Developing the global dimension in the Climate Change Schools Project

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Objectives

- To develop understanding of the global dimension in relation to climate change

- To equip teachers with ideas and resources to add a global dimension to teaching about climate change
What is the Global Dimension?

- Teaching that is informed by global issues.
- So that, young people can examine their own values and attitudes.
- Develop skills which combat prejudice and discrimination.
- Motivates and builds confidence for participation in the local and global community.
What is the Global Dimension?

- The “Global Dimension” is defined by 8 key concepts:

  > Conflict resolution > Diversity
  > Global citizenship > Interdependence
  > Human rights > Sustainable development
  > Social justice > Values and perceptions
What do you want to achieve?

By the end of Key Stage 2, pupils should:

- Be aware that some resources are finite
- Have awareness of the past and the future
- Value our potential to change things
- Understand the relationship between people and environment
- Develop a sense of responsibility for the environment and the use of resources
What do you want to achieve?

By the end of Key Stage 3, pupils should:

- Be aware that some resources are finite
- Be concerned about the effects of our lifestyles on people and the environment
- Value our potential to change things
- Know about different views of economic and social development locally and globally
- Understand the concepts of possible and preferable futures
Education for sustainability

Education *about* sustainability

- Content based on knowledge
- Awareness of the theory

Education *for* sustainability

- More than just knowledge
- Focus on values as well
- Empowered to make critical choices
- Using education to achieve sustainability
1. Write down at least one question against each compass point

2. Write the first question in a different colour

Development compass rose

Natural
These are questions about the environment - energy, air, water, soil, living things and their relationships to each other. These questions are also about the built as well as the ‘natural’ environment.

Who decides?
These are questions about power, who makes choices and decides what is to happen, who benefits and loses as a result of these decisions and at what cost.

Social
These are questions about people, their relationships, traditions and cultures and the way they live.

Economic
These are questions about money, trading, aid, ownership, buying and selling.
Imagine what it must be like?
For many people living in Bangladesh, flooding each year has become normal.

Why?
In 2004, two thirds of the country was flooded

Why do you think that flooding has got worse in recent years?
What can be done?
Houses that don’t flood easily

- Houses are raised off the ground on a 1m high concrete base.

- Walls made from jute panels, strengthened with bamboo.

- Bamboo and banana trees are planted to soak up the water.
Floating Gardens

- Water hyacinth plants are woven to make a raft.
- Natural compost, soil and seeds are put on top.
- During floods, the garden floats.
Floating Gardens

When the rivers flood, the rafts are tied to posts and they float.

This provides food for families who normally went hungry when their crops were washed away.
Climate Choices – Children’s Voices (Practical Action)

- www.climatechoices.org.uk/pages/case3.htm
Climate change mysteries

Explore local, topical issues from a global perspective

1. Why did Jade’s mum have to buy a new carpet?
2. Why did Jaber’s mum have to use a string bag?

www.tidec.org/GL%20toolkit/Climate%20change/2a .22%20mysteries.pdf
Teaching the global dimension

- You do not need to be an expert in every global issue in order to include a global dimension.
- Much more important is an ongoing willingness to grapple with what the following ‘big ideas’ mean for your classroom practice.
- Your role is to enable pupils to find out for themselves and to support them in taking responsibility for their own learning.
Global dimension climate change resources

www.ownne.org - resources “climate change”
www.globaldimension.org.uk - search: “climate change”

Feedback:
- A resource that you have found useful.
- The KS / Yr that it relates to.
- The CCSP module it fits in with.
- A global dimension objective it meets.
Global dimension climate change resources

Features:

- Demonstrates interdependence
- Demonstrates commonality
- Challenges currently held values and assumptions
- Explores learning from economically poorer countries
- Explores impact falling more heavily on economically poorer countries