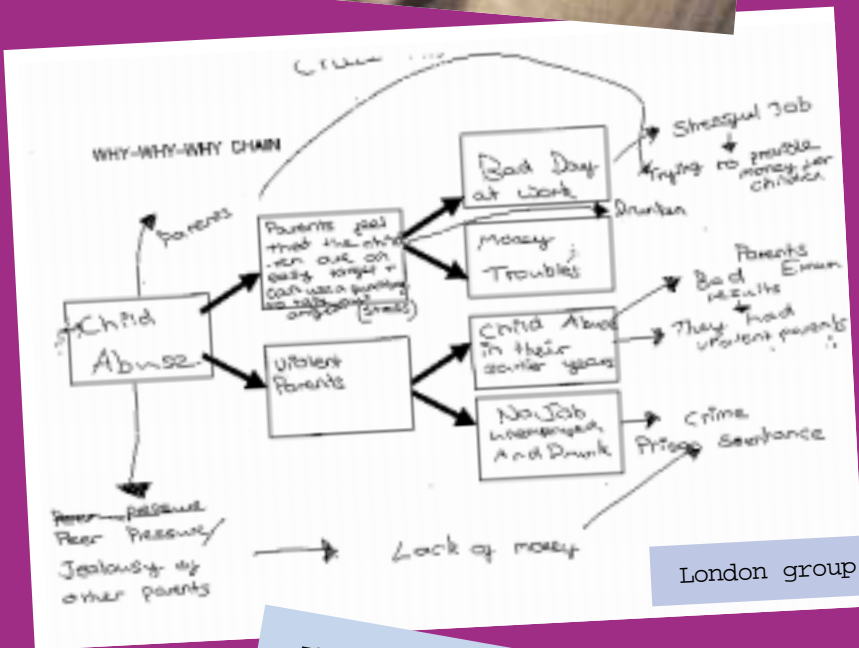
It generates more interest amongst the children if THEY choose the topic. It makes them aware of THEIR part in local, national and global events. Cardiff PSE teacher INSET

Issue	Number of votes
Smoking	1
Alcohol	1
Crime	1
School lunches	1
Waste	1
Fast food	1
Global warming	1
Drugs	1
Education	1
Religion	1
Transportation	1

North Wales group

Issue	Number of votes
Smoking	1
Alcohol	1
Crime	1
School lunches	1
Waste	1
Fast food	1
Global warming	1
Drugs	1
Education	1
Religion	1
Transportation	1

The less-able pupils were unable to come up with their own issues. They were much more focused when the Your choice sheet was given out. Teacher, London group



The class could not agree on a single issue so there are now four groups and four issues!  
 Teacher, North East England group



Step 2

A few schools focused on 'who pulled our strings' in the decision-making activities – as a way of looking at who influenced the decisions they made. One school looked at why child abuse was an issue – and questioned the role of the media in terms of influencing their decisions.

Excellent contribution to key skills. Teacher, South Wales group

Andrew Williams

Ranking issues

Issue	How much does it affect you?	How much does it affect other people?	How useful is it?	How urgent is it to act now?	How much can you do about it?	Total
	Scale 1-5	Scale 1-5	Scale 1-5	Scale 1-5	Scale 1-5	
Acid rain	5	4	5	5	3	22
Refugees	1	3	2	2	1	13
NU/ABS	2	3	4	5	2	14
Drugs	3	5	1	1	5	17
Relationships	5	5	5	5	5	25
Child abuse	7	3	5	5	1	16

London group



Students tend to see issues very locally – they need to be stretched to think of them in a more global way. Teacher, London group



South Wales group



They realised that many of the issues they feel are important are also national and global issues. For example, crime was a major concern for the students. Teacher, London group

**Step 3** investigates the chosen issue more deeply. Students need detailed background information on the local and global aspects of the issue in order to make informed decisions on what can be done to improve the situation and make a positive difference.

# more information!

**Step 3 aims to:**

- enable students to investigate the main features of the issue and its causes, effects and possible solutions
- develop and extend skills in enquiry – think about and research an issue with sensitivity and objectivity; analyse and evaluate information from different sources, and draw and justify conclusions; communication – contribute to exploratory group and class discussions and take part in debates; participation – appreciate and express other people’s values and attitudes on issues.

## Activities to choose from

Issue tree	34
Route finder	34
Research mind-map	34
Internet search	35
Stop-think drama	35
Arguing the issue	35
Research frame	35



# 1

## Issue tree

An activity for exploring the causes, effects and solutions of an issue.

Draw a tree outline. Label the trunk with the chosen issue, the roots with the causes of the issue, the branches with the effects of the issue, and the fruit with possible solutions to the issue. This can either be done before any research as a way of representing what students already know, or at the end of the research to present findings.

Discuss the following questions: How useful is the tree for understanding the issue? Which is the most useful part of the tree? Are there any other ways of presenting the issue? Are some solutions more important than others?

Trees can be used in a range of ways. See the Action tree and Planning tree in step four. The background of the issue can also be drawn as a river. The causes can be shown as tributaries and important events symbolised as floods or waterfalls, for example.

# 2

## Route finder

An activity for exploring the political, economic, social and environmental aspects of an issue.

Write the issue in the centre of the Route finder sheet (Worksheet 3a), and discuss and respond to the questions surrounding it. This can be done prior to researching the issue and/or after it.

Compare responses with other people in the class, adding any significant information.

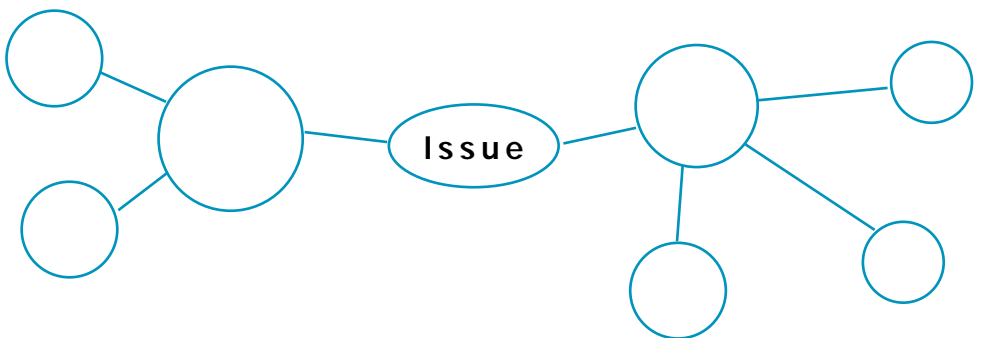
This activity is based on the Compass rose, produced by Birmingham Development Education Centre.

# 3

## Research mind-map

An activity for discovering what students know and what they need to know.

Present the chosen issue as a mind-map. Write the issue in the centre of a page, brainstorm words that come to mind and add them around it. Make links between the words.



Make notes on the mind-map on what information is needed. These can be used as the basis of the research.

Use the Research matrix (Worksheet 3b) to organise the research. Write entries in pencil or on post-it notes so they can be changed. The matrix can be used as an ongoing reference point with new sources and information added as the process progresses.

Discuss the following questions: Is the research information useful? Is it accurate? Who wrote the book, or owns the web site? Do you think the information is biased?

# 4

## Internet search

---

An activity for researching internet sites.

Use the Internet search sheet (Worksheet 3c) to research the chosen issue. Think about:

Is the information the same on every website?

Are there any differences? Why do you think this is?

Who owns the website?

Is there any evidence of bias?

Have you browsed the links pages?

Can you think of a website that would give you a different view of the world?

# 5

## Stop-think drama

---

An activity for understanding how people relate to the issue.

Develop a role-play on a typical situation around a chosen issue, and present it.

The audience shouts out 'Stop and think Sarah' (a role-play character), and Sarah says what she was thinking in character. It is possible to try a role-play about alternative scenarios and act them out.

