

# Teaching Controversial Issues



AP/Emphis

## Inside

- Strategies to help teachers introduce and manage controversial issues in their teaching
- Bringing Education for Global Citizenship into the classroom
- Practical classroom activities for use with all ages across the curriculum

## Introduction

Today's young people will grow up to be the citizens of the future: but what that future holds for them is uncertain. We can be quite confident, however, that they will be faced with decisions about a wide range of issues on which people have differing, contradictory views. If they are to develop as global citizens all young people should have the opportunity to engage with these controversial issues. Teachers have a key role in enabling young people to develop the skills they need to do this.

## Education for Global Citizenship

Education for Global Citizenship gives children and young people the opportunity to develop critical thinking about complex global issues in the safe space of the classroom. This is something that children of all ages need, for even very young children come face to face with the controversial issues of our time through the media and modern communications technology. Far from promoting one set of answers, Education for Global Citizenship encourages children and young people to explore, develop and express their own values and opinions, whilst listening to, and respecting, other people's points of view. This is an important step towards children and young people making informed choices as to how they exercise their own rights and their responsibilities to others.

Education for Global Citizenship uses a multitude of participatory teaching and learning methodologies, including discussion and debate, role-play, ranking exercises, and communities of enquiry. These methods are now established as best practice in education and are not unique to Education for Global Citizenship. However, used in conjunction with a global perspective, they will help young people to learn how decisions made by people in other parts of the world affect our lives, just as our decisions affect the lives of others.<sup>1</sup>

Education for Global Citizenship offers a process by which young people can:

- absorb new information
- judge its bias and reliability
- analyse it
- synthesise it through a process of reflection on their own current views
- draw their own conclusions
- make informed decisions
- take considered action on these controversial issues.

This guide aims to demonstrate how, by enhancing young people's ability to handle controversial issues, teachers can support and develop them as global citizens.

This guide explores:

- what controversial issues are
- why controversial issues should be taught
- why some issues are, or can become, controversial
- what guidance exists for handling controversial issues
- classroom strategies for handling and exploring controversial issues
- some practical activities for teaching controversial issues.

The guide is suitable for use with all ages from under 5s to post-16s, and across a wide range of curriculum areas. It is appropriate for use both in the classroom, for curriculum development and for professional development.

## ***What are controversial issues?***

'Issues that are likely to be sensitive or controversial are those that have a political, social or personal impact and arouse feeling and/or deal with questions of value or belief.'<sup>2</sup> Controversial issues can be local or global, such as bullying, religion, politics, personal lifestyle or values. More specific examples might include examining the effects of multinationals promoting GM crops to farmers in developing countries, or discussing whether cars should be banned from an area around the school gates. They are usually complicated with no easy answers and are issues on which people often hold strong views based on different sets of experiences, interests and values.

Almost any topic can become controversial if individual groups offer differing explanations about events, what should happen next and how issues should be resolved, or if one side of an issue is presented in a way that raises the emotional response of those who might disagree.

# Why teach controversial issues?

## 1. They are in the curriculum

A key reason for covering controversial issues in school is that the government has demonstrated through various curriculum initiatives the importance it attaches to these issues. The curriculum documents of Scotland, Wales and England all expect such issues to be addressed and provide a wide range of opportunities for doing so. The PSHE/PSD/PSE and Citizenship curricula recognise that knowledge and skills divorced from real world situations leave young people unprepared for the complexities of the modern world.

## 2. Young people need to explore their values and develop their skills

For young people the world can seem difficult to handle both at a personal and a global level, but they should not be sheltered from difficult issues – it is important for them to clarify their emotions and values and learn to think for themselves.<sup>3</sup> The importance for young people of developing high levels of self-esteem to help them personally and academically is well documented. Self-esteem, central to Education for Global Citizenship, is a pre-requisite for debating wider global issues if they are to handle disagreement and acknowledge other people's viewpoints.

Additionally, using controversial issues helps young people to develop a number of skills, including enquiry, critical thinking and analytical skills. Using activities like those suggested later enables young people to learn to make reasoned judgements, respect the opinions of others, weigh up different viewpoints, participate actively in arguments and debates, and resolve conflicts.

Schoolchildren at the launch of Make Poverty History in 2005. Using controversial issues enables pupils to explore their own values and build their self-esteem. ►



Mark Davey / Oxfam

### 3. Young people want to know more about global issues

Each year, MORI conducts a poll of about 3500 young people aged 11–16, on behalf of the Department for International Development (DfID). This highlights some of the reasons why teachers must tackle these issues. The 2004 report showed that of those young people polled:

- 79% wanted to know more about what is happening in developing countries
- 54% thought they should learn about these issues in school
- 65% were concerned or very concerned about poverty in developing countries.

