The Global Citizenship Challenge Welsh Baccalaureate KS4

A Guide for Teachers

This teaching and learning resource prepares students for the Global Citizenship Challenge of the Welsh Baccalaureate at Key stage 4. The resource develops learning under issue of Living Sustainably.

The resource can be used in preparation for the Sustrans Global Citizenship challenge, as found on the WJEC Challenge Bank.

Central South Consortium
Consortiwm Canolbarth y De
Joint Education Service
Gwasanaeth Addysg ar y Cyd

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Introduction

Sustrans is a leading charity, helping people choose healthier, cleaner and cheaper journeys. We work across the UK to make a better environment for walking and cycling and have developed the National Cycle Network across Britain. We also support people to consider and change their travel choices. In Wales, Sustrans Cymru works directly in schools to give children and young people the confidence and skills to travel actively to school.

We think it's important that children and young people develop an understanding of sustainability so they can make informed and responsible decisions as citizens. Our teaching and learning resources are designed to enable teachers to meet the requirements of the 2015 Welsh Baccalaureate specification through the highly relevant topic of sustainable transport. How we travel is a political and technological choice with wide-ranging impacts on our society, health, economy and community. Designing a transport system that enables us to make the journeys we need in a sustainable way is a real challenge that this generation of learners will have to tackle.

Sustrans is a leading campaigning organisation and the Welsh Baccalaureate gives an opportunity for learners to develop skills that we deploy daily in a real-life context. This is a context that develops cross-curricular learning in a way pertinent to the skills used in employment, with a focus on tackling the real challenges faced by our society.

OVERVIEW

The resource can be used in preparation for the Sustrans Global Citizenship Challenge Brief, as found on the WJEC Challenge Bank. The teaching and learning programme incrementally develops the skills assessed in this challenge through a series of short activities linked to the topic of sustainable transport. As activities develop skills outcomes they can also be used to prepare students for other global challenges.

There is a Student Activity Pack and a PowerPoint to accompany this teaching guide. In addition, we have separate resources available to support the Individual Project.

The teaching and learning programme offers around six hours of classroom based learning, activities are broken down by outcome in the table below. You can approach these activities using the session outline on the next page.

Acknowledgements

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ACTIVITY OVERVIEW

Activity Description	Outcomes Developed
1. Global Citizenship Quotes Quotes stimulate discussion about the relevance of sustainability to global citizenship.	Pupils understand the concept of global citizenship.
2. Picture PESTLE Using images as stimuli, students consider the issue of transport using a PESTLE frame.	Pupils understand the global issue. Pupils understand the PESTLE frame as a tool for analysis.
3. Global Transport SWOT Teams complete a SWOT analysis of a transport solution from round the globe.	Pupils assess decisions using a SWOT tool. Pupils evaluate concepts and reflect on problem solving.
4. Comparing Sources Using scaffolding, pairs develop critical literacy skills through considering different written and numerical sources.	Pupils assess and evaluate the credibility of sources.
5. Stakeholders Students role-play opinions and write tweets from a range of people.	Pupils consider alternative opinions, views and arguments.
6. Visioning Challenge Students are challenged to design a sustainable transport solution for their town in 2045.	Pupils understand problem solving and decision making techniques. Students develop a detailed understanding of a global issue.
7. Personal Standpoint Through class discussion, students decide their personal standpoint and vote on proposed solutions.	Students evaluate the process of developing a new concept.
8. Reflection Structured reflection on how opinions are formed and AFL activity to assess the skills shown against the mark scheme.	Pupils reflect on critical thinking and the problem solving process. Pupils understand the skills they need to develop and to demonstrate.
9. Raising Awareness Activity	Generate appropriate and realistic ideas for raising awareness. Select effective ideas and evaluate the process of developing new concepts.

Session One

This introduces students to the issue of sustainable transport as it relates to the concept of global citizenship. Students are introduced to the SWOT tool and PESTLE framework in the context of sustainable transport.

Outcomes

Pupils develop a detailed understanding of the global issue.
Pupils analyse issues using the PESTLE tool.
Pupils explore how to effectively solve problems and make decisions using SWOT.