# 6

## Arguing the issue

---

An activity for researching arguments for and against the issue.

Research information on arguments supporting the issue, and arguments opposing the issue. Write them in the boxes on the Arguing the issue template (Worksheet 3d). Weigh up the arguments, and write a conclusion in the box at the bottom of the page.

# 7

## Research frame

---

An activity for presenting the research findings.

Present the research findings and sources of information on the Research frame template (Worksheet 3e). Use this as the basis of an oral or written presentation.



Harry Cohen  
House of Commons  
London  
SW1A 0AA

19 November 2002

Dear Sir,

RE: Youth Crime

In our Citizenship lessons, we have undertaken a project where we are researching Youth crime. We have recently spoken to PC Senior who has given us some information. We would appreciate if you could kindly add to this.

As you may be aware youth crime in Leytonstone and Leyton is constantly on the increase. There are many victims, however more and more youths are becoming offenders.

My purpose of writing is to find out what our council is doing to try and prevent these crimes. Me and my fellow pupils at Tom Hood School feel very strongly about this issue as many of us have been victims of youth crime at some point in our lives.

Dani Rose, a member of staff at Tom Hood School has been a victim of youth crime several times. On one occasion she had her mobile phone and purse snatched from her handbag. These valuable possessions were never recovered. This is just one example of youth crime taking place in our community everyday. Many of these crimes involve violence and so the victims not only suffer physically but are also tormented mentally.

I would appreciate any information you can offer me about what is being done to make our community a safer place.

Yours Sincerely

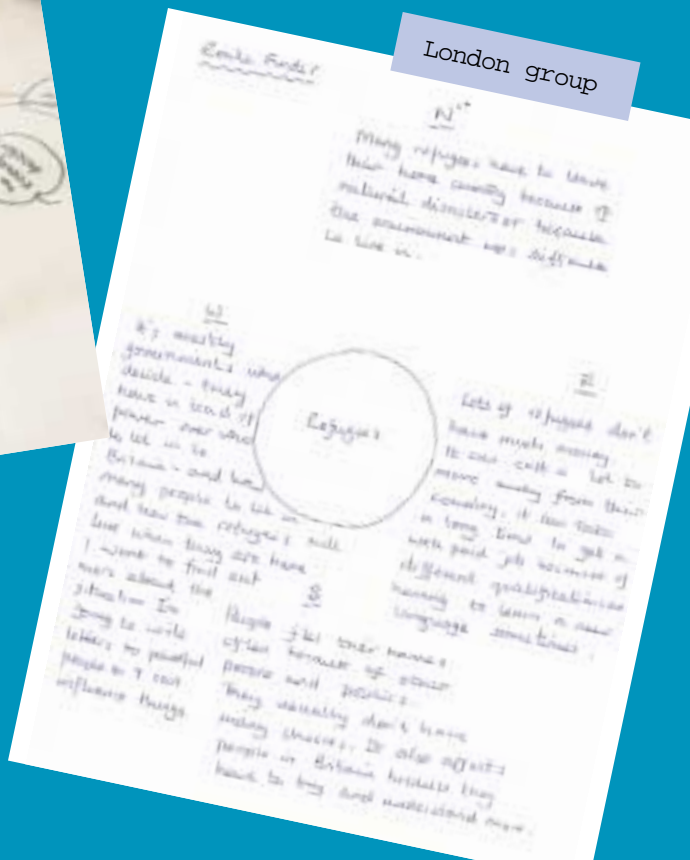
Pupil at Tom Hood School

London group

In step one the pupils found it easier to focus on personal and local issues, but by step three they were thinking more globally. This happened organically and I didn't have to prompt them as much as I expected to. Teacher, North East England group



London group



### Step 3

#### Dealing with controversial issues

Exploring controversial issues can make learning and teaching meaningful and stimulating. It provides opportunities to approach the world differently by examining prevailing opinions and their sources, focusing on viewpoints which are under-represented or previously unconsidered, and questioning taken for granted values and beliefs.

Working with controversial issues requires a consistent approach from all staff. The following points are worth noting.

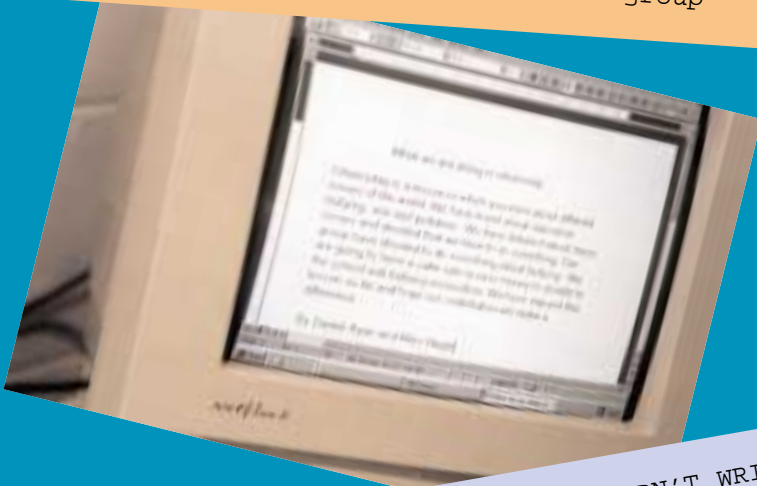
- Consider which issues, if any, are off-limit before beginning the process. School policies on equal opportunities may provide a frame of reference for making this decision.
- Use the school's child protection and confidentiality policies if information arises about behaviour likely to cause harm.
- Encourage students to explore a range of background information and viewpoints on an issue. Bear in mind that discussions do not have to reach conclusions, or class consensus.

#### Background information

Detailed and varying background information on an issue is vital. The process of researching and analysing information from a diverse range of sources helps students appreciate the multifaceted and complex nature of issues. Engaging with issues in more depth also helps students feel more confident, and can lead to them extending and challenging their own and other people's ideas and opinions.



A lot of information had to be researched as war is such a complex issue. Teacher, London group



I LIKED THESE LESSONS BECAUSE WE DIDN'T WRITE ALL THE TIME AND WE GOT TO EXPRESS OUR VIEWS. STUDENT, North East England group



### Causes and solutions

Many of the lesson ideas in section three explore the causes and solutions of an issue. It is important to note that this relationship is not about a simple link between the recollection of the problem and a simplistic or knee-jerk solution, eg We had a burglary on our estate, so we should have more police – or – We get hit by a terrorist attack, so we should go and eradicate the culprit and all of their followers. It takes a kind of hold-on-a-minute type intervention in order to consider each part of the issue in depth. Focusing on what the students can do about the issues they raise and how they can influence others may lead to more thought-out responses.



Real team-building - creative tree work - very good. A 'buzz' in the classroom - you can't quantify it but you know lessons are good when it's there. Teacher, North East England group

I also learnt that hundreds of thousands of lives could be saved if the governments fought together.  
I found this information quite strange as lives were being lost for no reason.  
Another thing I learnt more than 70% of the world's cases will occur in the countries with less than 15% of the world's resources.  
I discovered this from <http://news.bbc.co.uk>  
However, the most interesting thing I learnt was about it

North East England group



This tree looks at poverty and homelessness as issues. South Wales group

**Step 4** explores possible ideas for taking action, investigates the local and global effects, decides on one, and plans how best to implement it.

# planning!

**Step 4 aims to:**

- enable students to consider the feasibility of possible actions and decide on one
- support students in making detailed plans on what they need to do, their message, target audience, and who is doing what
- develop and extend skills in enquiry – collate information to assess ideas and reach conclusions; communication – contribute to exploratory group and class discussions and take part in debates; participation – negotiate, decide and plan for action.