According to the same 2004 MORI report, 89% of young people get their information about what is happening in developing countries from the TV news, 66% from newspapers and 42% from the internet. In this age of global media, information and images about controversial world events, teachers have an important role in developing critical awareness in young people of how the media can influence their image of developing countries.

Controversial issues can be used to help develop thinking skills in pupils of all ages and abilities. ▼



Crispin Hughes / Oxfam

#### 4. Controversial issues can help develop thinking skills

Using material which is challenging and which leads young people into discussing emotive issues can encourage them to develop the following thinking skills:

- *Information-processing skills* enable pupils to gather, sort, classify, sequence, compare and contrast information, and to make links between pieces of information.
- *Reasoning skills* enable pupils to justify opinions and actions, to draw inferences and make deductions, to use appropriate language to explain their views, and to use evidence to back up their decisions.
- *Enquiry skills* enable pupils to ask relevant questions, to plan what to do and how to research, to predict outcomes and anticipate responses, to test theories and problems, to test conclusions, and to refine their ideas and opinions.
- *Creative thinking skills* enable pupils to generate and extend ideas, to suggest possible hypotheses, to use their imagination, and to look for alternative outcomes.
- *Evaluation skills* enable pupils to evaluate what they read, hear and do, to learn to judge the value of their own and others' work or ideas, not to take all information at face value, and to have confidence in their own judgements.

Some of the activities later in this guide will help develop these skills, such as the 'Exchanging Views' activity on page 14.

#### Media

In this age of global media, information and images about controversial world events are available widely. They have a strong influence on young people. However, in order to debate the issues raised in the media, young people should be aware that:

- In order to attract audiences, media companies will often focus on stories of disaster and problem rather than 'good' news which tends to be undramatic. This may then lead to stereotyping of people and places. For example, the majority of stories that come out of Africa give the impression that everyone is destitute and suffering. It is rare that we hear of the diversity and richness of African life and culture, or get an informed analysis of the situation in Africa.
- News companies, just like other businesses, are owned by individuals who may have a particular set of views they wish to promote. For example, the owner may support one political party and want to influence the readers in an election.
- Because of the global reach of the media, governments and corporations can combine to direct and influence public opinion. For example, a large amount of space is devoted to the war on terror, whereas the threat of climate change, which is likely to affect more people than the war on terror, is given little space in the media.

Oxfam aims to redress the balance of what is offered to young people by the mainstream media by providing an alternative perspective in terms of images, information and values. This alternative view of how the world works is drawn from the testimony and experience of the people Oxfam works with in countries of the South. The 'changing the news' cartoon activity on page 12 is an example of a good activity for examining the role of the media with your pupils.

## ***What are the rules and guidance on dealing with controversial issues in the classroom?***

There are clear expectations from the government that teachers will tackle controversial issues, but there are also explicit guidelines on how to go about this.

The Education Act 1996 in England aims to ensure that children are not presented with only one side of political or controversial issues by their teachers. Educators are required to take all reasonable steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation or opposing views.

However, the idea of balance is not problem-free. 'Balance', for example, could mean that every individual lesson is balanced or it could mean that there is balance over a whole topic. 'Balance' could mean that it is the teacher's responsibility to give the opposing view more prominence if the media presentation or the overall class perspective is somewhat one-sided.

## ***How are controversial issues best handled?***

At the same time as acknowledging the benefits of raising controversial issues in the classroom, you will need particular teaching skills to prevent reinforcing stereotypes, raising tension between pupils or increasing confusion.

You will need to find approaches that meet the need for balance and objectivity and to ensure that you avoid bias. Those which you choose will match your confidence and experience as well as the maturity and skills of your pupils. You might plan a topic to raise controversy or controversy may arise unexpectedly – you will need to be prepared for both.

Young people are likely to express a wide range of responses when confronted with controversial questions. Their different experiences, learning styles and emotional intelligence levels can lead to different reactions. The aim of this section of the guide is to offer you appropriate ways of introducing controversial issues and of managing the responses that result.

### **1. Ground rules**

Before launching into your chosen activity, it is important to establish ground rules which are designed to provide a safe environment for pupils to express their opinions. These can include:

- Only one person to talk at a time – no interrupting.
- Show respect for the views of others.
- Challenge the ideas not the people.
- Use appropriate language – no racist or sexist comments.
- Allow everyone to express his/her view to ensure that everyone is heard and respected.
- Pupils should give reasons why they have a particular view.

