Welsh Baccalaureate KS4 Global Citizenship

An Activity Pack for Students

The activities and worksheets in this pack will enable you to develop skills for your Welsh Baccalaureate Global Citizenship Challenge, under the issue of Living Sustainably.

The worksheets are designed to be completed in class and your teacher will facilitate your learning.

The skills developed in this learning programme will prepare you for your Global Citizenship assessed challenge.

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

EAS
Education Achievement Service
for South East Wales
Gwasanaeth Cyflawni Addysg
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Learning outcomes

Use this cover sheet to check your learning through this programme. You can tick off the outcomes as you progress.

Outcome	I have **started** to develop this skill	I am **confident** I have achieved this outcome
I have a detailed understanding of the global issue of sustainable transport.		
I understand how the issue of transport relates to global citizenship.		
I can use a PESTLE framework to think about an issue.		
I can critically assess a variety of sources.		
I can consider a variety of viewpoints about an issue.		
I can effectively solve problems and make decisions using a SWOT framework.		
I can evaluate creative and innovative solutions.		
I have developed a personal standpoint about the issue of sustainable transport.		
I have reflected on the effectiveness of my critical thinking and problem solving.		
I can generate appropriate and realistic ideas for raising awareness.		
I can produce appropriate raising awareness outcomes using a Logic Framework.		

Assessment

You'll be assessed on the skills you learn in this programme by your Global Citizenship Challenge. You will need to prepare three pieces of written work for this assessment:

• a Personal Standpoint • a Raising Awareness Pack • a Personal Review

Your work will be assessed using the scheme below. The activities in this learning programme will help you to develop these skills. Marking scheme taken from the KS4 National/Foundation Welsh Baccalaureate specification.

Assessing the Global Citizenship Challenge

Learning Outcomes	Learning Outcomes: Performance Bands			
	Band 1 **1-3 marks**	**Band 2** **4-6 marks**	**Band 3** **7-9 marks**	**Band 4** **10-12 marks**
LO1 Be able to apply Critical Thinking and Problem Solving.	Limited Personal Standpoint including own and alternative opinions, views, and arguments. Limited consideration of the credibility of sources. Limited problem solving and decision making techniques. Limited reflection on the critical thinking and problem solving process.	Basic Personal Standpoint including own and alternative opinions, views, and arguments. Basic consideration of the credibility of sources. Basic problem solving and decision making techniques. Basic reflection on the critical thinking and problem solving process.	Detailed Personal Standpoint including own and alternative opinions, views, and arguments. Detailed consideration of the credibility of sources. Effective problem solving and decision making techniques. Detailed reflection on the critical thinking and problem solving process.	Detailed, clear and effective Personal Standpoint including own and alternative opinions, views, and arguments. Detailed and effective consideration of the credibility of sources. Efficient and effective problem solving and decision making techniques. Detailed and well-reasoned reflection on critical thinking and problem solving process.
LO2 Be able to apply Creativity and Innovation.	Limited ideas generated for raising awareness including consideration of strengths and weaknesses. A suitable idea selected, developed and implemented. Limited reflection of the process involved in developing a new concept.	Basic ideas generated For raising awareness including consideration of strengths and weaknesses. A realistic idea selected, developed and implemented. Basic reflection of the process involved in developing a new concept.	Appropriate ideas generated For raising awareness including consideration of strengths and weaknesses. An appropriate and feasible idea selected, developed and implemented. Detailed reflection of the process involved in developing a new concept.	Appropriate and realistic ideas generated for raising awareness including consideration of strengths and weaknesses. A feasible, realistic and effective idea selected, developed and implemented. Detailed and balanced evaluation of the process involved in developing a new concept.
LO3 Understand issues involved in a Global Citizenship Challenge.	Limited understanding of the global issue. Limited coverage Of political, economic, social, technological, legal and environmental factors. Raising awareness outcomes produced of limited quality and suitability.	Basic understanding of the global issue. Basic coverage of political, economic, social, technological, legal and environmental factors. Raising awareness outcomes produced of adequate quality and suitability.	Detailed understanding of the global issue. Detailed coverage of relevant political, economic, social, technological, legal and environmental factors. Raising awareness outcomes produced appropriate and of good quality.	Detailed and effective understanding of the global issue. Detailed and effective coverage of relevant political, economic, social, technological, legal and environmental factors. Raising awareness outcomes produced appropriate, effective and of high quality.