## Activities to choose from

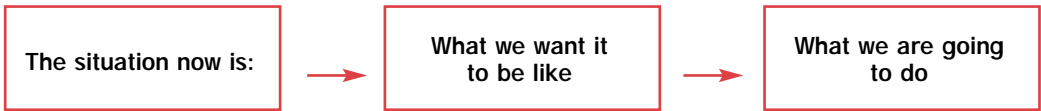
What do we want?	42
Bricks and hammers	42
Action tree	43
Spider's legs	43
Action card-game	44
Which action?	44
Impact matrix	44
Asking opinions?	44
Our action	45
Communications	45
River timeline	45
Planning tree	45
Action plan	46

# 1

## What do we want?

An activity for exploring possible actions.

Discuss the timeline below, and complete a copy of it using words and/or images. Consider the situation locally and globally.



Discuss whether the action is SMART using the following indicators:

- S Specific – it can be clearly defined
- M Measurable – any change can be measured
- A Achievable – it is possible
- R Realistic – it can happen given any constraints of money or people
- T Time-bound – it is possible in the time available, eg one term.

If the outcome is not SMART, reframe it by focusing on one part of the action, rather than on a range of actions.

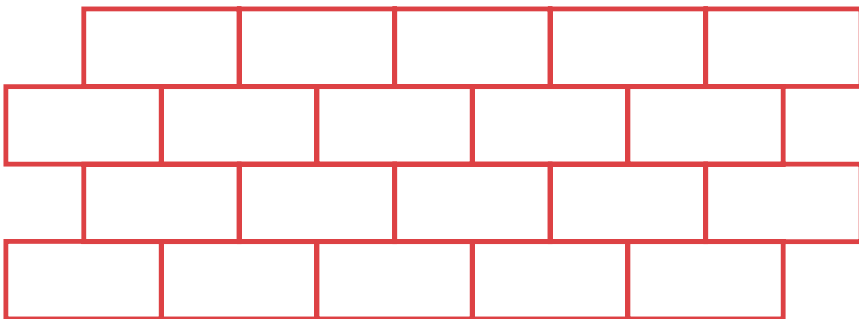
# 2

## Bricks and hammers

An activity for exploring possible actions.

Imagine what an ideal world would look like – one that did not have the chosen issue as a problem. Draw pictures or maps, or act out what the world is like now compared with an ideal situation.

Draw a brick wall. Label each brick with an obstacle to realising the ideal world vision, eg poor people don't get a fair price for their goods if the issue is fair trade. Make paper hammers to knock down the bricks, and write actions to improve the situation on them, eg try and sell fairly traded goods in the school canteen.



# 3

## Action tree

---

An activity for exploring possible actions.

Lay out the shape of a tree in the middle of the floor. This can be done using several pieces of flip-chart paper stuck together and drawing the tree, or using wood or other materials.

Write or make a symbol for the issue, and add it to the trunk. Write or make symbols for possible actions and display these as fruit; for ways of achieving the actions as the branches; and for the resources needed to do this, eg skills, materials, contacts, and display these as the roots.

Use the tree as a basis for discussing the following questions: What are the local and global effects of each action? Whose power do we need to help us make the change? Who can influence them? What can we do? This information can be added to the tree or presented as a flow-chart.

# 4

## Spider's legs

---

An activity for deciding which action to take.

Write an action in the body of a spider, and draw legs for the consequences. Repeat this with different actions and assess which one is most feasible. This idea also works as a drama activity.

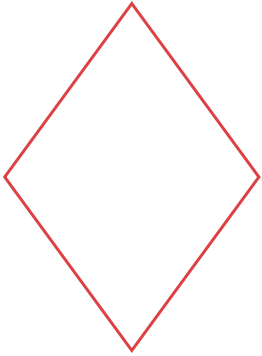


# 5

## Action card-game

---

An activity for deciding which action to take.



Cut up and discuss the action cards on the Action card-game sheet (Worksheet 4a). Cards can be replaced with your own cards.

Arrange the nine cards in a diamond pattern: the single actions at the top and the bottom of the diamond are the most and least preferred; the two actions below and above these are in the next order; the three actions across the centre are of middle-order importance with little to differentiate them.

Consider which actions would have the biggest impact in school, the local area, country and world. Which actions are the most practical to do? Remember to:

- Think big. Start small.
- Set realistic goals.
- Be prepared to work hard.
- Use the specific talents of people in your group.
- Get more people involved.

# 6

## Which action?

---

An activity for deciding which action to take.

List possible actions on the Which action? matrix (Worksheet 4b), and consider each one using the questions on the X-axis, and an extra one.

When the matrix is complete choose which action is most feasible given the class's interests, and any constraints.

# 7

## Impact matrix

---

An activity for deciding which action to take.

List possible actions that could be taken on the chosen issue, and assess their impact using the Impact matrix (Worksheet 4c).

Any actions placed in the bottom right hand corner are probably best left alone.

# 8

## Asking opinions

---

An activity for canvassing other people's opinions on which action to take.

Think of ways of canvassing people's opinions on which action to take, eg questionnaire, survey, interview. Questions could include: What are its good and bad points? What do you think should be done? Would you be willing to get involved? How will it affect people locally and globally?

One way of finding out what other people want is to take a photograph of something to do with the issue, and ask people questions about it, eg Do you recognise this building? Do you know what goes on there? Have you ever been there? What would you like to change about it? What would you like to see happen there? Record the responses on post-it notes around the photograph.

# 9

## Our action

---

An activity for presenting conclusions on which action to take.

Use the Our action template (Worksheet 4d) to present conclusions on the choice of action to take. Consider the local and global effects of the action. Use the frame as the basis of an oral or written presentation.

# 10

## Communications

---

An activity for deciding what form of communication to use.

Use the Communications template (Worksheet 4e) to consider which form of communication is most appropriate for the action. This only applies if the action involves communicating information about the issue.

# 11

## River timeline

---

An activity for planning the action.

Lay out the shape of a river in the middle of the floor, or on a wall display area. This can be done using several pieces of flip-chart paper stuck together and drawing a river, or using other materials.

The river represents what needs to be done to achieve the action, in chronological order. The source of the river shows the situation now, and the mouth of the river shows the action. Tributaries joining the river show what activities need to be done in the order they need to happen. Potential obstacles can be shown with boulders, waterfalls and whirlpools, for example. The river can be added to as the planning process progresses.

# 12

## Planning tree

---

An activity for planning the action.

Lay out the shape of a tree in the middle of the floor. This can be done using several pieces of flip-chart paper stuck together and drawing the tree, or using wood or other materials.

Write or make a symbol for the action, and add it to the trunk. Write or make symbols for goals and display these as fruit; tasks for achieving the goals as the branches, eg taking photos, writing a letter, designing materials; and for the resources needed to do this, eg skills, materials, contacts, and display these as the roots. Leaves can be added with people's names on them, representing who does what.

