

Introduction to these global education resources

These units are based on the resources on the [NATE](#) website created by teachers working with the Centre for Global Education at York St John University.

With a focus on close textual analysis, the resources will be useful in both English and media studies. The approach steers pupils away from making quick judgements about what they think they see or hear.

The materials integrate practical skills with critical, analytical and creative approaches and can be adapted for different ages and abilities. There are sixteen topics, ranging from child soldiers to mobile phones in Kenya. Some units, such as the UNICEF website analysis can be covered in a lesson or two; others such as the 'Radio Project' could be used over half a term. Each unit comprises a Teachers' Page plus supporting material, from worksheets to web-links.

There is a very helpful [introduction](#) to the resources written for NATE's *Classroom* magazine by Phil Grossett, one of the teachers involved in the project. Phil includes a number of suggestions for activities to get you started.

Key Stage 2 Exemplification case study 1 <i>Making It Home</i>		Global learning opportunities		National curriculum links	
Title/activity	Summary	GLP theme	Evidence of global learning	Content	Context
The <i>Story of Egleema</i> and the Convention on the Rights of the Child contained within the ' Making It Home ' unit from Global Education.	Pupils read Egleema's account of her life as a refugee and carry out a comparison activity. They then look at the Convention on the Rights of the Child (simplified version) and discuss where Egleema's rights have not been met. They summarise their findings in a written or spoken report.	Attitudes to refugees and asylum seekers. Children's rights.	Pupils compare and contrast their experiences with those related by Egleema. Pupils understand the provisions of the Convention on the Rights of the Child and where they may be violated.	Content This activity could be used to support the teaching of these elements of the Key Stage 2 curriculum. Reading <ul style="list-style-type: none"> distinguish between statements of fact and opinion retrieve, record and present information from non-fiction provide reasoned justifications for their views. Writing <ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary. 	Context This activity would fit well within the context of teaching: <ul style="list-style-type: none"> the differences between fact and fiction characteristics of autobiographical writing summarising and the concise presentation of views.

Notes:

The original Global Education teaching unit provides a wide range of activities including role-play and background information. Teachers could teach the complete unit, focus on the activities outlined above, or adapt the resources to suit their school and class. See [NATE](#) for details.

Key Stage 2 Exemplification case study 2 <i>Globingo</i>		Global learning opportunities		National curriculum links	
Title/activity	Summary	GLP theme	Evidence of global learning	Content	Context
' Globingo ' unit from Global Education	This activity based on 'Bingo' is a good 'starter' and can be used to introduce global connections. The aim is to complete a row or column of three boxes, by asking other pupils for answers to the nine questions. They then discuss which questions they found hardest or easiest and where their information came from.	<p>Knowledge about global connections.</p> <p>Where our information about the rest of the world comes from/its reliability/why we hear about some countries and not others.</p>	Pupils understand that our knowledge of the rest of the world is influenced by the stories selected by news and other media.	Develop... confidence and competence in spoken language and listening skills; teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.	<p>This activity would fit well within the context of teaching:</p> <ul style="list-style-type: none"> • focused questioning and listening.

Notes:

The bingo sheets can be edited if necessary to make them current or appropriate to the class. The suggested answers are a guide only and will change as 'well known' people fade in pupils' memory and others take their place.

Key Stage 2 Exemplification case study 3 <i>Spot the Difference</i>		Global learning opportunities		National curriculum links	
Title/activity	Summary	GLP theme	Evidence of global learning	Content	Context
<u>Spot the Difference</u> unit from Global Education	Two similar photos taken by a news photographer in Iraq are examined by pupils who are asked to identify differences between them. Pupils devise captions and/or speech bubbles. The photo which was submitted and published is then shown, which is a composite of the two. Pupils discuss the way in which the meaning has been changed and the ethics / dangers of this.	Presentation of world events by the media; Impact of visual images depicting 'foreigners' (and indeed of any news 'event').	<p>Pupils will understand how media texts influence and manipulate readers.</p> <p>Pupils will gain some insight into the pressures on reporters and others to come up with 'good' images and angles on stories which will 'hook' the reader or viewer.</p>	<p>This activity could be used to support the teaching of these elements of the revised Key Stage 2 curriculum</p> <p>Drawing inferences (such as inferring characters' feelings, thoughts and motives).</p> <p>Justifying inferences with evidence.</p> <p>Predicting what might happen (or have happened) from details stated and implied.</p>	<p>This activity would fit well within the context of teaching...</p> <ul style="list-style-type: none"> the editing of texts in non-fiction materials. The pictorial examples can be used as a powerful way in to the analysis and discussion of the nature of print and online texts.