Worksheets

Activity One

Quotes about Global Citizenship

"Let us be good stewards of the Earth we inherited. All of us have to share the Earth's fragile ecosystems and precious resources, and each of us has a role to play in preserving them. If we are to go on living together on this earth, we must all be responsible for it." **Kofi Annan**

Kofi Annan was Secretary-General of the United Nations 1997–2006. The United Nations is an organisation that works to promote international co-operation. He and the United Nations jointly won a Nobel Peace Prize for their work to create a "better organised and more peaceful world".

"Our generation has inherited an incredibly beautiful world from our parents and they from their parents. It is in our hands whether our children and their children inherit the same world. We must not be the generation responsible for irreversibly damaging the environment." **Richard Branson**

Richard Branson is a British business leader. He is the founder of the *Virgin Group,* which comprises more than 400 companies, including *Virgin Atlantic*, an international airline based in the UK.

"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has." **Margaret Mead**

Margaret Mead was an American anthropologist of the 20th century. An anthropologist is someone who researches human cultures and behaviour. Mead wrote academic papers and popular books about different global cultures, particularly those of the South Pacific.

"Responsibility does not only lie with the leaders of our countries or with those who have been appointed or elected to do a particular job. It lies with each of us individually." **The Dalai Lama**

The Dalai Lama is one of the religious leaders of Tibetan Buddhism.
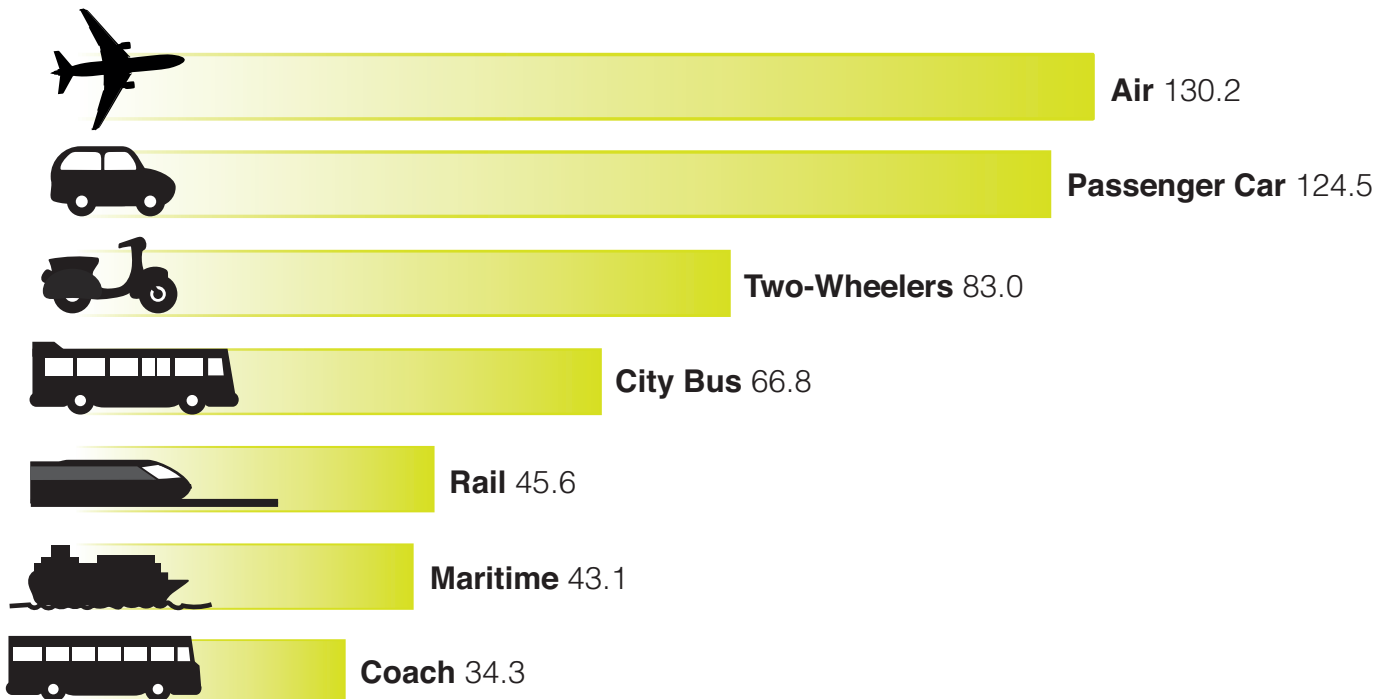
Worskheets

Activity Two

Get thinking about the impact of high car use

The Climate Impacts of How We Get Around
Transportation accounts for over 23 percent of all global carbon dioxide emissions.
See what modes of human transport produce the most emissions per kilometer.

