

Developing the global dimension in the Climate Change Schools Project



One
World
Network
North
East

12 October 2010

Kathryn Hull – Tees Valley One World Centre
Krista McKinzey – Climate Change Schools Project
Paul Green – One World Network North East



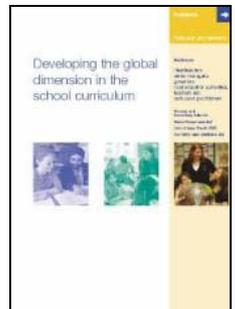
Objectives

- 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 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



Understand the relationship between people and environment

Develop a sense of responsibility for the environment and the use of resources

Value our potential to change things



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



Know about different views of economic and social development locally and globally

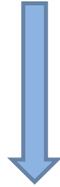
Understand the concepts of possible and preferable futures

Value our potential to change things



Education for sustainability

Education **about** sustainability



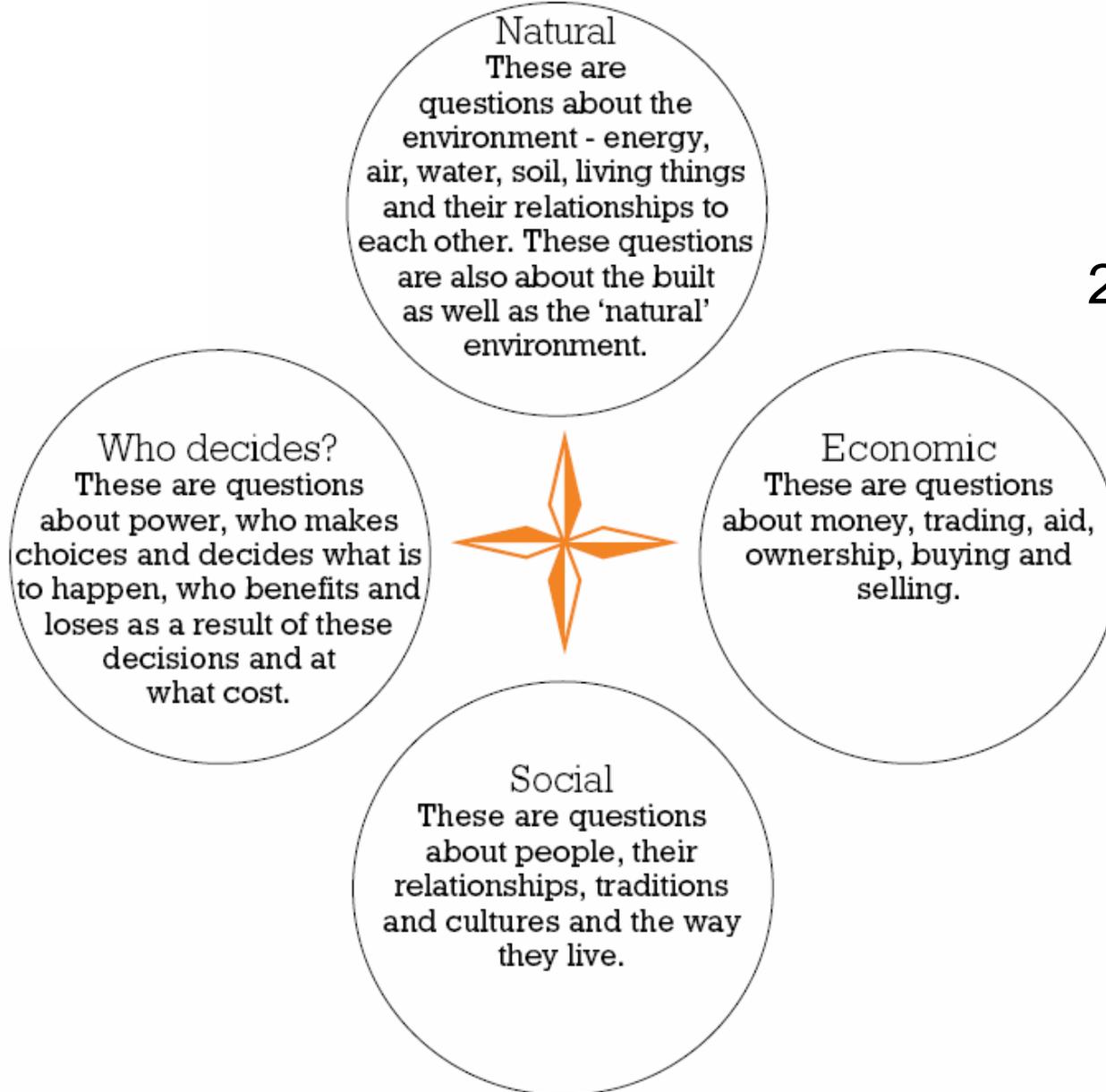
- Content based on knowledge
- Awareness of the theory

Education **for** sustainability



- More than just knowledge
- Focus on values as well
- Empowered to make critical choices
- Using education to achieve sustainability

Development compass rose



1. Write down at least one question against each compass point
2. Write the **first question in a different colour**

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