

Compass Directions

'Compass - Development Education in the Primary School', hosted by Comhlámh and funded by Irish Aid, is a not for profit alliance of organisations and individuals, established in 1996, to promote and support opportunities for development education in the primary education system so as to contribute to justice, equality and sustainable development at local and global levels. Compass incorporates the Recently Qualified Teachers (RQT) Global Education Program (Pilot) Project.

Theme: *Citizenship & Stewardship*

Compass Directions is compiled and edited by Sarina Bellissimo.

January 2008



Welcome!

The word citizen can mean different things to different people. In this edition of Compass Directions we look at these meanings, and ways of exploring them with your students in the classroom. Questions you can ask yourselves are, "Are we taking action?" "What kind of action?" "How do our actions influence particular issues?" We have filled this edition with information and activities which may help you start to answer these questions and more. Should you have any feedback or comments about this e-mag please feel free to contact me on (01) 478 3490 or sarina@comhlamh.org

Sarina



What is Citizenship and Stewardship?

Citizenship and Stewardship is getting the knowledge, skills, and understanding necessary to become informed, active, responsible global citizens.

"At the heart of learning is the child: their experience of and place in the world. Our communities are more and more visibly globalised: in what we see and read, what we eat, wear, hear and buy; who our families and neighbours are; with increased world wide travel; with environmental changes. All children will have ideas and feelings about these things; about themselves and those around them; about how they 'feel at home in the world'. They need space to explore this in a safe and supported way." *Young children & global citizenship - a teachers' handbook, TIDE, 2006*

The Key Elements for Responsible Global Citizenship



Knowledge and Understanding

- Social justice and equity
- Diversity
- Globalisation and interdependence
- Sustainable development
- Peace and conflict



Skills

- Critical thinking
- Ability to argue effectively
- Ability to challenge injustice and inequalities
- Respect for people and things
- Co-operation and conflict resolution



Values and Attitudes

- Sense of identity and self esteem
- Empathy
- Commitment to social justice and equity
- Value and respect for diversity
- Concern for the environment
- Belief that people can make a difference

Taken from 'Education for Global Citizenship—A guide for schools', Oxfam GB 2006

Education for Global Citizenship is ...

- Asking questions and developing critical thinking skills
- Equipping young people with knowledge, skills and values to participate as active citizens
- Acknowledging the complexity of global issues
- Revealing the global as part of everyday local life, whether in a small village or a large city
- Understanding how we relate to the environment and to each other as human beings.

Education for Global Citizenship is not ...

- Too difficult for young children to understand
- Mostly or all about other places and peoples
- Telling people what to think and do
- Providing simple solutions to complex issues
- An extra subject to cram into a crowded curriculum
- About raising money for charity.

Taken from 'Education for Global Citizenship—A guide for schools', Oxfam GB 2006

Global Day of Action – Saturday 26 January 2008

“Act locally to change globally”

This is the purpose of the 2008 Global Day of Action as the annual World Social Forum (WSF) will not take place centrally this year. The Global Day of Action is a great opportunity to show locally that people in the North and the South, who struggle for a fair and just world, are working together. All over the world millions of people, organisations, networks, movements, unions, and communities who are struggling against neo-liberal policies, war, racism, poverty, ecological disasters and much more, will act together for another world.

Why the 26th of January?

The World Social Forum and the Global Day of Action should be held at the same time of the Davos World Economic Forum (where political leaders and businesspeople meet to shape global agendas) to maintain the confrontation with this important neo-liberal gathering of the elites.

Be part of it! What we want you to do

Make your concerns, your campaign and your alternatives public. Whether at work, in public, in a college, at school do something simple to raise awareness about the struggles you support in other parts of the world or that you are involved in locally.

For example:

- A class session about global injustices e.g. child labour, blood diamonds, fair trade, etc.
- A panel discussion or a talk to which you invite speakers on your topic.
- An information stall in your school library or foyer.

Show your commitment internationally

You can sign the global call to action, find out more about other actions happening around the world, link with them, and post your action on a world map on www.wsf2008.net

More advice?

If you are interested, would like advice, ideas or speakers contact nina@comhlahm.org.

Please let us know if you organise something or what action you took and what you thought about it.



2008 European Year of Intercultural Dialogue

2008 is the European Year of Intercultural Dialogue. This year recognises that Europe's great cultural diversity represents a unique advantage. It will encourage those living in Europe to explore the benefits of our rich cultural heritage and opportunities to learn from different cultural traditions.

Activities during the year aim to foster better understanding and communication between the diverse crowd that makes up European citizens and to explore how intercultural dialogue can help us to make the most of diversity.

For further information visit:
www.interculturaldialogue2008.eu



Try this at school ...

Into the Future

Level: Can be adapted for all levels

Aims: For students to understand the impact of humans on the environment, to have an awareness of the past and the future, to develop an enquiring mind and a concern for the wider environment. To be aware that our actions have consequences.