C0$_2$ Emissions Per Passenger (grams per kilometer)

Air 130.2

Passenger Car 124.5

Two-Wheelers 83.0

City Bus 66.8

Rail 45.6

Maritime 43.1

Coach 34.3

Source: European Environment Agency

Activity Three

Global examples of solutions to decrease car use

SAN FRANCISCO TRANSPORT PLAN

The city of San Francisco identified the top priorities for transport as cyclists, pedestrians and public transport users. The city has had a long-term plan since the 1970s to invest public spending in a bicycle and walking network. As a result cycling is popular and many people in San Francisco enjoy this healthy lifestyle. Cycling reduces the carbon emissions and pollution generated by travel. As more cyclists are on the roads there is greater driver awareness and cyclists are safer.

Some locals have opposed bike lanes because of San Francisco's narrow streets and concerns about cyclist safety. Also cycle lanes mean locals cannot always park vehicles directly outside their house.

LONDON CONGESTION CHARGE

The London congestion charge is a fee of £11.50 per day (at June 2014) charged on most motor vehicles that drive into a zone in central London between 7am and 6pm on weekdays. It is not charged at weekends or on public holidays. It was introduced in 2003 and aims to reduce the amount of traffic and raise investment funds for London's transport system.

In the first ten years of the scheme it raised £2.6 billion. Almost half of this has been invested in public transport, road improvement and walking and cycling schemes. Transport for London reports that there has been a 10% reduction in traffic volumes over this period. Some motorists have felt it is an unfair tax on Londoners that drive.

EDINBURGH TRAFFIC BAN AROUND SCHOOLS

In September 2015 Edinburgh City Council has banned moving vehicles from the areas around 11 schools at the start and end of the school day.

More than 30 schools in the city wanted to take part in the scheme due to worries about the safety of young people caused by congestion around the school gate. Vehicles will not be allowed to enter a zone around the school, with the exception of local residents and local businesses. The scheme could also have positive environmental and health impacts. Opponents to the scheme have said that although the school gate will be free of cars, parents will still drive and will simply drop off their children as close as they can in nearby streets.

ECOBICI IN MEXICO CITY

EcoBici is a bicycle sharing system in Mexico City. Launched in 2010 with 85 docking stations and 1,000 red and white bicycles, the scheme allows members of the public to buy an annual card for the equivalent of around £20 that gives them access to the bicycles for a year. Tourists can buy a cheaper card for a day or a week. With the card, use of a bicycle is free for 45 minutes at a time. After 45 minutes an extra charge is incurred for hiring the bike. Traffic is still highly congested in the city and cyclists can find it difficult to manoeuvre in dense traffic.

CHINA'S FIRST CAR-SHARING SCHEME

The city of Hangzhou announced the launch of its car-sharing scheme in 2013. This scheme allows a number of people to use a single car, but not to own it. The users gain the benefit of using a private car, but without the costs and responsibilities of ownership.

Hangzhou is already known for being the first Chinese city to operate a public bicycle scheme. That scheme was government-backed, but the car-sharing scheme is commercial.

More than 4,000 people have already signed up as members, according to reports, with expectations of 40,000 within a year. The scheme doesn't have any health benefits to users, who are still travelling inactively.

BOAT SCHOOLS IN BANGLADESH

In rural areas of Bangladesh, children and young people often live long distances from school and with limited access to transport. Roads and even the schools themselves can also face flooding in monsoon season.

These two issues prompted the launch of boat school project in the Chalanbeel region which has an extensive network of rivers and waterways. This project uses boats to transport children to school. This means that children can access school all year, including the monsoon season, and the boats are designed so that, if schools are flooded, they can be used as floating classrooms.

The scheme is limited to areas that are linked through a water network so may not work in other parts of the world.

CYCLE NETWORKS IN AMSTERDAM

In the 1970s the city council of Amsterdam proposed a transport plan to build large roads intended to take a high volume of traffic through the city centre. There was public opposition to the plans, which campaigners felt would destroy the character of the historic city and have negative health, environmental and safety impacts. Citywide protests were held, during which people staged 'die-ins' in the city centre to highlight the dangers of fast-moving traffic.

The city authorities changed the transport plan. Instead of building large roads through the city, a network of cycle routes was built, with cycle routes along most main streets and cycle-racks for parking. Large main roads only run around the perimeter of the city centre and there are no roads with high traffic speeds through the historic centre of the city. In 2014 around 60% of trips in the inner city were taken by bicycle. Across the Netherlands there are similar infrastructure designs in other urban areas. Many attribute the low levels of obesity in the Netherlands to high cycling rates.

