

# Global Education Newsletter

Supporting teachers to deliver the global dimension in education



## THE GLOBAL DIMENSION IN EDUCATION

The global dimension aims to increase young people's understanding of development issues and through this the major global considerations which will shape their lives, by introducing the knowledge, skills and values related to the eight key concepts:

- ✿ Global Citizenship
- ✿ Values and Perceptions
- ✿ Conflict Resolution
- ✿ Diversity
- ✿ Interdependence
- ✿ Sustainable Development
- ✿ Social Justice
- ✿ **HUMAN RIGHTS AND RESPONSIBILITIES**

## KNOWING ABOUT HUMAN RIGHTS, INCLUDING KNOWING ABOUT THE UN CONVENTION ON THE RIGHTS OF THE CHILD



*Escape to Safety*: an experiential multi-media experience of asylum-seeking

## HUMAN RIGHTS ACROSS THE CURRICULUM

**Science:** Showing how our basic needs are universal

**History:** Teaching about the lives of those who have fought for Human Rights, both in Britain and the wider world.

**MFL:** Discussing Human Rights in the target language.

**Citizenship:** Teaching about Bills of Rights; explaining why everyone is entitled to these rights and why we all have responsibilities to make sure these rights are met.

## EVENTS

### Sharing and Learning!

A NWGEN event organised by Southern Voices for organisations working in schools, on Thursday 27 April, 10-4pm at Preston County Hall.

- Come and meet others working in schools
- Share your experiences and learn what others are doing
- Find out how you can get support from a regional network

We are especially keen to hear from Southern organisations (organisations with roots in developing countries).

#### Aims of the event

Discuss and agree terminology: what are southern perspectives? How can we:

- present these ideas to schools?
- enable a dialogue between southern and other providers?
- discuss how to embed southern perspectives into all global education work, and good GE methodology into the work of southern providers?

This is a free event and lunch is provided. NWGEN will reimburse travel expenses (or equivalent rail fare if you travel by car).

Contact: Susan Chieni-Cookson, 07917 645296 [susanchieni@yahoo.com](mailto:susanchieni@yahoo.com)

Mercy Chikoti, 0777 5600188 [mercychikoti944@hotmail.com](mailto:mercychikoti944@hotmail.com)

### Making It Real - Making a Difference

Organised by Manchester DEP, MMU and NWGEN on Thursday 8 June at Manchester Metropolitan University

The aim is to gain understanding of Global Citizenship agendas, and how they link to Every Child Matters, diversity/race equality and self-evaluation in schools.

Cost £30 or **free to the first 100 trainee teachers.**

Contact: Angela Kerr, 0161 247 2043/6425 [a.l.kerr@mmu.ac.uk](mailto:a.l.kerr@mmu.ac.uk)

## DATES FOR YOUR DIARY

### Summer 2006

- May Museums and Galleries month
- 5 June World Environment Day
- 20 June World Refugee Day/Refugee Week
- 2 August National Play Day

## HUMAN RIGHTS RESOURCES

### For Every Child

This moving book portrays in lyrical words and beautiful pictures the meaning of fifteen provisions of the UN Convention on the Rights of the Child (UN CRC).

Random House, £6.99

### First Steps to Rights

A range of classroom activities introduce young children to the basic rights contained in the UN CRC with 15 A3 colour photos.

Unicef, £15



### Stand Up, Speak Out



In this colourfully illustrated book chapters explain, using quotes, poems, stories and artwork from contributors, a different set of articles from the UN CRC.

Peace Child, £7.99

### Global Express: Child Rights

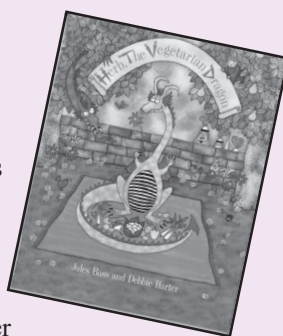
Published at the time of the World Summit for Children in 2002, this resource contains photocopiable activities for age 8-14.

Download free from [www.dep.org.uk/globalexpress](http://www.dep.org.uk/globalexpress)

### Herb, the vegetarian dragon

The dragon who's not afraid to speak his mind. Herb faces a difficult choice: should he let other dragons rescue him and become a meat eater, or should he stand by his principles and be fed to crocodiles? A funny, imaginative tale that teaches the importance of accepting others' differences.

Barefoot Books, £7.99



### Telling Stories

A collection of traditional stories from around the world, such as *Tiddalik*, a native Australian story, *The First Basket* from North America and *The Mango Tree* from Indonesia. For Early Years and KS 1.