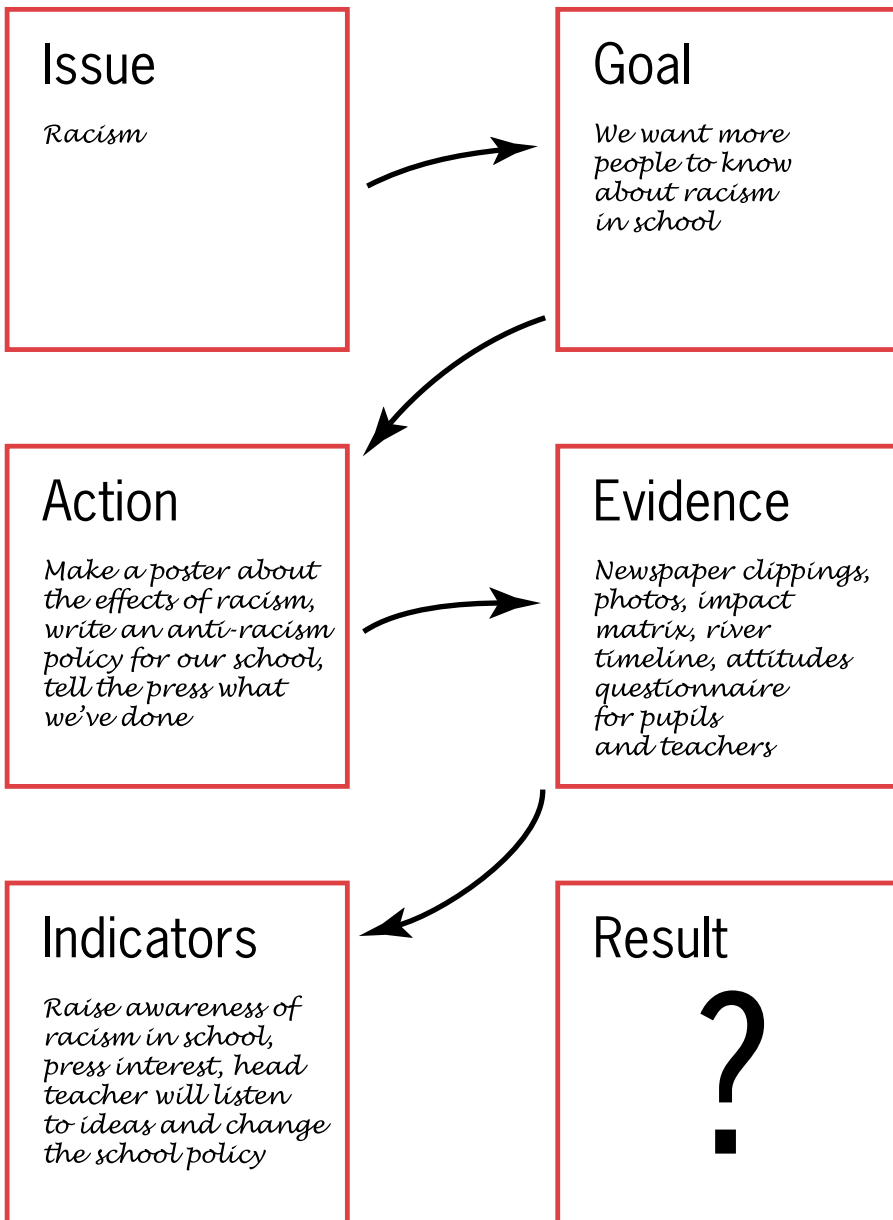
Use the tree as a basis for discussing the following questions: What order do the tasks need to be done in? Is it possible to do all of them? Which ones are most important? Who is going to do what?

# 13

## Action plan

An activity for planning the action.

Use already completed graphics and matrices to complete the Action plan template (Worksheet 4f). The grey boxes need to be filled in before the action begins, and the white boxes after the action has happened. Indicators could include things that would happen if the action is successful.





### Choosing one action or several actions

It is possible for students to choose one action for the whole class, or for smaller groups to plan and implement their own actions. As with choosing an issue in step two, if ideas for an action are rejected early in the process, they can be referred to and used at a later stage.

### School and community-based actions

In most cases it may be best to plan a school-based action before a community-based action. Parents, carers, feeder schools and Local Education Authority institutions could all come within the scope of this. The advantage of a school-based action is that it is easier to judge the needs of the school community and manage the project simply because the students are members of it and know it well. When students have reviewed and assessed the Get Global! process a few times, it may be more manageable and effective to attempt a community-based action.

Topic	Discussion
To gather further primary evidence on the project in order to plan for action	Visiting speaker – Mr. Mark Williams (Ceernyffwrdd County Borough Council)
<b>Learning objectives</b> extended skills, knowledge, understanding, reflection/evaluation	
To collate information to assess actions that could be taken on the issue.	
To take part in a class debate on the issue – for and against	Which Action? Sheets Camera & video
To negotiate, decide and plan for action	
<b>Description of activities</b> Plan of lesson with indications of timing, grouping of students, teacher activity, eg. small group discussion, facilitating debate	
11.10 – 11.15	Registration and administration
11.15 – 11.30	Teacher to introduce visiting speaker – Mr. Mark Williams – Technical Services Department at Ceernyffwrdd CBC. Mr. Williams has carried out a feasibility study on the planning application and will present his results to the class.  Mr. Williams to lead a discussion on the issue with the class.
11.30 – 12.00	Pupils to visit the disused factory site of Takeda Ltd., Plant (Old Industrial Estate and to understand the implications of siting the Waste Transfer Station here.
12.00 – 12.10	Teacher and Mr. Williams to receive feedback on the actions proposed by the groups. Teacher to note actions on the board. Homework – pupils to complete the 'Which Action?' worksheet by next week.

South Wales group



North Wales group

Description of activities Plan of lesson with indications of timing, grouping of students, teacher activity, eg. small group discussion, facilitating debate	
12.10 – 12.15	Registration and administration
12.15 – 12.45	Teacher to introduce visiting speaker – Cllr. Derek Havard – Community Councillor and school governor. Cllr. Havard to explain the structure of European, National and Local Government in relation to planning permission sought for the proposed Waste transfer station. Cllr. Havard to explain the details relating to the siting of a Waste Transfer Station and Material Recycling Facility across the road from the school. Cllr. Havard to lead the debate on the issue with the class.
12.45 – 13.00	Pupils to play Action Poker – Large A3 sheet with Strong / Weak and Not Sure labelled. Pupils to select card and discuss within the group whether the action is strong / weak / not sure. Group consensus must prevail.
13.00 – 13.10	Teacher and Cllr. Havard to receive feedback on the actions that the groups feel are the strongest. Teacher to note actions on the board. Homework – to reflect on the issues discussed in the lesson and to carry out further research on suitable actions by next lesson

The approach provides a useful structure for addressing global issues. I feel that younger pupils need to see that they can take action on smaller issues perhaps within their classroom or school.  
Comment from Swansea Schools Enquiry and Research group

I found that the students had thought about what action to take in step three when they researched the issue. So by the time they reached step four they were ahead of the game. They also tended to see taking action as alleviating the effects of the issue rather than addressing the roots – so next time I will focus on planning an action which will deal with the roots more in step four. Teacher, North East England group

### Manageability of actions

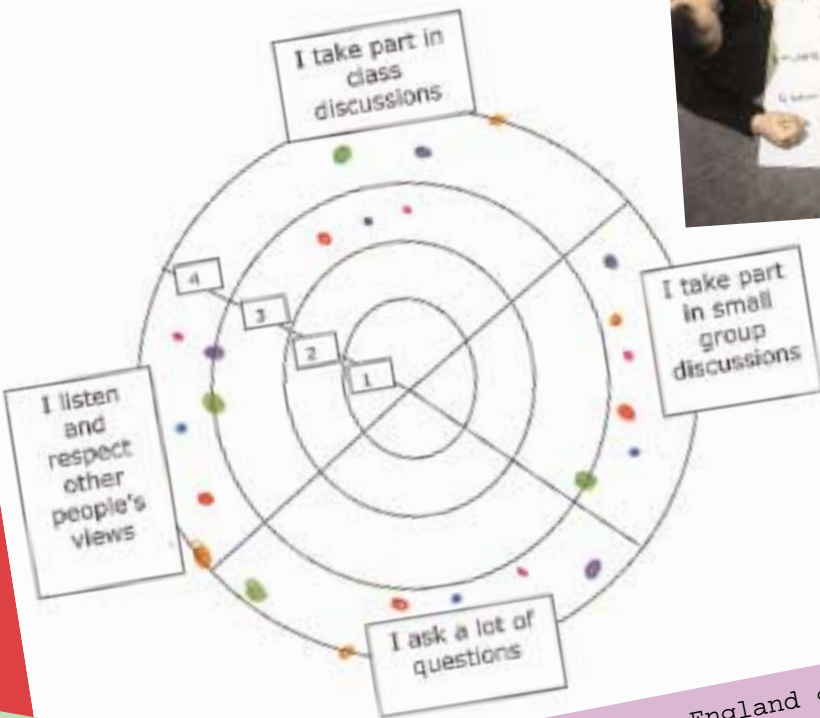
Students can reach some very complex and ambitious ideas for action, and may not realise how much time it takes to plan and implement, and how often the ideas need revision. This can create tensions for the teacher in maintaining a 'you can do it attitude' and managing unrealistic plans which give students a disempowering experience of failure. A way around this is to focus on activities such as Which action? to tease out the feasibility of an idea and highlight possible constraints.