Depending on the sensitivity of the issue, you might find it appropriate to split the class into smaller groups. This will ensure that greater confidentiality exists and enables less confident pupils to express their opinions in a less-pressured environment.

A particularly effective way of creating ownership of a discussion or activity is to get the class to draw up the ground rules at the beginning. The class is then able to regulate its own learning process.

## 2. Role of the teacher

The teacher plays a key role when discussing controversial issues and it is important for you to judge when, how and if to express your own views and opinions. Doug Harwood (see Resources section on page 16) has identified six possible roles for teachers when dealing with controversial issues in the classroom, most of which you will be familiar with. It is important that you are flexible in your choice of approach as well as clear about why you are using a particular approach on a given occasion. Any of these roles may be appropriate at a particular time depending on the topic, age of the children, previous work done and other factors. You may wish to discuss the roles with your class or invite pupils to take one or more of the roles themselves. The six roles are:

- *Committed* – teacher is free to propagate own views. Care needs to be taken with this role, however, as this can lead to a biased discussion.
- *Objective or Academic* – teacher transmits an explanation of all possible viewpoints without stating own position.
- *Devil's Advocate* – teacher adopts provocative and oppositional stances irrespective of own viewpoint. This enables the teacher to ensure that all views are covered and challenged if a consensus view emerges early on. It also helps to challenge young people's existing beliefs.
- *Advocate* – teacher presents all available viewpoints then concludes by stating own position with reasons. The teacher can then make the point that it is important for pupils to evaluate all viewpoints before forming their own opinions.
- *Impartial Chairperson* – teacher ensures that all viewpoints are represented, through pupil statements or published sources. Teacher facilitates but refrains from stating own position.
- *Declared Interest* – teacher declares own viewpoint so that pupils can judge later bias, then presents all available positions as objectively as possible.

There are a range of roles which teachers can use to introduce and discuss controversial issues, but it is crucial for you to decide when, and if, to express your own views. ►



Crispin Hughes / Oxfam

### 3. Teaching approaches and their benefits

Didactic approaches are not best suited for dealing with controversy. Controversial issues touch on deeply held views and embedded attitudes. Telling young people what to think or preaching at them about how to behave is likely at best to have no effect and at worst to close their minds to considering alternative views.

In order for your pupils to benefit from learning about controversial issues there are a range of approaches that aim to open out and guide discussion and the exploration of issues. These approaches can make a topic more engaging and active than a factual or more abstract approach. By using more engaging approaches, such as those mentioned below, in your teaching, you should see your pupils' skills, values and attitudes developing and improving. Some of the areas which might benefit from more active approaches are oracy, emotional literacy, inter-personal or social skills, thinking skills, citizenship skills, literacy skills, or combinations of these. However, before choosing which approach you want to use it is worth considering the skills, values and attitudes you want your pupils to develop through the activity. You will be familiar with approaches such as debate, drama, role-play and simulation, but other effective, innovative approaches and their benefits include:

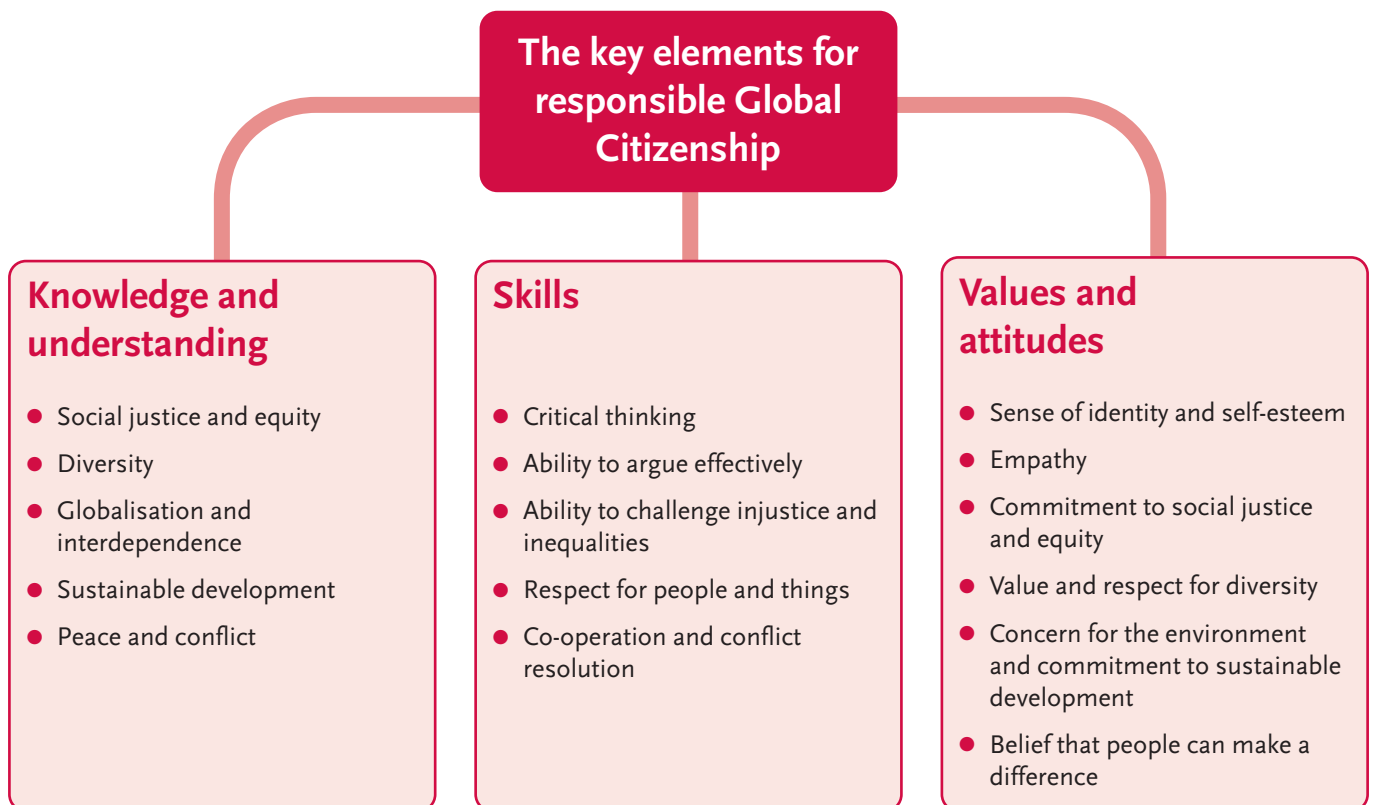
- *Community of enquiry* enables pupils to develop listening skills and respect for others' viewpoints: pupils are encouraged to listen to the ideas of others, reflect on their own views, present these publicly and to alter their views in response to what they hear. Such approaches are more open-ended allowing a 'conversation' to develop which can often engage pupils at a much deeper level. This is a key tool in the Philosophy for Children (P4C) approach which involves exploring big ideas (see also Resources section on page 16 for further information). Research in 100 schools in Britain has shown that Philosophy for Children raises achievement and improves self-esteem and motivation across the ability range. In an action research project around Philosophy for Global Citizenship (P4GC) in 2005, organised by Cumbria DEC: 'Teachers observed that some pupils are more confident in expressing their opinions, and findings suggest that the quiet and less confident pupils are more likely to participate and make valuable contributions during P4GC sessions. Qualitative evidence from teachers suggests that pupils are more willing to listen to others and to respect different opinions. Evidence from a school where whole school P4C/P4GC is practised suggests that creative and critical thinking had a clear impact on the behaviour of the pupils and that pupils were more caring towards peers.'<sup>4</sup>
- *Thinking skills activities*, such as mysteries, diamond ranking and the values continuum (also called the happy/sad continuum) can develop reasoned argument and organisation of ideas as pupils are required to sort, organise and analyse large amounts of information. The values continuum requires pupils to examine their own and other people's values and attitudes and to develop their critical thinking and reasoning skills, and is exemplified later on (see page 14).
- *Activities which use photos* are a good basis for generating group discussion as pupils with varying levels of knowledge of a subject can respond to the same stimulus material. Using photographs, such as that on the front page of this booklet of the attack on the World Trade Center on 11 September 2001, help pupils to explore the different personal feelings and political reactions from around the world. They encourage pupils to ask questions and explore bias, and to develop analytical, enquiry, and critical thinking skills. Activities for exploring this issue can be found in *Global Express, Beyond the Attacks* listed in the Resources section on page 16.



More detailed descriptions and examples of these types of approaches can be found in the activities on pages 10–15 and in the materials described in the Resources section on page 16 of this booklet.