Worksheets

Activity Three

SWOT Analysis
In your groups, complete a SWOT analysis of the transport plan from around the globe that you have been given

Strengths	Weaknesses

Opportunities	Threats

Consideration Point: after completing your analysis, how well do you think this plan would work in your local area?

Activity Four

Articles about travel

This article is abridged from a blog on the Sustrans website. Sustrans is a sustainable transport charity. You can see the whole article at **http://www.sustrans.org.uk/blog/active-travel-city-future**

ACTIVE TRAVEL IN THE CITY OF THE FUTURE
By Phil Insall, 24 October 2014

" We know more about good habitats for mountain gorillas, Siberian tigers, or panda bears than about a good urban habitat for Homo sapiens. Nobody has taken an interest . . ." Jan Gehl

We are stuck in the past: our cities have been dominated by car traffic since the rich had carriages, and they could do as they liked. But are these designs a good habitat for people? Sustrans, the sustainable transport charity, is inviting experts and others to consider what a city might be like if designed around people rather than traffic.

As Professor Kevin Fenton of Public Health England has shown, the built environment is key in helping people to be active. The city of the future should enable the citizens of the future to be active and healthy, or the health system of the future will break under the strain.

Will we continue on a path of accelerating consumerism and climate change, until cities are underwater?

One thing we know is that cities will be locked in evermore direct competition for inward investment, tourism, economic activity and employment, with evermore up to date information flying around the world about each and every city. As our report puts it:

"If a city is packed with noisy, polluting traffic, if it is being pursued through the European courts for its failure to address toxic air pollution, and if part of its media identity is a succession of cyclist killings by heavy goods vehicles, it may need to think about its image."

"If the global perception of a city is that children scoot or cycle safely to school along quiet, tree-lined backstreets – and if a business leader considering opening an office in this city can visualise his or her children doing so – it may have a critical competitive advantage."

None of this is new.
Ten years ago the Health Select Committee reported that: **"If the Government were to achieve its target of trebling cycling in the period 2000–2010 (and there are very few signs that it will) that might achieve more in the fight against obesity than any individual measure we recommend within this report."**

The importance of active travel, regularly overlooked in the past, must be central in future urban policy.

Activity Four

This article is abridged from the Metro, you can see the full article at: **http://metro. co.uk/2014/01/06/raising-congestion-charge-to-11-50-a-day-will-hurt-londoners-says-aa-4252091/**

RAISING CONGESTION CHARGE TO £11.50 A DAY WILL 'HURT LONDONERS', SAYS AA

Aidan Radnedge for Metro.co.uk Monday 6 Jan 2014 6:47 pm

London's congestion charge could rise by £1.50 a day to £11.50 under new proposals from Transport for London – a move dismissed as 'another tax on motorists' by the AA.

The daily charge has not risen since 2009, and Transport for London said increasing it by 15 per cent would generate an estimated £84 million of extra revenue by 2018.

But Edmund King, who is the president of motoring organisation the AA, says the price rise 'will hurt Londoners'. He said: 'This proposed increase in the congestion charge underlines what every London driver knows – that the charge is nothing to do with congestion or CO_2 and everything to do with cash, in effect a tax.

'Congestion in the capital is well above pre-charge levels but this is not related to an increase in the number of private cars. A city trying to get back on its feet after recession doesn't need its key service firms to suffer from further financial burden. Some of that will be passed on to customers, which hits growth and high street spending.'

By law, all net revenue generated would be invested in improvements to London transport.

Garrett Emmerson, of TfL said: **'We are keen to hear what Londoners and motorists have to say about the proposed changes to the scheme.**

'The proposed changes will ensure the charge remains an effective deterrent to making unnecessary journeys in central London.'

Business group London First said the charge 'remains a blunt instrument' and that the capital's roads 'lack the capacity to meet demand', whatever the level of the congestion fee.

Worksheets

Activity Four

Use the table on this page and the next to critically analyse the two articles in Activity Four.

	Active Travel in the City of the Future	Raising Congestion Charge … will 'hurt Londoners'
Who has written the article?		
Why might they written the article?		
On what type of site has the article been published?		
Who might be the intended audience of the article?		

This table is continued on the next page.

Worksheets

Activity Four

Use the table below to continue to critically analyse the two articles in Activity Four.