Global Link, £4.95

### Human Rights in the Curriculum: History.

A handbook for KS 3 history teachers highlighting areas in the NC where human rights implications can be made explicit. Activities involve problem-solving, visual literacy and analysis skills, and look at the suffrage movement, the Holocaust, Victorian child labour and slavery.

Amnesty, £18.50

## ONLINE RESOURCES ON HUMAN RIGHTS

### Children's Rights lesson plans

Seven lessons suitable for use in Years 4 and 5.

[www.oxfam.org.uk/coolplanet/teachers/literacy/rights.htm](http://www.oxfam.org.uk/coolplanet/teachers/literacy/rights.htm)

### Activities on the Universal Declaration of Human Rights

Some ideas to help you explore images through a human right lens. Online resources exploring images from the Human Rights Education Associates. [www.hrea.org/erc/Library/activities\\_UDHR.html](http://www.hrea.org/erc/Library/activities_UDHR.html)

### TeachRights - a new scheme for teachers

Amnesty's TeachRights scheme is for all teachers who are interested in bringing human rights into their teaching and their school. If you join the scheme you will receive free educational materials on human rights issues. Sign up by completing the online form. [www.amnesty.org.uk/images/ul/Y/YA730\\_TeachRights\\_Joining\\_form\\_2.pdf](http://www.amnesty.org.uk/images/ul/Y/YA730_TeachRights_Joining_form_2.pdf)

### Learning about Human Rights through Citizenship

An excellent resource for teachers introducing key human rights issues with five interactive human rights lessons. [www.amnesty.org.uk/education/resources/packs/citizenship.shtml](http://www.amnesty.org.uk/education/resources/packs/citizenship.shtml)

## Discussing Global Issues: What is participation?

Includes case study material of young people around the world, talking about what they have learnt from taking part in initiatives to help them progress in school and build a better future for themselves. The nature of participation is examined and the case-studies illustrate how young people have helped themselves, and others, by taking advantage of opportunities to participate.

[www.unicef.org.uk/tz/resources/resource\\_item.asp?id=36](http://www.unicef.org.uk/tz/resources/resource_item.asp?id=36)

## Building a Culture of Participation

Examples from the National Children's Bureau of the ways in which children and young people's participation can lead to increased citizenship and social inclusion, for example by involving children helped to fulfil their rights under Article 12 of the UN CRC.

[www.everychildmatters.gov.uk/\\_files/93044411E35345F240C66D411CA0270D.pdf](http://www.everychildmatters.gov.uk/_files/93044411E35345F240C66D411CA0270D.pdf)

## Every Child Matters: What it means for citizenship teachers

Working out the implications of the Every Child Matters (ECM) agenda ranks high amongst school priorities. There are strong potential links that can be made to Citizenship education across all five key areas of ECM.

[www.citized.info/index.php?strand=2](http://www.citized.info/index.php?strand=2)

## Three games from Amnesty:

### The Great Escape

This game for schools and human rights groups is about a group of refugees escaping to freedom. They are confronted with a series of human rights dilemmas which they must resolve by consensus. Time 40-60 minutes, 12-30 players, KS 3.

### Border Control roleplay

This exercise is taken from *First Steps: A manual for starting human rights education*.

### Activity: Time to Flee

This exercise will help young people empathise with refugees leaving their homes and countries

[www.amnesty.org.uk/education/resources/index.shtml#pub](http://www.amnesty.org.uk/education/resources/index.shtml#pub)

# THE GLOBAL DIMENSION IN ACTION: What's happening in the region?



## ESCAPE TO SAFETY

Throughout history people have been forced to leave their homes and seek safety in other parts of the world. According to UNHCR, one in every 300 people worldwide is forced to flee persecution.

Despite this sad truth, in the last ten years or so there has been a growing hostility towards asylum-seekers and refugees, which has been mainly fuelled by widespread negative media attention. This has made asylum seekers and refugees victims of a society that has come to perceive them as scroungers and criminals, rather than resilient people in need of a safe place to rebuild their lives in dignity.

*Escape to Safety* is an experiential multi-media experience of asylum-seeking, built into a 12.5m x 2.5m exhibition trailer, mainly funded by the Big Lottery. Following its widespread national recognition in effectively challenging people's perceptions of asylum issues, the Big Lottery has awarded continuation funding until March 2009.