Planned Outcome: For students to be aware of the future and begin to realise that they have a role to play in determining what that will be like.

Resources: A3 paper and pencils

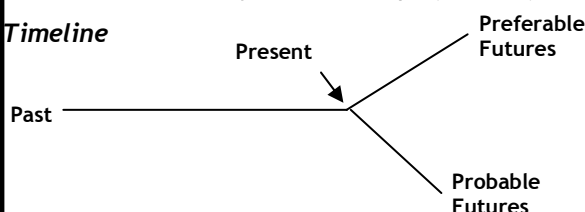
Activity:

On their paper, ask the pupils to draw a timeline which forks in two (see diagram below). On the straight part, they should note important events in their lives so far. The forked part allows events for the next 100 years to be shown. The top line is for 'preferable futures' - this is for students to note things that they hope will happen in their own lives. The bottom line is for 'probable futures', where students record things which they feel are likely to happen in their own lives. On completion, as a class, talk about the differences between the two 'futures'. Then discuss ways in which students 'preferable futures' could be achieved.

As an *additional activity*, a separate timeline of global events, with preferable futures (what students hope will happen in the world) and probable futures (what they think is likely to happen in the world) can also be drawn. These can be compared with the personal timelines.

Note: *Discussing the future can sometimes be pessimistic, but comparison with and discussion about ways to achieve preferable futures can counter this.*

Timeline



Taken from 'Global Citizenship - The Handbook for Primary Teaching', Mary Young with Eilish Commins, Oxfam, 2002 (Activity by David Hicks - Citizenship for the Future)



Resources for the Classroom

Below are some useful resources you can use with your students in your classroom.

Fomacs Animation Project - The Memory Box: Film and Teaching Pack

'The Memory Box' is part 1 of a 3 part animation series on the topic of immigration and family life in Ireland, and was awarded 'Best Irish Short Film' in the audience selection of the 'Stranger Than Fiction Documentary Film Festival 2007'.

The pack includes 'Teachers Information' along with lesson materials and ideas with which children can explore a range of topics from identity and cultural diversity, to communications, transport, and homes.

The pack has been written by practising teachers with a specific focus on implementing the primary curriculum and offers suggestions for use in SPHE, History, Geography, Visual Arts, Maths and more. This is a highly creative resource for teachers which promises to engage and captivate children. It is available for purchase through FOMACS.

Contact: maeve.burke.fomacs@dit.ie or (01) 402 3006

Your World, My World - A Wake Up World! Photo pack for Citizenship, PSE and PSD - Oxfam

Your World, My World is designed to help children explore their own lives and the wider world through looking at the experiences of four children living in different countries (Ethiopia, Brazil, India, and Russia).

This pack aims to challenge some of the views young children have about other countries, and encourages children to celebrate, rather than fear, diversity.



Comhlámh's "INDEX Contacts List 2008"

Comhlámh produces the "INDEX Contacts List". This resource lists the contact details of many NGOs in Ireland whom you could contact for further information about a variety of topics. For a hard copy of the "INDEX Contacts List" contact ali@comhlamh.org or you can visit www.comhlamh.org to download a copy.

Teacher Professional Development



Comhlámh's Skills in Development Education Course - Bursary Available for Teachers

This popular course provides participants with the knowledge and tools to engage groups in Dev Ed activities over 9 evenings in a friendly, informal group environment. The course enables participants to work more effectively and creatively with groups when exploring intercultural and development issues. Sessions include: Introduction to Development Education; Media - Use of Images & Messages; Facilitation Skills; Global Development Issues; Incorporating Anti Racism; Use of Arts; Creative Planning & Evaluation; Challenging Perspectives; Taking Action.

This course is open to anyone with an interest in Dev Ed, including but not limited to youth/community workers, teachers, and those working in group settings.

Date: Thursday evenings from 21st February until 17th April, Time: 6.30pm - 9.00pm, Venue: Dublin City Centre
Cost: Members: €80.00, Non-Members: €120.00, Unwaged/Student: €50, Asylum Seekers: €5

Funding is available for 2 Primary school teachers to participate in this course. If you are interested in applying for the funding please contact sarina@comhlamh.org by Thursday 7th February 2008.



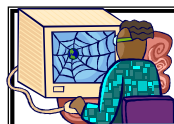
Link Community Development's Global Teachers Programme

The Global Teachers Programme is a programme for experienced school principals and teachers offered by Link Community Development (LCD). This programme is centred around a 5-week placement in a school in Africa, which helps teachers to become better development educators and develops their leadership, management, and training skills.

This programme:

- Gives you a unique first hand experience of life and culture in a developing African country
- Gives you the opportunity to advance your professional development
- Provides training and guidance on bringing development education into the classroom, building on your placement in Africa
- Costs only €1800, this fee is a contribution towards the cost of your participation in the programme (including training, international travel, placement costs, and ongoing support)
- Accepts applications until 31 January 2008.