## ***How does Education for Global Citizenship relate to the teaching of controversial issues?***

Oxfam’s Curriculum for Global Citizenship was developed in 1997 and since then it has been used by many schools. As mentioned earlier in this booklet, Education for Global Citizenship gives children and young people the chance to develop critical thinking about complex, and sometimes controversial, issues. You should find that, coupled with the Education for Global Citizenship approach, controversial issues can be used to enable young people to develop many of the skills and values needed to prepare them for life in the 21st century. The grid below outlines the key elements of Global Citizenship. As you will see, controversial issues fall into many of the knowledge and content areas mentioned here, and most of the skills, values and attitudes which pupils will need to learn in order to discuss and make reasoned judgements on emotive issues will also be developed using Education for Global Citizenship. By giving young people the tools to handle controversial issues you can support and develop them as global citizens.



# Activities

These activities exemplify how controversial issues can be incorporated into lessons for all ages and across the curriculum, and are linked to the five areas of knowledge and understanding shown on the grid on the previous page. In addition, three of the activities demonstrate the teaching approaches mentioned on page 8.

## Activity

### Aim

Pupils become aware of similarities and differences between people, improve their listening skills, and gain a sense of identity and self-worth.

## Diversity. All About Me (Early Years)

This activity is adapted from *Developing Circle Time* by Teresa Bliss, George Robinson and Barbara Maines.

1. Within sharing or circle time, suggest the beginning of one of the following sentences and ask each pupil to finish it:
  - 'I am special because...'
  - 'Something I really like is...'
  - 'A time I was brave was...'
  - 'Something that makes me happy/sad/cross/upset is...'

## Activity

### Aim

Pupils appreciate some of the causes of conflict and begin to develop strategies of conflict resolution; to look at different viewpoints, identify unfairness and take appropriate action; to empathise with and respond to the needs of others, and to be aware that our actions have consequences.

## Peace and conflict resolution. Why do we fight? (5–7 years)

Adapted from *Primary Values* by Alison Montgomery and Ursula Birthistle.

1. Ask the pupils to think about why children might argue over possessions, friends, sport, etc.
2. Discuss the pupils' suggestions and ask who feels they have argued for the same reasons. Ask pupils to think about situations at home or at school that can lead to fights.
3. Use these as scenarios for role-play in small groups. Ideas could include an argument over watching television, a fight over a football or book, a family row about bedtime or going out to play, or being wrongly accused and not getting a chance to explain.
4. After each group acts out its scene, ask for class suggestions for resolving the problem. (Note that reversing the roles is an effective way of building empathy.)

## Activity

### Aim

By using photographs as stimulus material, this activity encourages the use of critical thinking skills. Pupils understand the nature of prejudice and ways to combat it; are able to detect bias, opinion and stereotypes; assess different viewpoints; recognise and start to challenge unfairness, and promote a sense of justice.

## Social justice and equity. Captions (7–11 years)

### Resources

- Magazines and newspapers
- Scissors, glue, paper
- Some examples of photographs and captions that promote stereotypes, generalised or racist views, such as 'Africa is...', 'asylum seekers are...'

You may want to model some example captions with the class before starting this activity.

1. Pupils cut out five photographs from magazines or newspapers and stick them on a clean sheet of paper. Ask them to write one negative and one positive caption for each of the pictures.
2. Display the work and discuss the impact the different captions have on our perceptions of the places and any people in the photographs.
3. Then discuss the pictures and captions from the newspapers you have brought in.
4. Encourage pupils to question the captions and to suggest or write more suitable ones. For example, if the captions are generalist or stereotyped, think up alternative captions which explain in which place, or among which particular group of people, something has happened. If discriminatory captions are found, encourage the pupils to write a class letter to the editor of the paper outlining their concerns.

## Activity

### Aim

This activity encourages pupils to think critically about education and gender, and to enable them to empathise with a girl living in difficult circumstances in Kenya.

## Social justice and equity. Do boys deserve education more than girls? (8–14 years)

### Resources

A copy of *An opinion from Kenya* to refer to (see below).

1. Education for all is a right. However, it is often much harder for girls to gain an education than boys. Read *An opinion from Kenya* (below) to the class.
2. Ask pupils to draw two columns and head them 'Maria's view of girls' education' and 'Maria's view of boys' education'. In the first column, pupils should list the ways in which Maria thinks it is hard for girls to get an education. In the second column they should list the ways in which she thinks it is easier for boys.
3. Discuss the results as a class. Can pupils think of any other ways in which it might be harder for girls to gain an education than boys? Do pupils think that Maria's opinion would be true for every family?

### *An opinion from Kenya*

Maria has lived all her life in Kiberia, a slum in Nairobi, Kenya. She has all the usual household chores to perform but still manages to go to school. Her ambition is to stay there, and eventually to work with computers.