*Escape to Safety* is a powerful emotional experience. It was created in order to challenge the current myths and stereotypes that surround the topic of asylum in our society, the most common being:

- that Britain is a 'soft touch'
- that asylum seekers are scroungers
- that most asylum seekers are criminals
- that asylum seekers have nothing to offer the British economy

Since this project began we have worked with 59 organisations, mostly schools, and

reached around 41,000 people. The engaging nature of the exhibition and its hands on approach has enabled people to gain knowledge and understanding of the issues relating to asylum in a memorable way. Using this approach in schools, for example, we have seen that pupils become active, empowered citizens who can do

something to bring about change. They become aware of the origins of their thoughts and feel encouraged to come up with solutions to remedy xenophobic and racist attitudes, in their schools and within the community.

Teachers too have found the exhibition stimulating and they have valued it as a great educational tool, incorporating it in their teaching of Citizenship, English, Geography and History at KS 2, 3 and 4. Constant feedback from members of the public, pupils and teachers alike, have revealed that *Escape to Safety* is an extremely effective and informative resource. The outcome is a change in attitudes and a more empathic view towards asylum seekers and refugees. Here are some of the most frequent comments:

- 'Excellent – really thought provoking – hope many people visit the exhibition.'
- 'Very, very good idea. I hope it brings changes in people's hearts.'
- 'Wish refugees were treated a lot better.'
- 'Excellent – very moving. I didn't realise quite how hard the lives of asylum seekers are both in their own and this country.'
- 'The journey opens your eyes.'

If you would like to know more about *Escape to Safety*, please visit [www.globallink.org.uk](http://www.globallink.org.uk) and follow the link Refugee Exhibitions. Alternatively you can ring us on 01524 36201.

Sara Nobili  
*Escape to Safety* Education Worker

## SOME SIMPLIFIED EXAMPLES OF HUMAN RIGHTS

- The right to belong to a country.
- The right to take part in politics.
- The right to go to school.
- The right to live in freedom and safety.
- The right to a private life.
- The right to have opinions, to speak them and to share them with other people.
- The right to be treated equally by the law.
- The right to follow the religion you want to.
- No-one has the right to treat you as his or her slave
- The right to get married and have a family.
- The right to move around in your own country, to leave and return to that country if you want to.
- The right to work.
- Your rights must be unaffected by your race, colour, sex, language, religion, opinions, what you own, where you are from, where you were born or where you live.
- The right be respected and respect others.
- If someone hurts you, you have the right to go to another country for protection (seek asylum).
- The right to be considered innocent until proved guilty, if you are accused of a crime,
- Nobody has the right to punish you or put you in prison without a good reason.
- Nobody has the right to take your things from you without a good reason.
- Nobody has the right to torture you.
- No-one has the right to take away your rights.

These are simplified versions of some of the 30 articles in the Declaration of Human Rights. They do not attempt to offer a full summary of all 30 articles

## NETWORK COORDINATOR

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## LOCAL CONTACTS

For information on local events, training or the resources mentioned in this newsletter, contact:

- Cheshire** ✿ Cheshire Development Education Centre  
**Andrea Crute**, Campbell Community Hall  
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email: [info@cheshiredec.org](mailto:info@cheshiredec.org)  
[www.cheshiredec.org](http://www.cheshiredec.org)
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[www.dep.org.uk](http://www.dep.org.uk)
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Tel: 0151 291 3084  
email: [kellya@hope.ac.uk](mailto:kellya@hope.ac.uk)  
[www.esnet.co.uk/lwc](http://www.esnet.co.uk/lwc)  
✿ Liverpool World Centre  
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[www.liverpoolworldcentre.org](http://www.liverpoolworldcentre.org)

## ACTIVITY: HUMAN RIGHTS

Ask pupils to imagine that there are no rules in the classroom and everybody can do whatever they want, whenever they want. What would it be like? Now ask them to imagine what rules would be needed and list their suggestions.

Now ask them to turn these rules into rights. Each right could begin 'Everybody has the right to...' or 'Nobody has the right to...'. .

Now ask the class to imagine what a world would be like if there were no rights or rules. Take the unruly classroom example and extend it. Explain that a set of rights were created in 1948 to stop situations like this from arising. The 30 statements are called the Declaration of Human Rights.

Ask students to read through the simplified examples of Human Rights given above. Individually, pupils select the ten rights they think are the most important.

In small groups, pupils compare and discuss their prioritised lists and come up with a group top ten.

For the full text of the Universal Declaration of Human Rights go to [www.un.org/overview/rights.html](http://www.un.org/overview/rights.html)

## Children's Rights and Responsibilities leaflet

This leaflet summarises in pictures and accessible language 42 articles of the UN Convention on the Rights of the Child. Suitable for age range 8 to 18.

[www.unicef.org/uk/tz/resources/resource\\_item.asp?id=32](http://www.unicef.org/uk/tz/resources/resource_item.asp?id=32)