Activities

Starter

1. Show Slide 4 to get students thinking about travel and click on the hyperlink to show a montage of school journeys around the world.
2. Distribute a student Activity Pack to each student and introduce the teaching and learning programme; allow students to have a skim through the pack and ask questions. You may wish to highlight the learning outcomes table or the glossary.
3. Show Slide 5. Ask students to read on quotes on the Activity One worksheet and use these quotes as prompts to answer the question on the slide: *How does the way I travel relate to global citizenship?*

Main (PESTLE analysis)

4. Show Slide 6 and ask students to consider the question in groups or pairs. Ask students to refer to Activity Two in their pack, which has some pictures to stimulate this discussion. Encourage students to activate their prior knowledge and ideas about climate, health and environment. Use these pictures to make a class list of the possible problems. Differentiation: you may wish to show a short info film to explain climate change if students are unclear. There are many online, for example this animation: https://www.youtube.com/watch?v=ko6GNA58YOA
5. Show Slide 7, which spells out the PESTLE framework. Divide the class into groups and ask each group to consider the impact of high car use under one of the PESTLE headings, making notes to feed back. This activity should activate prior knowledge and can be extended so students note areas where they would like to find out more. Feed back to class. **Please see the Further Guidance section in these notes to explain PESTLE.**
6. Show Slide 8 and, as a class, consider alternative ways to travel. Ask groups to consider if these alternatives address any of the points raised under their PESTLE heading and feed back to the class.

Development (SWOT analysis)

7. Place students into groups and show Slide 9. Explain that the class will consider the solution to high car use in San Francisco using the SWOT tool. Give each group a SWOT heading – strengths; weaknesses; opportunities; strengths – with which to consider the San Francisco model. **Please see the Further Guidance section for further notes about using SWOT.**
8. Show the film hyperlinked on the slide: http://www.youtube.com/watch?v=zAc2vWdcmGk (You can substitute this with the bilingual text in Activity Three, if preferred.) Ask the groups to note their ideas under their heading. Feed back their ideas and model a SWOT analysis on the whiteboard.
9. Direct students to Activity Three in their packs and show Slide 10. Give each group one of the global transport solutions. In groups, students complete their own analysis of the transport solution using the SWOT frame provided. This activity models the SWOT tool and later in the programme students will be able to use this tool to assess their own concepts.

Plenary

10. Ask groups to decide if they think the transport solution would work in their city or area.
11. Confirm the skills that have been developed this session. Students tick off the outcomes in the table in their packs.

Session Two

A session guiding students to critically consider a range of sources about sustainable transport.

Outcomes

Pupils consider of a variety of sources and viewpoints.
Pupils develop critical literacy techniques.

Activities

Starter

1. Show the quote on Slide 12 and ask students, in pairs, to consider the quote. Next ask students to consider what questions they would ask about data from each of the sources indicated by the logos on the slide.
2. Show the graph on Slide 13 and led a class discussion about the questions on the slide. **For Further Guidance: to structure this discussion, please refer to the notes below the PowerPoint slide or in the Further Guidance section of these notes. This will enable you to guide the discussion using a who? when? where? what? how? why? framework, and to give students more context about the graph.** Feed back to class.

Main (critical literacy)

3. Show Slide 14 and ask students to read through the articles in Activity Four and complete the analysis table. Differentiation: you may wish to model this with one source and then allow students to complete the table for the other source. This exercise develops students' critical literacy in assessing written texts and asks them to consider the reliability of sources. If you have ICT access students can also look at the sources in their original online context.
4. Feed back students' answers. Ask students to consider why these questions are important and how they might apply these questions to other sources.

Development

5. Ask students in groups or pairs to write five questions they would ask of any source; they can use the prompt questions in the table in Activity Four if wished.
6. Make a selection of the sources in the Activity Four Development section, or direct students to these websites if ICT is available.
7. Ask students to answer their five questions for the selected sources.

Plenary

Ask students to rank the sources they have used in this lesson in order of reliability, or ask them to decide the most and least reliable source. Feed back to the class.
Confirm learning and ask students to tick off their learning outcomes table. Relate this to the mark scheme and show how learning gives evidence for skills under LO1.

Session Three

These activities enable students to consider a range of viewpoints and consider how they form their own personal standpoints.

Outcomes

Pupils consider of a variety of sources and viewpoints.
Pupils consider how to form a personal standpoint.

Activities

Starter

1. Show Slide 16 and ask students to form a line of opinion for Statement 1 without discussing their ideas. When students are in the line ask them to consider what factors have led them to choose their position (e.g. peers; knowledge; understanding).
2. Ask students to discuss Statement 1 for two minutes with the person next to them in the same line, and then re-form the line. Consider if opinions have changed. Ask students if it was easier for them to make the line after discussion.
3. Ask students discuss Statement 2 before forming a line. When they have formed the line, ask if there is further information they would have liked to help them get into position.

Optional: Discuss how we are all entitled to our own views and opinions, and we are also entitled to express these providing they do not infringe upon other people's rights.