	Active Travel in the City of the Future	Raising Congestion Charge … will 'hurt Londoners'
Who has the writer quoted in the article?		
How do these quotes back up their argument?		
(If you have online access): What, if any, advertisements are on the website?		
(If you have online access): Do these advertisements give you any clues about the potential audience?		

Development

Activity Four

Below are links to four additional sources about sustainable transport and short description of each source.

Source 1
http://healthyair.org.uk/healthiest-transport-option-video/

This is a 10-minute video created by the Healthy Air Campaign, in collaboration with King's College London. It shows an experiment in London to determine which transport method exposes people to the most and least pollution. (It is also available on Sustrans' Welsh language playlist here:

https://www.youtube.com/user/SustransLibrary/playlists.)

Source 2
http://adsoftheworld.com/media/outdoor/fiat_500_panda

This striking image is an advertisement for a low carbon emission car produced by Fiat, a car manufacturer. You may also be able to find this by entering 'Panda crashes Fiat' into a search engine.

Source 3
http://www.greenpeace.org.uk/climate/clean-transport

A web article about transport in the UK published by Greenpeace UK.

Source 4
https://vimeo.com/67560847

Why We Ride is a four-minute performance poetry film made by young people, funded by a Cycling and Walking grant administered by Cambridge City Council.

Activity **Five**

What might these stakeholders think about a plan to reduce car use in their local area?

Government Minister for Transport

Environmental Scientist
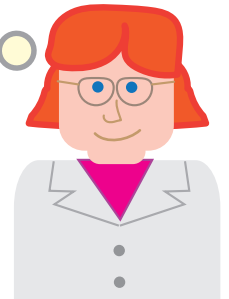
Local Business Owner

Primary School Parent
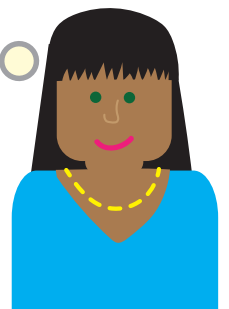
Car Salesperson
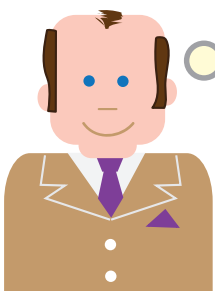
Development: Who said that?

Activity **Five**

Below are five tweets about the Metro article you read in Activity Four.

Match each tweet to one of the characters in Activity Five.

Twitter

My kids have the right to breathe clean air
#savetheplanet #humanfriendlystreets

Congestion charges make the economy suffer
#carsaregoodforbusiness

New cars are fuel-efficient. Drivers of new cars
should be exempt from congestion charges.

Congestion charges benefit everyone, drivers get
there quicker and the revenue improves public
transport #bestforsociety

Action to reduce CO_2 emissions is necessary
#climatechangeishappening

Visioning Challenge

Activity Six

You are a team of young transport planners. You have been called into a meeting with your local government. They ask you for advice because they are worried about two things: air pollution is getting worse and local people may not be able to afford oil in 30 years.

You need to suggest a plan so people will still be able to travel around your area in 30 years' time. How will you be travelling round your home town when you're 45?

As a group, **brainstorm** all your ideas to meet this challenge. Use the questions below to get you thinking.

What sustainable transport already exists in your town?	**How could you develop these in your local area?**

What might new technology offer? e.g. wireless charging, driverless vehicles, robot air vehicles.	**How could you develop these in your local area?**

Visioning Challenge: Your plan

Activity **Six**

As a team, pick a solution for the transport plan in your area.

Our Solution

Complete a SWOT analysis of your plan.

Strengths	Weaknesses

Opportunities	Threats

Visioning Challenge:
What are the implications of your plan?

Activity Six

Complete a PESTLE analysis:

Political

Economic

Social

Technological

Legal

Environmental

Personal Standpoint

Activity **Seven**

1. An 'elevator pitch' is a short speech that could sell your idea to someone in the time it takes to go up a multi-storey building in a lift – so no more than a minute. Your task as a group is to create an elevator pitch and deliver this to your class. The class will vote on which group they think have the best vision for transport in the future. Convince your classmates to vote for your solution by highlighting the most persuasive points from your SWOT and PESTLE analysis.

2. After hearing all the pitches, what solution would you choose for the future of transport in your area?

State your Personal Standpoint here, and include your reasons for choosing this solution:

_____

_____

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Reflection

Activity **Eight**

What has helped you reach your Personal Standpoint?