There was a realisation that the action is not as difficult as they may think it is and the need to start at a level that is practicable. Teacher, London group

### Skills dartboard 1

Put a dot to show where you are on the dartboard - use the numbers below as a guide.

- 1 - Never
- 2 - Sometimes
- 3 - Usually
- 4 - Always/Very Often



North East England group

At the parent's evening, they said their children talked about this at home - in fact for some it was the only thing they mentioned about school. Teacher, London group

1. I think that the best action is to perform a play on how the issue affects people, leader primary and they may be the issue will get across to them. Another thing I would do is to make a video on this matter because it will get across to all of the people and will explain all about war and what we are going to do.

London group



The pupils have planned to address school assemblies, governor's meetings, and the headteacher and start a recycling system. When I consider how long it took me to do step one I can't believe how far they've moved on. Every young person in the group wanted to be involved and had a part to play in the plans. Teacher, London group



**Step 5** puts the plans into action.

# active!

**Step 5 aims to:**

- enable students to take action, and record and monitor it
- develop and extend skills in participation – take responsible action.



# 1

## Recording the action

---

An activity for recording and monitoring the action.

Use the Recording the action template (Worksheet 5a) to make an account of the action as it happens. Include what evidence was collected at each stage, eg photographs, leaflets, video or tape recordings, stories, pictures.

There have been some very positive responses and the class as a whole have responded with maturity and insight, and are excited by the idea of responsible action. Teacher, North Wales group

They were able to see the need to set out progress clearly and to monitor each action. Teacher, North East England group

It was brilliant for youngsters with low self-esteem. They had a great sense of pride that they had achieved their goal - produced posters and recycling boxes - and introduced a recycling scheme into year seven. The pupils want to continue and develop the project throughout the school year. Teacher, London group



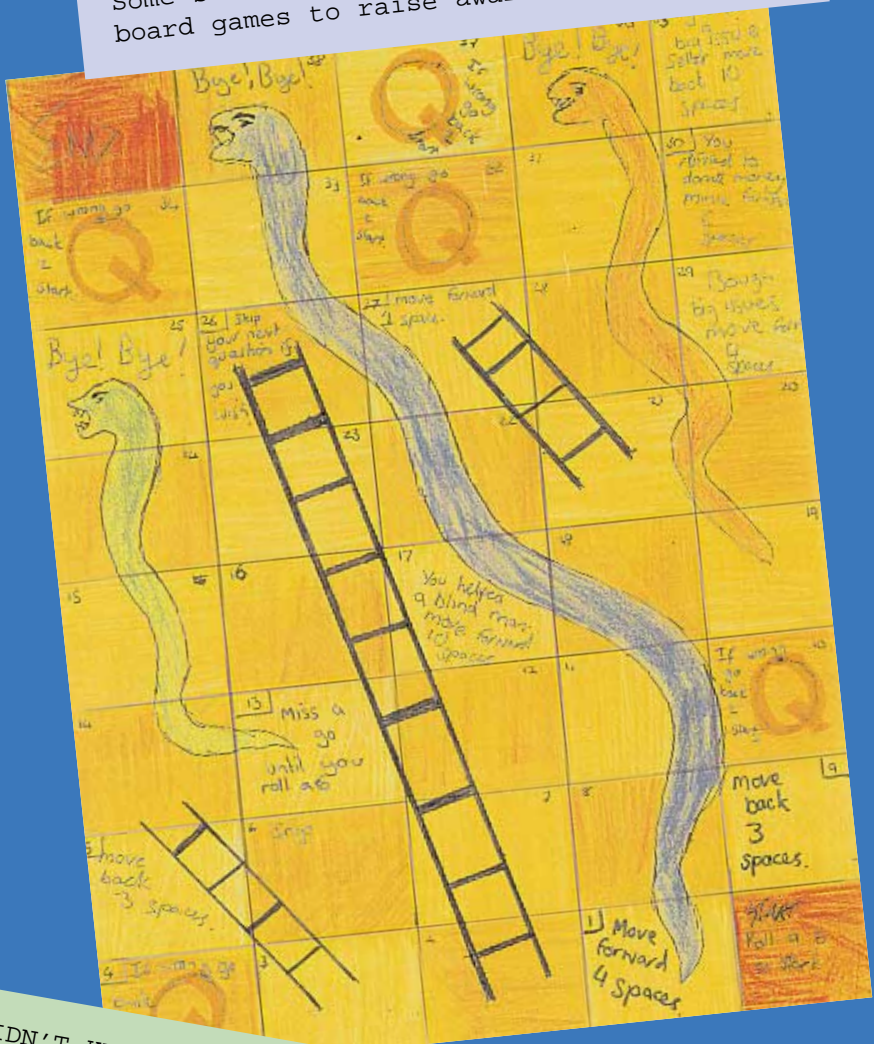
## Step 5

### Actions chosen by students included the following:

- making a video for primary schools highlighting the issue of war
- setting up a peer education project around issues of teenage pregnancy, anorexia, bulimia and HIV/AIDS
- giving presentations to school governors on recycling and changing school policy
- persuading the Head teacher and school governors to sell fair trade chocolate in school
- developing a play about youth crime to be performed by a theatre group
- secondary schools fundraising in primary schools.

This has given us an opportunity to go beyond just fundraising.  
Teacher, London group

Some students from the London group made board games to raise awareness of poverty



I DIDN'T KNOW ANYTHING ABOUT FAIR TRADE BEFORE I STARTED BUT I KNOW NOW THAT I CAN MAKE A DIFFERENCE.  
Student, North East England group



### Students in North Wales organised a human rights fair

The best part of the two days was spent researching and discussing student's rights and on the last day the students ran workshops about the fair for the different year groups. This helped develop their own communication skills, eg games were designed to illustrate the choices that refugees have to make, role-play was used to get other people involved in the issue, and petitions to the local MP were collected.

The groups that focused on homelessness and street children admitted how much their attitudes had changed having questioned a local homeless person and her hostel worker. They became motivated to design their own questionnaire that focused on attitudes, and observed how much their own attitudes had changed to why people become homeless compared to the immediate reaction of their peers attending the fair.



London group



**Step 6** reflects and builds-on the Get Global! process. It is an opportunity to refer to and repeat the baseline activities in step one, eg Ideal futures, Influencing people.

# thinking about it!

**Step 6 aims to:**

- enable students to reflect on what they have learnt and achieved, and what they would do differently next time
- support students in considering how they might sustain the action and build on the skills they have developed
- develop and extend skills in communication – communicate and present findings orally and in writing; participation – reflect on the process of participating.



## Activities to choose from

Reflect	58
Write up	58
Follow up	58



# 1

## Reflect

---

An activity for reflecting on the Get Global! process.

Use the questions on the Reflect sheet (Worksheet 6a) to discuss how well the group worked together; whether the action made a difference; how it affected each individual; and what could be done differently next time.

Colour-code each of the five categories, eg red for Working together and blue for Making a difference, and write responses to the questions on cut out balloon shapes. This could be presented as a class display.

If the action did not go as well as hoped, the following questions may be useful: Why didn't the action work as well as hoped? Was the group too ambitious or not ambitious enough? Did the group have enough resources? Would it have been better to choose a different action? Why?

# 2

## Write up

---

An activity for recording progress.