Main

4. Show Slide 17. Ask students to turn to Activity Five. Ask students to consider how each of these stakeholders would respond to a plan to reduce car use in their local area. Students complete the sheet.

Differentiation: show Slide 18 to prompt responses.

Development

5. Remind students of the Metro Article about the congestion charge in Activity Four. Ask students if they could summarise this article in 20 words as pairs. Share as a class.
6. Ask students to read the tweets in Activity Five to one of the stakeholders. Share as a class.
7. Give groups one of the other sources they looked at last session and ask them to write a tweet from each of the stakeholders in Activity Four, responding to the source from each stakeholder's point of view. A tweet cannot be longer than 140 characters.
8. Feed back to the class. Remind the class of the five questions they set last session when they were considering sources. Ask the class to consider whether it is important to bring similar questions to all communication media (including articles, quotes, tweets, pictures, graphs, films).

Plenary

9. Refer to the learning outcomes table for students to tick off. Confirm skills learnt. Relate this to the mark scheme and show how activities give evidence for skills in LO1.

Homework (to prepare students for next lesson): research how innovations in transport and new technology could change the way we travel.

Session Four

This session prepares students to develop creative and innovative solutions, using a visioning challenge to design a transport system for 2045.

Outcomes

Pupils evaluate creative and innovative solutions.
Pupils develop critical thinking and problem solving.

Activities

Starter
1. Show the question on Slide 20. Encourage students to think as widely as they can and activate their homework research. Ask students to think about **what** could make transport change and **how** it could change.
2. Display the PESTLE acronym on the whiteboard and use the PESTLE framework in your questioning e.g. What political or economic reasons might make transport change? What opportunities might technology bring?

Main (students complete mini-challenge using a visioning activity)
3. Place students into groups and direct them to Activity Six, which is a visioning mini-challenge. Students read the mini-challenge and complete the brainstorming activity on the worksheet.

Development
4. Students complete the next Activity Six worksheets as a group; this guides them through a SWOT analysis and a PESTLE analysis. This is an opportunity for students to develop their use of the tools they were introduced to in Session One.

Plenary:
5. Confirm skills used by students and ask them to tick their outcomes table. Demonstrate how these activities relate to the mark scheme by showing how the SWOT activity gives evidence for LO2, and the PESTLE analysis gives evidence for LO3.

Session Five

Students use the challenge from Session Four to develop their personal standpoint and reflect on how to effectively develop opinions.

Outcomes

Pupils reflect about how to think critically and solve problems.
Pupils develop a personal standpoint.
Pupils reflect about how to effectively form opinions.

Activities

Starter
1. Remind students of their challenge. Explain that in this session groups need to present their solution, and then as individuals they will vote and make a decision about the best proposal.

Main (students assess the solutions proposed)
2. Ask the class to turn to Activity Seven and prepare an 'elevator pitch' in groups.
3. Ask each group to deliver their pitch to the class.
4. As the groups deliver, use the mark scheme to show how each group presents evidence towards LO2 and LO3 with their solutions.

Development (students complete a Personal Standpoint)
5. As individuals, students complete Activity Seven in their pack and write their own personal reflection; they then share a class vote to see which is the most popular solution.

Plenary (Reflection and AFL)
6. Show Slide 22 and refer students to Activity Eight. Discuss all the processes the class have gone through to reach their personal standpoints and ask them to complete Activity Eight, which guides them through a reflection.
7. AFL activity: using the mark scheme, ask students to self- or peer-assess by selecting features from LO1 that are evidenced in their personal standpoint and highlight one target where they could develop this feature further.
8. Confirm the skills that students have developed through these activities and ask them to tick their outcomes table.

Homework (to prepare for next lesson): ask students in groups / pairs to research a campaigning organisation of their choice and bring in a printout of its logo.

Session Six

This session outlines a series of activities teachers can do to prepare students for developing their raising awareness pack. The activities are real activities used by campaigning organisations to plan projects.

Outcomes

Students generate appropriate and realistic ideas for raising awareness.
Students produce appropriate raising awareness outcomes.

Activities

Starter (Gallery walk)

1. Ask students to stick their logo printout on the wall and ask the class to take a 'gallery walk' and note down what they know about each organisation on each printout (use Post-its if necessary).

2. Ask a few students to act as 'gallery guides' and feed back some notes to the class. Draw out student responses around raising awareness. As a class, count how many of the organisations chosen you think engage in activities to raise awareness.

Main (Brainstorm)

3. Ask students to brainstorm how organisations raise awareness of an issue. Encourage them to consider this from several angles. You might want to model a spider diagram on the board with the following headings: What activities happen? Who can take part? Who might be the audience? Where do they happen? What is the intended outcome? Ask groups to present their brainstorm to the class.

