

Global Citizenship in classroom practice: a framework for global learning

Asking questions

Effective participatory learning depends upon the pupils' freedom to ask questions. But asking questions is an important starting point for other reasons too:

- When pupils generate their own questions, they attain greater ownership of their learning.
- Identifying key questions can provide the structure for investigating an issue.
- It is by asking questions that we begin any process of change; hence, effective questioning skills are a vital tool to enable people to make a difference to their lives and the lives of others.

See pages 8–9

Assessing learning

This is possibly the most important part of the Global Citizenship learning cycle – and it involves reflecting on progress at a range of levels:

- What have we learned about ourselves, our communities, the wider world and specific issues?
- What have we learned about participating in and bringing about change? What might we do differently next time?
- What skills have we developed? Were there skills that we realised we would like to develop further?
- What have we learned about the process of learning?

See page 16

Making connections

Global Citizenship involves exploring at least four types of connection:

- our common humanity – the connections we have with all other human beings in terms of our similarities and common needs
- our global interconnectedness – links we have to other people and places through trade, technology, migration, political systems, our shared environment and so on
- links between issues (e.g. poverty and climate change)
- the parallels that many global issues have with matters in our immediate environment (e.g. sharing of resources, or conflict, in the classroom).

See pages 10–11

Responding as active global citizens

The essence of Education for Global Citizenship is its commitment to enabling pupils to bring about positive change. This requires:

- knowledge to make informed choices
- a desire to change things
- skills to do so.

Education for Global Citizenship does not involve telling people what they should do. Instead, it supports pupils in making their own informed choices through a critical evaluation of the options open to them and the possible implications of their choices.

See pages 14–15

Exploring viewpoints and values

We all interpret the world around us through the lenses of our own cultural background, values and experience. It therefore follows that there will be a range of perspectives on any given issue, and that we cannot achieve a full understanding of any issue without exploring all perspectives. To do so involves developing:

- awareness that our 'knowledge' often consists of just one (albeit possibly dominant) perspective
- self-awareness (i.e. awareness of our own values and assumptions)
- respect for diversity
- effective communication skills, including arguing a case and listening respectfully to other people's viewpoints.

See pages 12–13