Make a list of the step activities, assessment and evaluation activities, and games completed over the Get Global! process. Use this to write an account of what you have done, what you have enjoyed, and what new ideas were generated.

How will you move forward from here?

How would you like to make a difference next time?

This can be used as the basis of a report for parents or school governors on your active global citizenship involvement.

# 3

## Follow up

---

An activity for celebrating achievement.

Write a letter or an email to thank all of the people who contributed to the action. Explain what went well and what did not go so well, and include examples of evidence, eg photographs, newspaper cuttings.

Plan a way of celebrating achievement, eg an award ceremony handing out certificates (see the Active Global Citizen Certificate – Worksheet 6b), a presentation of the action, sending well done cards to each other.

Get Global! has loads of suggestions without being prescriptive or content-based. It can definitely be used with different subject areas and gives non-specialist teachers like me more confidence. The students liked working in groups and owning it - they steered the content.  
Teacher, North East England group

London group

The comments from the pupils were really interesting -

1. They all enjoyed the project & want to do more
2. They are all proud of what they achieved.
3. Lots felt they had gained confidence really
4. Lots have realised that they can make a difference.
5. They also felt good about planning something and seeing it through - this was really important to them
6. Surprisingly, they enjoyed the discussion and planning as much as the active part
7. It certainly united them as a group - which was a spin off from the main aim.

From my point of view, I would take longer over the stop with less able children and I would use video as a means of recording the process so that steps would be "sharper" - easier to do. Also the video would have helped with a number of pupils who were absent over several sessions with serious issues outside school.



They found it hard to look back and realise everything they had done and remember it all. I was amazed at how easily they linked their problem of litter in school to global issues of recycling and waste. Teacher, London group

Sometimes our group argued alot but we got it in the end.

Our group had different personalities so it was easy to choose what you wanted to do.

I've learnt loads of new and amazing things. To say the truth, I've enjoyed everything that ive done.

Next time we need more Plan the were going and listen

Point of Making

Our greatest success making the tree colourful. We we asked to do next it.

I think we did make a lot of money. I acts played a show. Lots of pe whole show were a laugh too.

re  
re time to  
things we  
to do later  
to anyone's  
view

Difference

was

it was very  
work well because  
each other about  
& not rushing

a difference. We raised  
think that all the  
tal role in the  
ple came and the  
b smoothly. It was

Making a difference: We have made  
a difference because we have  
changed some parts in the show.  
The greatest success was the  
cat walk at the end.

Next time we will share more  
ideas. I think the greatest  
challenge of all was planning  
because there were a few  
differences in what we wanted.  
Planning more will also help.

I think that we worked well. We made  
sure that we agreed to a final ~~decision~~  
decision. To improve ~~on~~ we need to share  
more ideas and make sure everyone  
contributes.

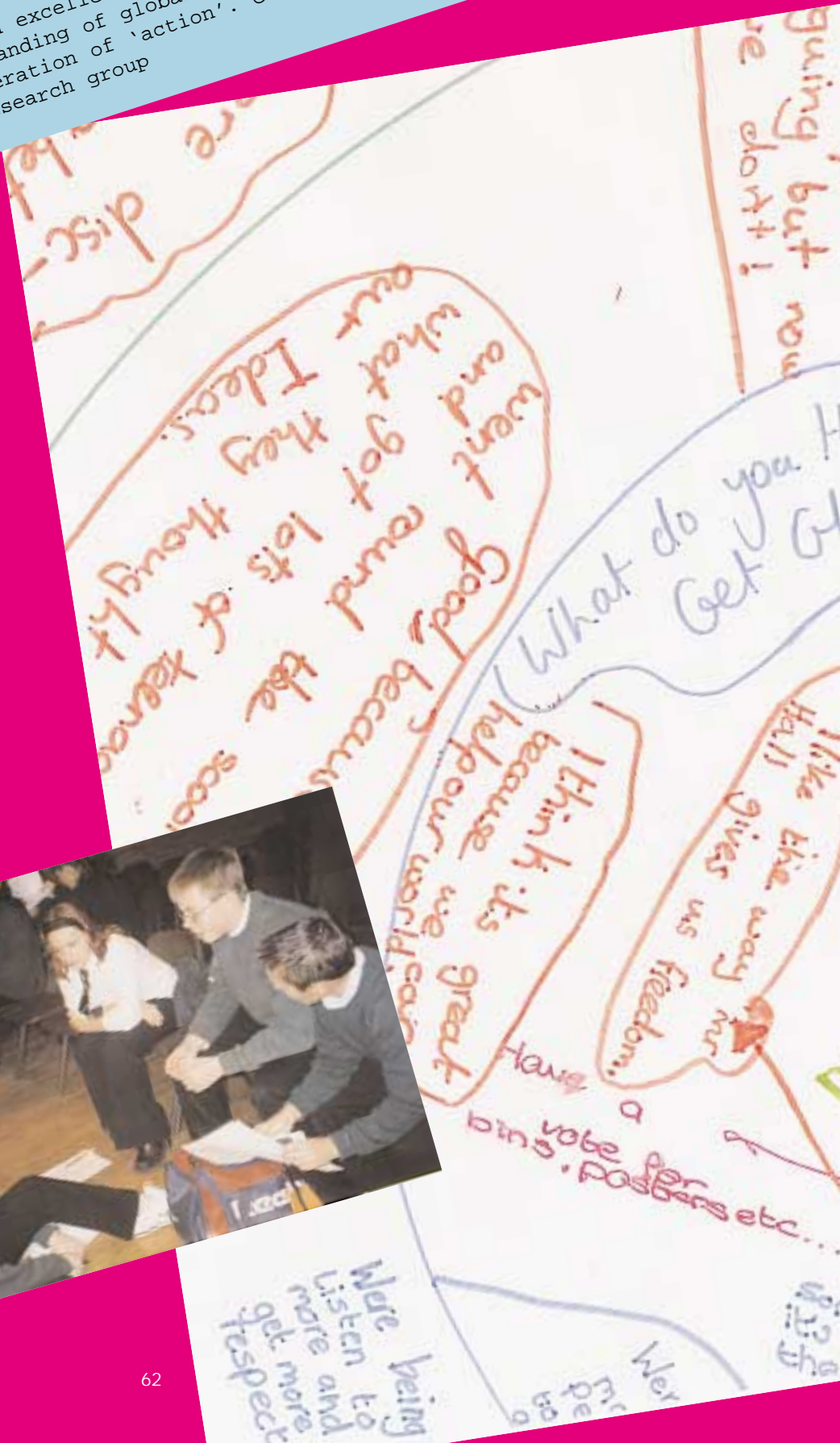
We will definitely choose  
other people to work with next  
time. The greatest challenge  
of all was learning to cooperate  
with each other and that  
many unexpected things  
happened and we will have  
to live with that.

By  
Carl

Next time.

Comments from students in the North East England group

It is an excellent resource to encourage reflection and hence understanding of global issues and importantly encourages consideration of 'action'. Comment from Swansea Schools Enquiry and Research group







I used to not get on with a class mate but we stopped

Good, because we have learnt about the community.

You saw other peoples views.

We haven't reacted to our actions

and the world!

think about it!

of

You can have your own say in lessons.

It will make a difference if we put our actions into practice

different subjects and different things we can do.

about things we

sometimes

# assessed!



The assessment and evaluation activities enable students to measure, record, and monitor their own progress, and help evaluate the activities used. They are simple, flexible and fun, and provide opportunities to share experiences, opinions and feelings, reflect on changes in understanding and plan for the next stage of learning.

Each tool can be organised as self, peer, group or teacher assessment, and can be used at various stages of the Get Global! process, eg before or after an activity, lesson or step, or at the end of the whole process.

## Assessment and evaluation activities to choose from

Portfolio	66
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Feelings silhouette	70

# 1

## Portfolio

---

Create a portfolio of work from each of the six steps, eg graphics, written work, photographs. This will provide evidence on the skills used and the information learnt.