Development (Logic Framework)

4. Show Slide 24. A logic framework is a real tool used by campaigning organisations to design projects. Explain that the first step is identifying the problem; read the problem in the first column as an example. Explain to students that next step is to complete the solution column; read the solution given on the slide. As a class activity, work backwards to complete steps 3, 4 and 5.

Teacher Example of completed table:

1	5	4	3	2
Problem	What will you need?	How will you raise awareness?	How will you know it's achieved? (outcome)	Solution
Litter in Year 9 Area	Suitable prize, judges, promotion-al assembly	Poster competition for Year 9	Less litter Fuller bins	Year 9 use bins

This then provides a sequential plan for the project.

5. Ask students to complete Activity Nine in their packs by picking a problem on the list and completing their own logic framework.

Plenary (AFL)

6. Groups swap logic frameworks with another group. Using the mark scheme, groups assess the LO2 skills that are shown by the framework.

7. Confirm skills and tick on the outcomes table.

Further Guidance

PESTLE Analysis

PESTLE analyses are often used in project development to consider all the factors that will affect a project and, similarly, those that will be affected by a project. Simply put, a PESTLE analysis considers an idea from six different angles: Political; Economic; Social; Technological; Legal; Environmental.

Conducting a PESTLE analysis requires students to go through a number of steps.

First students need to understand what each initial of the acronym represents.
Students consider examples of how the idea relates to each factor.
Students can then use this consideration to assess a solution, issue or idea from many angles and arrive at a personal standpoint.

It is a good idea to encourage students to think as widely as possible when they analyse the impact of an issue or idea from these different angles. Below is a short overview that could help.

Political: Every project has both internal politics and external politics. Internal politics like team jealousies and personal interests could be considered. External politics could include national and international factors such as employment laws, tax policies, trade restrictions, environmental regulations and political stability.

Economic: This factor takes into consideration events that affect the internal and external economic environment. The internal economics relate to the project viability and whether an idea is cost effective and affordable. Externally the idea could affect tax, economic growth, jobs, recession, exchange rate, minimum wage, wage rates, unemployment, cost of living or working hours.

Social: How will this affect society? How will it affect family life, lifestyles, health or education? How about specific groups or people, for example: old/young; men/women; people with disabilities; people of different cultures or ethnicities?

Technological: What technology is needed to realise this idea or to solve a problem? Does this technology need to be developed? How expensive and accessible is this technology?

Legal: What about employment laws or laws regulating the environment? What about human rights?

Environmental: This factor takes into consideration ecological and environmental aspects and also how these affect humans. For example biodiversity; air, water and soil pollution; climate change; the health impacts of environment. Noise and light pollution and the attractiveness of an environment are also factors.

Students may find that when they start thinking about one factor, this in turn influences another factor. For example, an environmental consideration can also affect health, which in turn could have an economic affect.

Examples of PESTLE factors on building a cycle route to school.

Political	Reduces congestion. Could require changes to road infrastructure, which would affect residents and businesses. Political pressure to make transport less reliant on hydrocarbons. Political incentives to improve health for young people.
Economic	Walking is free. Reducing burden caused by unhealthy lifestyles. Promoting business for the local bike shop. Cyclists and walkers more likely to use local shops and services. Ability of parents to raise funds for buying a bike and safety gear. Cost of providing infrastructure and resources: e.g. building paths, bike storage.
Social	Promotes independence of young people. Regular exercise reduces obesity and improves health outcomes for young people and others. Road accidents kill 1.2 million people globally each year. Saves on health costs of sedentary, car-based lifestyles. Young people arrive at school alert and ready to learn. Improves access for wheelchair users.
Technological	Equipment required to design safe and comfortable routes. Students will need to have access to bikes if they wish to cycle. Possible new cycle designs that could be developed.
Legislative	Health and safety procedures. Environmental laws could affect where the route can be planned.
Environmental	Less air and sound pollution. Shift towards non-polluting forms of transport. More pleasant environment for residents could improve mental health. Reduced air pollution reduces asthma and other health problems.

SWOT analysis

A SWOT analysis allows a team or individual to assess a project. The four headings stand for:

Strengths; Weaknesses; Opportunities; Threats.

SWOT analyses are often carried out in project development or during projects to see if ideas are viable and where they can be improved. A SWOT analysis can be a useful tool to use in making a decision about whether an idea will succeed.

Analysis is often done on a square frame like this:

Strengths	Weaknesses
Opportunities	Threats

Project teams often work together to complete the frame. Sometimes a group can split into four and each can consider the project from one of the angles.