'Sometimes parents don't seem interested in their daughters being at school, so they don't pay much attention to what we do. They say girls are not the same as boys. Girls get married and don't contribute to the family income. Boys get work and help provide for the family. We know that nowadays many girls do help with family expenses, but the feeling is still there amongst parents that a girl's education is less important.

'I think education for girls is important because without a school certificate there's no job at all. But often it is harder for girls as they don't have time for revision. A girl is always being sent for water, sent to the shop, sent to wash dishes, sent here and there, while a boy sits revising. Girls can't even do their homework. When we try, we are disturbed. You know there is a shortage of water in Kiberia. Girls are sent to find it, however far they have to go. Boys never willingly collect water.'

## Activity

### Aim

This activity encourages pupils to use their analysis and information processing skills and to demonstrate the impact of local activities on global events.

## Sustainable development. Local to global question time (11–14 years)

### Resources

Photocopies of a magazine or newspaper article

1. Using a newspaper report or a magazine article on an environmental issue, such as flooding, pupils should answer the following questions:
  - How does it affect people in your local area?
  - How does it affect people in the UK?
  - How does it affect people around the world?
  - How does it affect the natural environment?
  - What are the causes of it?
  - Are the causes the same for people around the world?
  - What are the solutions to it?
  - Are the solutions the same for people around the world?
  - When something happens in one part of the world, does it affect people in other places?
  - How is this a global issue?
2. Once they have answered these questions, each pair should feedback their answers to the class. Answers can then form the basis of a class discussion.

## Activity

### Aim

To encourage critical analysis of the media and to explore issues of power and global inequalities.

## Globalisation and interdependence. 'Changing the News' cartoon (14–16 years)



1. Start by asking for a volunteer to read out the cartoon in character. Then ask pupils to answer the following questions in pairs:
  - What do you think this cartoon is about?
  - What are the main differences between the two G8 statements?
  - Which statement is more likely to be read in the news? Why?
2. Once pupils have answered these questions, answers should be fed back to the rest of the class.

## Activity

### Community of enquiry

As mentioned previously, a Community of Enquiry/P4C approach can be extremely motivational and engage less confident pupils. You may be less familiar with this approach so we've provided a little more information so that you can use it more easily with your pupils. This approach can be used with any age level, but the case study we have used on page 14 comes from a secondary school.

#### Facilitating a community of enquiry

These notes are offered as a basic starting point only as additional training may be necessary. Further guidance is available from [www.sapere.org.uk](http://www.sapere.org.uk) and other hints and tips can be found on the websites in the Resources section.

#### Choosing the stimulus

The stimulus material can be drawn from a variety of sources such as storybooks, photographs or cartoons. The Resources section on page 16 suggests stories that may help develop ideas related to Global Citizenship through philosophical enquiry.

#### Questions

Sitting in a circle, children are asked to think about the stimulus individually then talk about anything they found interesting. Ask them to come up with a question, and then negotiate with a partner or small group which question they want to choose.

#### Choosing a question

Each group explains why they asked the question and tries to encourage the rest of the class to choose their question. Ask the children if any questions are linked by similar themes and encourage questions of a more 'philosophical' nature. Allow plenty of time for the process of decision-making so that a communal decision is made. As well as the standard voting system of one child one vote, some facilitators use different voting methods, for example, the triple-vote where children have three votes each and they have to decide how to distribute them.

## Community of enquiry *continued*

### *The discussion*

The child or group whose question has been chosen is usually asked first for their thoughts on it. Other children are encouraged to join in the discussion.

Some examples of open-ended questions for facilitators are suggested by Professor Robert Fisher in his book *Teaching Thinking*<sup>5</sup>:

#### 1. Questions that seek clarification:

Can you explain that...?	Explaining
What do you mean by...?	Defining
Can you give me an example of...?	Giving examples
How does that help...?	Supporting
Does anyone have a question to ask...?	Enquiring

#### 2. Questions that probe reasons and evidence:

Why do you think that...?	Forming an argument
How do you know that...?	Assumptions
What are your reasons...?	Reasons
Do you have evidence...?	Evidence
Can you give me an example/counter-example...?	Counter examples

#### 3. Questions that explore alternative views

Can you put it another way...?	Re-stating a view
Is there another point of view...?	Speculation
What if someone else were to suggest that...?	Alternative views
What would someone who disagreed with you say...?	Counter arguments
What is the difference between those views/ideas...?	Distinctions

#### 4. Questions that test implications and consequences

What follows from what you say...?	Implications
Does it agree with what you said earlier...?	Consistency
What would be the consequence of that...?	Consequences
Is there a general rule for that...?	Generalising rules
How could you test to see if it were true...?	Testing for truth

#### 5. Questions about the question/discussion

Do you have a question about that...?	Questioning
What kind of question is it...?	Analysing
How does what was said/the question help us...?	Connecting
Where have we got to/who can summarise so far...?	Summarising
Are we any closer to answering the question/problem...?	Coming to conclusions

### *Debriefing*

Ask the children for a final statement in relation to the question. Talk about what went well, what other issues were raised, what was fun and what was annoying. Some facilitators chose to challenge factual errors or misconceptions later, outside of the community of enquiry session.