# 2

## Expectation flowers

---

The teacher explains the expectations of Get Global!, eg to have fun learning, to learn new skills, to explore local to global links, to work together as a group, to be useful and relevant. Write these on the Expectation flowers matrix (Worksheet A).

Add expectations on what the class would like Get Global! to be on small cards – one per card, and place them on a sheet of paper. Group the expectations into ones that are similar. Write sentences to sum up each expectation on the matrix.

Look at the matrix at the end of each step, and draw a flower showing how far the expectations were met. There should be six flowers by the end of step six. Each petal of the flower shows small steps towards meeting the expectations. A flower with lots of petals means expectations were met.

# 3

## Focus groups

---

Divide into five focus groups and choose one of the following: Enquiry focus group; Participation focus group; Local-global linking focus group; Enjoyment focus group; Recording focus group.

Each focus group uses a graphic to monitor and record how the class feels at the end of each step, or at the end of the Get Global! process. See the Enquiry score-line; Participation chart; Local-global linking graph; Enjoyment dartboard; Recording sheet (Worksheets B, C, D, E and F).

Organise ways of collecting information from everyone in the class. This can happen out of the classroom.

At the end of step six present the findings in an interesting way, eg using Powerpoint or video presentations with hand-out sheets. Note the most interesting and the least interesting findings, overall patterns, and information that did not fit into any pattern.

# 4

## Active global citizenship skills chart

---

The Active global citizenship skills chart (Worksheet G) can be used to record how well students felt they communicated, participated and reflected. Other skill indicators can be added to the bottom of the matrix, or students can choose their own and present them on a different graphic.

# 5

## Active global citizenship expectations matrix

---

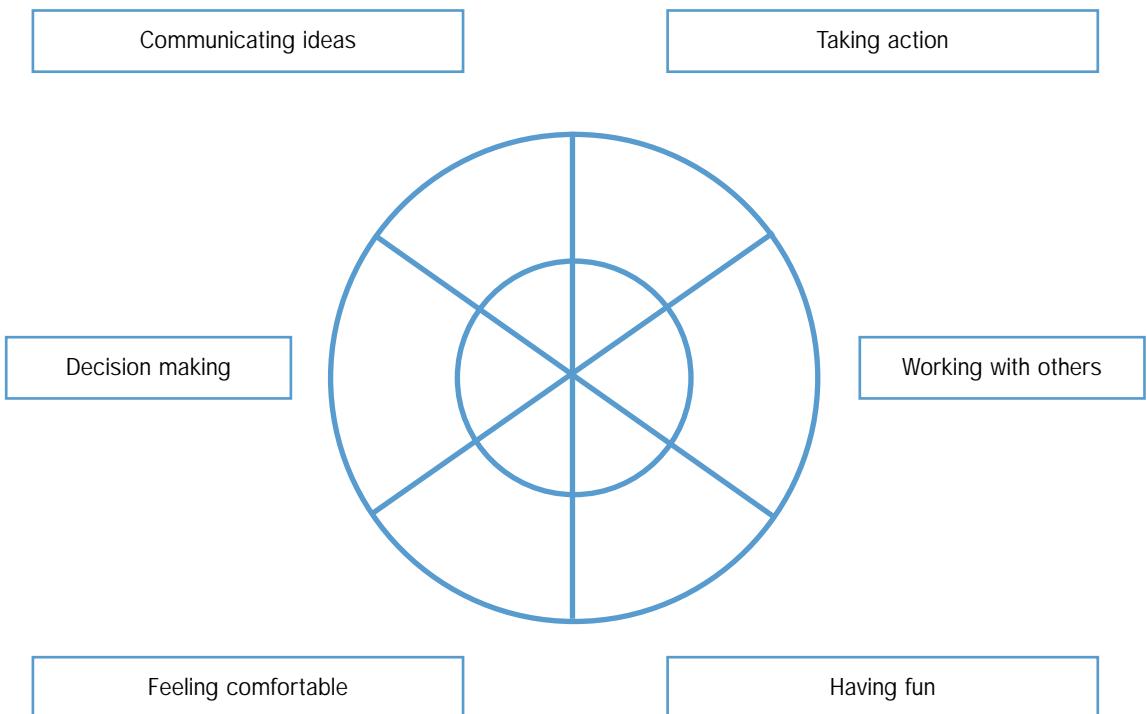
The Active global citizenship expectations matrix (Worksheet H) can be used to measure and record whether students are working towards Get Global's expectations, achieving them, or working beyond them.

# 6

## Evaluation wheel

---

Draw a circle and mark it into sections to represent different indicators, eg skills used, actions completed. Colour each segment in the inner circle proportionately to show how successfully the indicator was met – colouring a tip of the wedge represents it being hardly met; the whole wedge represents it being completely met. The outer wedge can be filled in with comments or suggestions for change.



# 7

## Before and after grid

---

Make a copy of the grid below to record feelings, thoughts, associations and images associated with part of the Get Global! process before and after completing it.

Before and after grid		
	Before	After
Feelings about it		
Thoughts about it		
Associations with it		
Images or pictures in mind		

# 8

## Success graph

---

Draw a graph to measure and record an indicator's success. Label the vertical axis with an indicator, eg mood intensity, energy levels, and the horizontal axis with time, eg hours, steps. Note any significant points by annotating the graph's peaks and troughs. It is also possible to record changes on a river, with the form of it representing how well the process is going.

# 9

## Learning log

---

Create a learning log or diary to record what happens throughout the Get Global! process. Focus on skills developed, knowledge and understanding gained, likes and dislikes, and feelings as individuals or as a class.

# 10

## Photos

---

Use photographs or video recordings taken during activities or events to discuss what happened, and how it could be improved next time.

# 11

## Creative evaluation

---

Use the Creative evaluation (Worksheet I) chart to express how part of the Get Global! process was perceived, eg activity, step, action.

# 12

## Happy/sad faces

---

Reflect on part of the Get Global! process and discuss the positive and negative aspects of it. Draw a chart and write positive comments under the happy faces, and negative comments under the sad faces, with a third column for the improvements needed.

# 13

## Shimmering hands

---

If an activity, lesson or step was enjoyable students raise their hands above their heads and shake them gently. If it was not enjoyable they keep their hands by their sides and do not move them.

# 14

## Continuum

---

Students stand in line according to how they feel about part of the Get Global! process. Those with positive feelings stand at one end of the line, those with neutral feelings in the middle, and those with negative feelings at the other end of the line. This can be used as the basis of a discussion on what needs to be done to improve the situation to allow people to move towards the positive end. A continuum can also be used to explore statements with extremes at either end, or with Always at one end, Sometimes in the middle, and Never at the other end.

# 15

## Double wheel

---

The class forms two circles of equal numbers, one inside the other. The circles rotate in opposite directions until the teacher says, 'Stop'. Then each person asks whoever is opposite them a question, eg about what they enjoyed or how involved they felt. This is repeated three times.

# 16

## Graffiti wall

---

A Graffiti wall can be used throughout the Get Global! process as a place to show how well the lessons are going. Flip-chart paper can be put on the wall, with a heading or question on each, eg Attention levels, How can I use this in my daily life? Do I really understand it?

# 17

## Express cards

---

Write comments on cards and put them into a post-box in the classroom. Sentence starters are a useful way of framing comments, eg I learnt that... I want to learn more about.... Pick a card from the box, and use it as a basis for discussion.

# 18

## Feelings silhouette

---

Draw a person wearing a hat and carrying a tool-box. Annotate what has been learnt near to the hat, and ideas, skills and other positive things that have been gained near to the tool-box. Draw a heart on the person and annotate it with feelings. Draw a rubbish bin to show what did not work and what should not be included next time.





# playing games!

Games are integral to the Get Global! process. They make citizenship lessons fun and help students benefit more from activities by responding to and influencing the energy levels of a class.