Notes:

The link to the composite picture referenced in the Teacher's Notes is compressed [here](#).

Key Stage 3 Exemplification case study 1 <i>Website analysis</i>		Global learning opportunities		National curriculum links	
Title/activity	Summary	GLP theme	Evidence of global learning	Content	Context
UNICEF Website analysis – unit from Global Education	<p>Pupils explore and analyse the linguistic and presentational features of the website, considering intended readership, purposes (to inform, educate, persuade...) and effectiveness. They examine the messages conveyed by visual and written elements and investigate the language used on the site.</p> <p>Pupils will express their findings in a written report.</p>	<p>Empathy with problems faced by children in other parts of the world.</p> <p>Have a growing understanding of their connections to other people and places.</p>	<p>Pupils will discover wide and varied information about the work of international bodies such as UNICEF.</p>	<p>Reading</p> <ul style="list-style-type: none"> knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension read critically through knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features present meaning. <p>Writing</p> <ul style="list-style-type: none"> summarising and organising material, and supporting ideas and arguments with... factual detail. 	<p>This activity would fit well within the context of teaching...</p> <ul style="list-style-type: none"> analysis of language used for particular effects and purposes reflection on different text types and their characteristics writing analytical reports on a variety of texts.

Key Stage 3 Exemplification case study 2 <i>Human Rights</i>		Global learning opportunities		National curriculum links	
Title/activity	Summary	GLP theme	Evidence of global learning	Content	Context
Universal Declaration of Human Rights unit from Global Education	Pupils read and then redesign the UDHR information sheet. They must include all the information from the original but it is up to them how they organise it. They think about how they could use presentational devices to make the information more accessible to teenagers. Pupils decide on which techniques have been most successful and also whether the information sheets they have produced are more effective than the original.	Human Rights	Through close examination of the Declaration pupils will assimilate the content and the significance of the document.	<p>This activity could be used to support the teaching of these elements of the revised Key Stage 3 curriculum</p> <p>Reading</p> <ul style="list-style-type: none"> retrieve, record and present information from non-fiction identifying how language, structure and presentation contribute to meaning. <p>Writing</p> <ul style="list-style-type: none"> use organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining). 	<p>This activity would fit well within the context of teaching...</p> <ul style="list-style-type: none"> information texts use of presentational devices.

Notes:

The use of ICT would be helpful here so that pupils could try out different ways of presenting information without laboriously writing out all the articles. However, it is important that they read the articles carefully in order to inform their decisions regarding font, font size, colour and so on.

Key Stage 3 Exemplification case study 3 <i>Jigsaw Picture</i>		Global learning opportunities		National curriculum links	
Title/activity	Summary	GLP theme	Evidence of global learning	Content	Context
<i>Jigsaw Picture</i> photo analysis unit from Global Education	<p>In groups, pupils analyse a news photograph section by section until the complete picture is revealed. After a revision of the terms 'connotation' and 'denotation' they list the items in each section under the two headings. Before the final section is revealed, pupils predict what it will show.</p> <p>Pupils now write a news report and caption which they think could accompany such a picture.</p>	<p>Conflict and power</p> <p>Media presentation of conflict</p>	<p>Pupils will have explored how the media can influence our response to conflict events.</p> <p>They will discuss the extent to which neutrality is possible in reporting.</p>	<p>Content This activity could be used to support the teaching of these elements of the revised Key Stage 3 curriculum</p> <p>Reading</p> <ul style="list-style-type: none"> making inferences and referring to evidence in the text knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension. <p>Writing</p> <ul style="list-style-type: none"> writing for a wide range of purposes and audiences, including a range of other narrative and non-narrative texts, including arguments, personal and formal letters. 	<p>This activity would fit well within the context of teaching...</p> <ul style="list-style-type: none"> the difference between denotation and connotation (and their links to fact and inference) the importance of selection and composition in any text.