A community of enquiry will be different each time you run it. We have therefore provided an example of a case study on the next page to show you how one has been run.

## Community of enquiry continued

### Philosophy for Global Citizenship case study

Lancashire Global Education Centre ran sessions with disengaged young people at a local secondary school.

The stimulus used was a real-life refugee story of a young person forced to escape his/her home country and settle in Britain. These are some of the questions which arose:

- Why do people kill asylum seekers?
- Why do people have horrible lives?
- Why are people nasty to refugees?
- What are asylum seekers to do with me?
- Why do people work illegally?
- Why are people poor even though they work?
- Why are people's families tortured?
- How would you feel if you were an asylum seeker in another country?

The discussion included these points:

- There are two sides to a story.
- Reasons behind it – racism.
- How do you know if someone is a refugee?
- Give people a chance if you don't know them.
- If we are nasty to people because they are different, we would be nasty to everyone.

The project evaluation notes that 'the group has been described as the 'bullies and the bullied', yet they have learned to co-operate, generate their own questions for discussion and listen to each other's opinions. The project has given them the skills and confidence they need to experience inclusion rather than exclusion'.

## Values continuum. Exchanging views (11–16 years)

### Resources

Small pieces of paper/index card for each pupil

1. Read the following statement to the class: '*Violence is never justified in protests, either by protesters or by police.*'
2. Ask pupils to choose their position on this statement and write it on their piece of paper. They should write a number between one and five, with one being 'strongly disagree' and five 'strongly agree'.
3. They should now find someone who shares their viewpoint and discuss the statement for three minutes. If they change their mind at any point, they can write their new view on the paper.
4. Pupils should then move on to find someone whose position is one step removed from their own and discuss the statement, and finally someone who has a very different view from them.
5. Finally, come together as a class and discuss the process.
  - How many pupils have found that they changed their position?
  - What led them to change their mind?
  - What have they gained from this process?

### Aim

This activity will generate discussion on a controversial issue, encourage pupils to listen to the opinions of others, and develop reasoning skills.

## Activity

### Aim

To encourage pupils to question why and how certain images of disasters or world events are used, and to show that these images do not always give a complete picture.

A week after the Tsunami hit in December 2004 families return to view where their homes were and to search among the rubble for personal belongings. ►

## Using photographs. Snapshots (10–14 years)

### Resources

A number of photographs of disaster situations, such as the one below, which show different perspectives or appeal to different emotions.

1. Display the photographs around the room. Ask pupils, in pairs, to choose one or two photographs and answer the following questions:
  - What might be the purpose of the photograph?
  - Who is it appealing to?
  - What might be going on outside the frame of the photograph?
  - Who took the picture?
  - What different photographs could have been used?
2. As a class, come together and discuss how photographs can be taken for a variety of reasons. Depending on their purposes, they may give very different impressions about the people who are portrayed. For example, a newspaper editor might choose to present a dramatic picture that will grab readers' attention. A local community organisation might choose a positive picture of people working together to recover from a disaster.



Howard Davies / Oxfam

# Resources and further reading

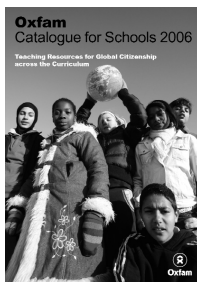
## Catalogue for Schools

Oxfam's *Catalogue for Schools* contains over 400 specially selected resources for Global Citizenship across all curriculum areas, including teaching packs, books, games, posters and videos/DVDs. There are also sections with resources for continuing professional development and initial teacher education. The resources will help you bring the wider world into your classroom, give you ideas on tried-and-tested active learning methodologies, and provide you with information about the issues facing today's young people.