For further information visit the LCD website www.lcd.ie or contact hilary@lcd.ie



Untangling the Web

Below is a list of useful websites that look at citizenship.

<http://cyberschoolbus.un.org/>

Interactive student activities as well as downloadable classroom materials on a range of development education topics. The 'Human Rights' and 'Peace Education' sections have activities relating to citizenship.

www.oxfam.org.uk/education/gcl/

Downloadable information and classroom material that focuses on Global Citizenship.

www.globaldimension.org.uk

This UK site allows you to search for resources relating to specific themes, including citizenship.





Diary Dates

There are many days being recognised by the United Nations in this first term of the school year. Below are a few of the dates and some actions you can take to recognise them in your classroom. For a more detailed listing of UN dates please visit www.unac.org/en/news_events/un_days/international_days.asp



21 February - International Mother Language Day

'Languages are the most powerful instruments of preserving and developing our tangible and intangible heritage. All moves to promote the

dissemination of mother tongues will serve not only to encourage linguistic diversity and multilingual education but also to develop fuller awareness of linguistic and cultural traditions throughout the world and to inspire solidarity based on understanding, tolerance and dialogue. Once there were between 7,000 and 8,000 distinct languages. Now, very few people speak most of the 6,000 known languages around the world.'

www.un.org/works/culture/

Activity: How many languages do we speak?

Ask the class to survey the school and find out how many different languages people can speak. Enlisting the help of students, and family members where possible, make a welcome poster for each classroom which includes welcome phrases in the different languages that were found in the survey

For more information visit:
www.un.org/works/culture/



28 February - 9 March: Fair Trade Fortnight

Fairtrade has improved the lives of millions of people - farmers, workers and their families - in developing countries. But, we need to keep

promoting Fairtrade to ensure people know that buying Fairtrade products can make a positive difference.

Activity: Supermarket visit

Take a visit to the local supermarket and see just how many fair trade products there are on the shelves. Students are to take note and to make posters/flyers to put up around the school promoting what products are available and the reasons for buying Fairtrade products.

For further information visit:
www.fairtrade.org.uk/get_involved_fairtrade_fortnight.htm

"The world is run by those who show up"
-Anonymous



8 March - International Woman's Day

This day recognises that peace and social progress require the active participation and equality of women, and to acknowledge the contribution of women to international peace and security. For the women of the world, the day is an occasion to review how far they have come in their struggle for equality, peace and development.

www.un.org/cyberbus/womensday

Activity: Breaking stereotypes

Ask an older female in your family or community about the types of work she has performed in her life. What were her dreams at your age? How has she seen the role of women change during her lifetime? Share the results with your class and link this activity to not just women's rights but to human rights. Ask the class to come up with a list of 10 rights that all people should have.

For further information and class activities visit:
www.un.org/cyberbus/womensday



21 March - International Day for the Elimination of Racial Discrimination

21-28 March - Week of Solidarity with the Peoples Struggling against Racism and Racial Discrimination

On this day in 1960, police opened fire and killed 69 people at a peaceful presentation, against the apartheid "pass laws", in Sharpeville, South Africa. Proclaiming the day in 1966, the UN General Assembly called on the international community to redouble its efforts to eliminate all forms of racial discrimination.

www.un.org/depts/dhl/racial/

Activity:

As a class take the pledge against discrimination on the website for the World Conference Against Racism. The pledge is:

As a young citizen of the world community, I stand with the United Nations against racism, discrimination and intolerance of any kind. Throughout my life I will try to promote equality, justice and dignity among all people in my home, in my community, and everywhere in the world."

In addition to taking the pledge, as a class, develop action you can take to carry out the pledge.

For further activities and lesson plans visit:
www.un.org/cyberschoolbus/discrim/race.asp



22 March - World Water Day

Water is a basic requirement for all life, yet water resources are facing increasing demands from, and competition among, users.

Activity: Water collage

Ask the class, in groups, to collect images related to water. Each group is to choose a water related category, e.g. health, nature, sports, agriculture and select matching images. These pictures will form a class collage. The class can come up with a story or role play based on the pictures in the collage, e.g. problems of collecting water in Africa/developing countries/rural areas, misuse and pollution of water in industry. Discuss 'what is water and how do we use it', 'what makes water precious', 'how do we care for water?'

Resource: 'Africa Alive: Book One - Water', p 16, Self Help, 2000

Compass

The Compass project is hosted by Comhlámh and is part funded by Irish Aid. It includes participation from various NGOs and individuals committed to promoting development and intercultural education in the primary education system.

Compass Project Officers are Lizzie Downes and Sarina Bellissimo (RQT Project). For general or membership enquiries about Compass please contact - lizzie@comhlamh.org For information about the RQT project or feedback about this e-mag please contact - sarina@comhlamh.org or visit our website (see address below).