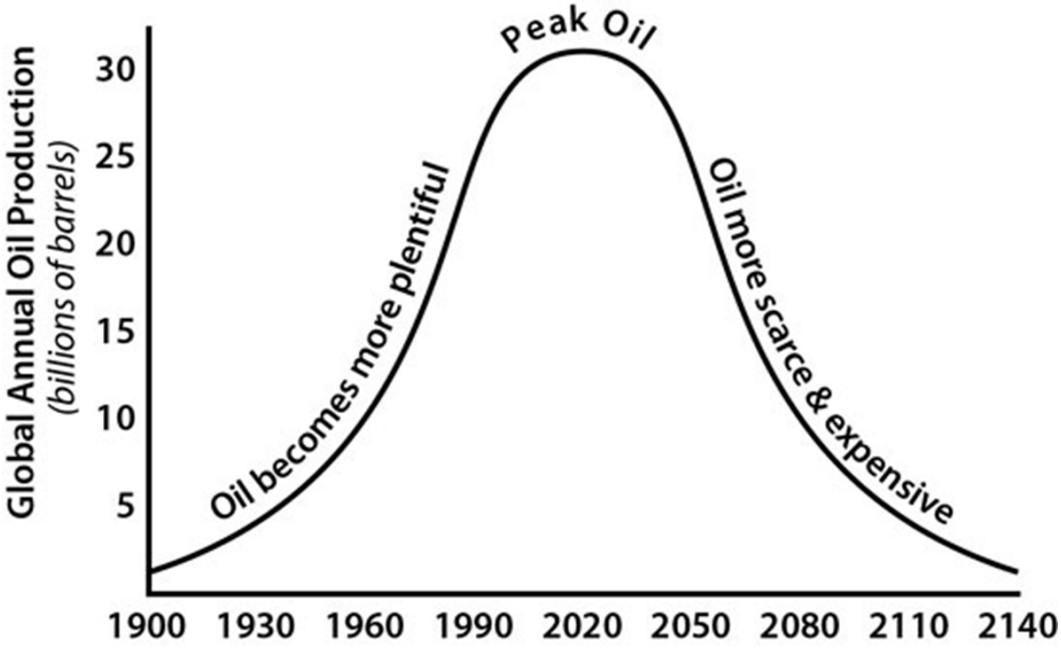
To encourage students to assess an idea under each of the headings encourage them to discuss it using who? when? where? what? how? why? questioning.

For example:

Who could be offered opportunities by this idea?
Where could the idea be a strength?
Which elements of the idea are most risky?
What is the greatest threat to the project?

Students can also develop their PESTLE thinking, and consider: which political factors could threaten this idea; what is the technological weakness of this idea; who in society would benefit most from this idea?

A project that has many points in the left hand column and few in the right is one that is likely to succeed. However, projects can still succeed where they have weaknesses and threats. An extension activity that students can do is to add Post-it notes to the weakness / threat squares with ideas of how they could improve weaknesses and reduce threats.



Guidance around graph on Slide 13 of PowerPoint

Questions refer to the questions on the slide for students.

Question 1: The diagram suggests that oil reaches a peak of production around 2020 and then becomes rarer and more expensive.

Question 2: Encourage your students to consider who? when? where? what? how? why?

- Who produced this graph? [Would they trust it more if an oil company or a university had produced it?]
- When was it created? [Ask them which do they think would be more credible: a graph created in 1930 or one created in 2015.]
- Where is it from? [Why might this be on the website of an oil company? What about if it was on the website of a company making electric cars?]
- What data would have been used to create the graph? [Ask students if it is possible to have data from 2140.]
- How accurate is it? [Ask students to look at the scale.]
- Why might this have been published? [Having considered all the questions above, why do the class think it could have been published.]

Information about the graph: this graph is an annotated version of a graph produced in 1956 by M. King Hubbard, a geoscientist who worked at the Shell research lab in Texas. This graph illustrates his prediction that petroleum extraction would reach a maximum rate, after which the rate of production would enter terminal decline. He created this prediction model for Shell, to guide their planning for the future.

The prediction is controversial, with some opponents pointing to potential new sources of oil and new extraction technologies that have not yet been discovered. Others have suggested that climate change will be more of a limiting factor and will mean that a decision will be taken to leave oil in the ground because to use it as a fuel will pose an unacceptable threat. You might want to ask the class what further information they would like to assess this data.

About Sustrans

Sustrans is the charity that's enabling people to travel by foot, bike or public transport for more of the journeys we make every day. It's time we all began making smarter travel choices.

Make your move and support Sustrans today.

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