The catalogue is available free of charge from: Supporter Relations Team, Oxfam House, John Smith Drive, Oxford OX4 2JY  
Tel: 0870 333 2700  
Email: [education@oxfam.org.uk](mailto:education@oxfam.org.uk)

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## Recommended classroom resources

### General resources

**Education for Global Citizenship: A Guide for Schools**, Oxfam 2006. Free to download from [www.oxfam.org.uk/coolplanet/teachers/globciti/index.htm](http://www.oxfam.org.uk/coolplanet/teachers/globciti/index.htm)

**Global Express: Tune in to the News**, Doug Harwood/Manchester DEP 1997.

**Global Express: Beyond the Attacks**, Manchester DEP 2001. These and other back editions of Global Express are available from [www.dep.org.uk/globalexpress](http://www.dep.org.uk/globalexpress)

**Global Citizenship: The handbook for primary teaching**, Mary Young with Eilish Commins, Chris Kington Publishing/Oxfam 2002

**Get Global!** ActionAid 2003

**Citizenship: a scheme of work for key stage 3 Teacher's guide**, QCA 2001

### Useful websites

[www.oxfam.org.uk/coolplanet](http://www.oxfam.org.uk/coolplanet)

[www.qca.org.uk/citizenship](http://www.qca.org.uk/citizenship)

[www.citizenshipfoundation.org.uk](http://www.citizenshipfoundation.org.uk)

For more information on Philosophy for Children and thinking skills:

[www.sapere.org.uk](http://www.sapere.org.uk)

[www.dialogueworks.co.uk](http://www.dialogueworks.co.uk)

[www.teachingthinking.net](http://www.teachingthinking.net)

The two following DECs provided information on the community of enquiry approach and Philosophy for Global Citizenship (P4GC).

Lancashire DEC –

[www.dep.org.uk/centres/lgec.htm](http://www.dep.org.uk/centres/lgec.htm)

Cumbria DEC – <http://cdec.ucsm.ac.uk>

### Stories useful as stimulus in P4GC

Stereotypes: **Something Else**, Kathryn Cave and Chris Riddell, Viking 1994

Diversity: **Oil! Get Off Our Train**, John Burningham, Jonathan Cape 1989

Social justice: **The Little Boat**, Kathy Henderson, Walker Books 1995

### Useful resources for exploring key issues

**Making Sense of World Conflicts**, Oxfam 2005

**Dealing with Disasters**, Oxfam 2000

**Looking Behind the Logo**, Oxfam 2004

**The Challenge of Globalisation**, Oxfam 2003

**Show Racism the Red Card, 2006 Edition**, Show Racism the Red Card 2005

## Contacting Oxfam's education teams

Oxfam supports Education for Global Citizenship by publishing resources for teachers and by working with other organisations (such as development education centres, government bodies, other NGOs and teacher training institutions) to support curriculum development and educational practice.

For further information, or to view the resources in Oxfam's *Catalogue for Schools* (by appointment), contact us in London, Cardiff or Glasgow.

### England

#### Oxfam Development Education

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Tel: 020 7802 9985

Email: [vicdeved@oxfam.org.uk](mailto:vicdeved@oxfam.org.uk)

We always need teachers to help us trial new publications. If you are interested in doing this, please email [depublications@oxfam.org.uk](mailto:depublications@oxfam.org.uk)

### Wales

#### Oxfam Development Education

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#### Oxfam Development Education

207 Bath Street, Glasgow G2 4HZ

Tel: 0845 900 5678

Email: [scotland@oxfam.org.uk](mailto:scotland@oxfam.org.uk)

### Cool Planet

Our website, Cool Planet ([www.oxfam.org.uk/coolplanet](http://www.oxfam.org.uk/coolplanet)) contains many downloadable lesson plans and activities, plus photo-stories, online resources, our online catalogue and other useful information.

Highlights include:

- Three online learning resources:

**Milking It: Small farmers and international trade.** A global citizenship resource (for 13–16 year olds)

**Water for All** (for 9–13 year olds)

**Mapping our World** (for 8–14 year olds).

- Latest news for teachers from the world of Education for Global Citizenship: conferences, events, special days and new resources.
- Subscribe to our termly e-newsletter to get the latest news about Education for Global Citizenship in your inbox.

## Acknowledgements

- 1 *Education for Global Citizenship: A Guide for Schools*, Oxfam 2006
- 2 *Citizenship: A scheme of work for key stage 3 Teacher's guide*, QCA 2001
- 3 *Making Sense of World Conflicts*, Oxfam 2005
- 4 Report from Cumbria DEC 'Philosophy for Global Citizenship Project', December 2005
- 5 *Teaching Thinking 2nd edition*, Robert Fisher, Continuum 2003



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Written and produced by Oxfam Development Education Programme.

Printed on environment-friendly paper. Stock code: 70381.