Activity **Rate this activity using a scale of 0–5** **5: Very helpful 0: Not at all helpful**	
Brainstorming a range of different options and ideas with peers.	
Completing a SWOT analysis to analyse strengths, weaknesses, opportunities and threats.	
Completing a PESTLE analysis to assess the impacts of a plan in a range of different areas.	
Summarising key elements of ideas.	
Considering a range of viewpoints and opinions	
Assessing evidence from different sources.	

What would help you develop your opinions further?

You can choose some of the suggestions below, and also add your own.

• Researching additional sources of published evidence.
• Further researching the sources of evidence to determine reliability.
• Discussing the issues more widely than with your classmates.
• Consulting / interviewing experts for their opinions on your ideas.

Logic Framework

1. Pick the problem you want to solve from the list below.

• Teachers put lots of paper in black bins and don't recycle.
• Rugby teams not switching off PE block lights after practice.
• School canteen selling apples that have travelled by air from Asia.
• Your own choice.

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2. Complete the Logic Framework Table.

After your teacher has explained how to use a Logic Framework, complete the table below. Remember to fill out the columns in the numbered order, first filling in the column on the left, then going to the right and completing the table backwards.

1	5	4	3	2
Problem	What will you need?	How will you raise awareness?	How will you know it's achieved? (Outcome)	Solution

3. Check your project plan by reading from left to right; it should provide you with an outline of the order and sequence your project will take.

Glossary

Word or Phrase	Definition / Description
Active travel	Travelling that relies upon physical activity, for example walking or cycling.
Artificial intelligence	The development of computer systems able to perform tasks normally requiring human intelligence, such as visual perception and decision making.
Biased	Evidence favouring one opinion more than another.
Carbon emission	The carbon dioxide and carbon monoxide produced by a process.
Challenge	A stimulating and sometimes difficult undertaking.
Climate change	Changes in the earth's climate. Current use of the word often refers to changes that have been caused by human activity.
Citizen	A member of a nation state.
Citizenship	The state of having the rights and duties of a citizen.
Congestion charge	A fee that must be paid to drive a car in a congested area, typically a city centre.
Consumerism	A theory that increasing consumption is beneficial to an economy, or a practice that prioritises consumers.
CO_2	Carbon dioxide. A colourless, odourless gas that is present in air.
Critical thinking	The ability to analyse and evaluate evidence or ideas to form judgements about their soundness.
Data	A set of evidence that has been researched and gathered together.
Economic factors	Factors such as availability of money, or an impact on incomes or expenditure.
Ecosystem	Organisms (e.g. animals and plants) and environmental conditions (e.g. air, water) that are found together and interact.
Environment	The factors surrounding and affecting a living thing.
Global citizenship	Recognises that our rights and duties as citizens are influenced by factors from across the globe and can have global impacts.
Habitat	The environment in which a living thing exists.
Human rights	Rights to which every human is entitled.
Infrastructure	The structure that enables a system to function. Often refers to roads, routes or pathways.
Legal factors	Factors that relate to the law.
Objective	Based on fact.

Glossary

Word or Phrase	Definition / Description
Obesity	The condition of being very fat or overweight.
Opinion	A view or judgement which can be – but is not necessarily –based on facts or knowledge.
Peak Oil theory	A so-called theory (actually a prediction) that oil production will peak around 2020 and thereafter oil will become rarer and more expensive.
PESTLE	A way of analysing the external factors that affect a project: political, economic, social, technological, legal and environmental.
Political factors	For example: different political standpoints; different governments; changing policies.
Problem solving	The process of finding solutions to difficult or complex issues.
Qualitative data	Descriptive data.
Quantitative data	Numerical data.
Revenue	The total value of money received within a period of time.
Social factors	For example: lifestyle; population density; behaviours; diversity; different social groups.
Social media	Internet platforms with user-generated content, for example, Facebook and Twitter.
Stakeholder	A person or organisation with a valid interest in a project or issue.
Subjective	Based on opinion.
Sustainability	The quality of not being harmful to the environment and therefore supporting long-term ecological balance.
Sustainable transport	A transport method that results in reducing or removing factors that can harm the environment, whereby the threat to long-term ecological balance is reduced or removed.
SWOT	The assessment of an idea or project in terms of strengths, weaknesses, opportunities and threats.
Tweet	A single post of words or pictures on a Twitter social media account. Must be no longer than 140 characters.
Technological factors	For example: new technology; price of technology; equipment needed.
Viewpoint	A position from which something is observed or considered.

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.

www.sustrans.org.uk

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