The following games are divided into categories depending on whether the aim is to energise the class, relax the class, or develop co-operation and communication skills.

# Playing games!

Energising games	74
Relaxing games	75
Co-operation games	76
Communication games	77



# 1

## Sausages

---

Energising games

Sit in a circle, with one person in the middle. Take it in turns to ask the person in the middle questions, eg 'What's your middle name?' The person in the middle replies, 'Sausages' without smiling or laughing. If they smile the questioner sits in the middle.

# 2

## Fruit salad

---

Energising games

Sit on chairs in a circle, with one less chair than the number of people. Everyone is allocated one of three types of fruit – eg apples, bananas and kiwis. The person without a seat stands in the middle and shouts out apples, bananas or kiwis. If they shout out apples, the caller and all the apples swap seats with each other. One person will be left in the middle for the next call. If the caller shouts fruit salad everyone swaps seats. The game can be played using other categories, eg country names, MP names.

# 3

## The sun shines

---

Energising games

This game is an extension of Fruit salad. Sit on chairs in a circle, with one less chair than the number of people. The person in the middle says, 'The sun shines on... people who walked to school today' or 'on active global citizens.' These people and the caller then swap seats with each other. One person will be left without a seat, and they become the caller.

# 4

## Zip-zap-zop

---

Energising games

Stand in a circle and pass energy around the room. The energy is passed around by clapping hands in the direction of the person the energy is being passed to. If the energy is being passed around the circle in one direction from people sitting next to each other, the person passing the energy calls out 'Zip.' If the receiver chooses to refuse the energy they hold up their hands and call out 'Zap.' This returns the energy back to the sender, who then passes it to someone else. 'Zop' is called when the sender chooses to throw the energy across the room.

# 5

## Humless one

---

Energising games

Everyone, except for one person, crawls on their hands and knees, closes their eyes and hums. They listen carefully and collect tightly around the humless one.

# 6

## Hug tag

---

Energising games

A game of tag. If two people hug each other they are safe, but for three seconds only.

# 7

## Elephant line

---

Energising games

Stand in a line, put hands between knees and grasp the person behind. Then try to walk.

---

# 1

## Mirrors

---

Relaxing games

Sit in pairs facing each other. One person holds the palms of their hands in front of the other person and moves them slowly. The other person focuses on these movements and copies or mirrors them with their hands.

# 2

## Space people

---

Relaxing games

Walk around the room in slow motion as if walking in space. Stop and freeze movements when the teacher clicks their fingers.

# 3

## Stilling

---

Relaxing games

Sit in an upright position with feet firmly on the floor. Close eyes and sit as still as possible, concentrating on breathing, and breathe slowly in through the mouth and out through the nose. Listen to the sounds. What can you hear outside? What can you hear inside? Open eyes after a few minutes.

# 4

## Visualisation

---

Relaxing games

Imagine wearing an invisibility cloak. Climb into a flying machine and leave the classroom. Fly inside the school buildings, thinking of the kind of things that need to improve or change. Fly outside, around the yard and above the buildings, thinking of what could be done to make it a better place for everyone. Fly higher and look down at the local area, thinking about what matters in the community and what needs attention. Fly higher still and consider issues relating to the UK, and the world. Then gently fly back into school, land on the seat, and remove the cloak.

# 1

## Arm-wrestling

---

Co-operation games

The aim is to achieve at least 20 wins for each person in the minimum amount of time. See how long it takes for the class to realise that by co-operating with each other, and allowing each person to win, the 20 wins will soon be achieved.

# 2

## Human machines

---

Co-operation games

Small groups create a machine using only their bodies. After ten minutes of rehearsal, the class guesses what the 'machine' is.

# 3

## This is a...

---

Co-operation games

Stand in a circle and pass an object around the room. When someone passes a pen, for example, they say 'This is a pen.' The person receiving it says, 'A what?' the passer says, 'A pen,' and the receiver takes the pen and says, 'Oh, this is a pen.' This dialogue goes around the circle until everyone has had a chance to pass the object and comment. Then a second object is introduced, followed by a third and a fourth. The aim is for the class to be passing and receiving objects at the same time, so that a rhythm is created with people saying the words in the same tone and at the same time.

# 4

## Human knot

---

Co-operation games

Stand in a circle holding hands. Form a knot by tangling up, eg by going under or over someone else's arms. Once a knot is formed return to the original circle.

# 5

## Statues of power

---

Co-operation games

Divide into pairs or small groups and create a statue or tableau depicting a situation where one person has power over the other/s. The class guess what is happening. They discuss which position (the one of power, or the one submitting to power) feels more comfortable or familiar to them. How and what did they feel when they were in the more powerful position, and the less powerful position? What does this teach us about relationships between people?

# 6

## Newcomer

---

Co-operation games

Sit in a circle. One person at a time enters the centre of the circle and tries to take control of the group. They could try being noisy, bossy, authoritative or quiet, but also very depressed or attention-seeking. Which ways work best? What can we learn from this in terms of group dynamics?

# 7

## Falling log circle

---

Co-operation games

Small groups stand in a circle with one person in the middle. The person lets themselves fall and be supported by the circle.

# 1

## Active listening

---

Communication games

Divide into pairs. One person introduces themselves and says something interesting about them, eg what happened on their last birthday. The other person actively listens, and repeats it to the group.

# 2

## Silent line-up

---

Communication games

Line up in silence in order of birthday months, alphabetical order of middle names etc. How easy is to do this? What would make it easier?

# 3

## Nose drawing

---

Communication games

Divide into pairs. One person draws an animal with their nose and the other guesses what it is.

# 4

## Open fist

---

Divide into pairs. One person holds their fist closed and the other person persuades them to open it.

# 5

## Listen up

---

Communication games

Divide into pairs – As and Bs. As talk about what they did at the weekend, and Bs actively listen to As' story for the first five minutes. When they hear a predetermined signal (a clap, bell), Bs change their behaviour and stop listening. Instead they do all they can to not listen, ignore or interrupt A. At the end of 10 minutes each partner describes how they felt; how As dealt with Bs' behaviour; and how they would both react in the future to a similar situation.

# 6

## Positive and negative

---

Communication games

Divide into two groups. One group thinks of lots of questions to ask the others. The second group is further divided into two – one half responds positively to all questions, eg 'Yes, that's interesting. I like the sound of that.' The other half responds negatively, 'No, I don't care. I'm not interested. That's boring.' After 10 minutes of questions and conversation, the questioners try to identify which of the students are the 'positives' and which are the 'negatives'. The class discusses how it feels to answer positively or negatively, and what it is like talking to someone who is only positive or only negative.

# 7

## Role shift

---

Communication games

Divide into groups of five and act out a scenario such as a shopping trip or a walk in the woods, with each person adopting one of the following roles:

- submissive – says very little and agrees with the rest of the group
- dominant – says a lot and tries to control the group decisions
- saboteur – tries to create problems (may be vocal, or very quiet)
- facilitator – tries to smooth things over
- uninterested – doesn't care about the group at all

As the scenario is acted out, the other groups guess which person is playing which role. The class then discusses each role, whether people fit into these categories, and if they do, how to cope with them to ensure equity within groups of people.



The games really helped lighten the activities and make the lessons more fun. Teacher, London group

The arm wrestling game challenged your mind and was a good test of knowledge

An excellent idea for youth groups and extra curricular activities. Teacher, South Wales group



I think that the human knot was fun because that every one was thinking with out talking

in touch!



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Designed by Philosophy

I've learnt loads of new and amazing things. To say the truth, I've enjoyed everything that I've done!

Student, Langdon School, London

Get Global! has widened their expectations.

Sue Rivers, Bedwas High School, Caerphilly



Out of all the information about citizenship in my in-tray, Get Global! was the only project I wanted to get involved with because it's skills-based, unbiased and fun.

Peter Connor, Framwellgate High School, Durham

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