

ChangeMakers Education Pack

Introduction

This teaching pack for 14-18 year-old learners develops creativity, problem solving, planning and peer education skills while learning about a choice of three global themes (the *impact of the fashion industry*, *mobile phones* or *refugees and movement*). The sessions also support learners to contribute towards positive change.

How to use this pack....to deliver the Welsh Bac Global Challenge

The pack can be used in full to deliver the Global Challenge element of the Welsh Bac. Simply select one of the three themes and deliver each session in the pack as follows:

- Introduction: ChangeMakers and the Global Challenge
- Workshop 1: Topic workshop
 - Topic a: The impact of the fashion industry **OR**
 - Topic b: Mobile phones **OR**
 - Topic c: Movement and refugees
- Workshop 2: Becoming a ChangeMaker
- Workshop 3: Reflection and review

How to use this pack...to deliver other global education sessions

Use any of the three topic workshops as independent sessions for delivery of global education (ESDGC). We will be adding information here on curriculum links once the new curriculum is finalised.

Learning objectives

For 14 – 18-year-old students to learn about one of the three global topics (see workshop plans for objectives) and be empowered to contribute towards positive change by developing:

- knowledge and understanding of the topic
- the ability to think critically about global issues
- the skills needed to initiate, plan and carry out positive action through organising a conference to raise awareness in their school / community
- peer-education skills and the ability to apply their knowledge and skills
- creativity and problem solving skills

What is ChangeMakers?

ChangeMakers is a global citizenship project that inspires young learners to make a difference as active global citizens and develop their knowledge of the ethics behind global brands and products and to enable them to lead further actions in their schools/colleges that contribute to global change. These resources are the output of that project and can be used as a way to develop important skills for the Welsh Baccalaureate Global Citizenship Challenge or to develop global education across the curriculum. The ChangeMakers project is funded by the British Council as part of the Welsh Government funded International Education Programme (IEP). CEWC, Centre for Alternative Technology, Christian Aid, Fair Trade Wales, WIDE and Oxfam Cymru have been involved in developing and delivering ChangeMakers.

| Teaching resource | Learning outcomes | Outline | Assessment | Timings |
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| PowerPoint introduction to the Global Citizenship Challenge and ChangeMakers | <ul style="list-style-type: none"> Understand the Global Citizenship Challenge project and what is expected of them Understand and feel motivated to complete assigned tasks before the next session Develop critical questioning skills Plan how to reflect on review learning during the project | <p>This PowerPoint introduces the project as a Global Citizenship Challenge with an outline of timelines, sessions and responsibilities, and to share ideas on how you will reflect and review during the challenge.</p> <p>NOTE: Before delivering this introduction, amend the timescales on the slides according to your plan.</p> | N/A | 20 minutes |
| Workshop 1, topic a: Global Fashion | <ul style="list-style-type: none"> Explore issues related to the global fashion industry Think critically about the fashion industry as it relates to global issues Critically examine examples of making change happen in the clothing industry | <p>This session uses the journey of a pair of jeans to explore the human and environmental impact of fashion from harvesting the crops to washing and wearing. Learners will identify causes, consequences and solutions using a range of problem solving and analysis tools.</p> | <p>Starter: Do learners consider ethical factors</p> <p>Activity 2: photos of drawings</p> <p>Activity 3: photos of emerging problem tree</p> <p>Record answers to plenary questions</p> | 3 hours |
| Workshop 1, topic b: Mobile Phones | <ul style="list-style-type: none"> Develop knowledge of mobile phone production and its positive and negative impacts, both locally and globally Think critically about the positive and negative impacts of mobile phone production and mobile phone use Identify how positive change can be achieved in the most difficult of circumstances | <p>This session explores how young people use their mobile phones, before examining the human and environmental impacts of mobile phones, with a particular focus on the Congo and China. Inspirational videos and examples support learners to think about where their phones come from, and how phones can be used for good.</p> | <p>Starter: Photograph/record responses on agree/disagree continuum</p> <p>Activity 1 onwards: Photos at different stages of the positive/negative wall</p> <p>Activity 3-4 Record quiz results</p> <p>Record answers to plenary questions</p> | 3 hours |
| Workshop 1, topic c: Refugees | <ul style="list-style-type: none"> Define refugees and their right to be protected Understand the scope and scale of the refugee crisis Empathise with refugees, understanding the reasons people become refugees and the impact this has on their lives Identify some positive contributions made by refugees in the UK | <p>This session explores refugees, supporting learners to understand the terminology, before having an opportunity to empathise with refugees from individual stories. Learners will analyse evidence to talk about the issues relating to refugees and how action at a local level can provide refugee support.</p> | <p>Starter: Photograph/record responses on agree/disagree continuum</p> <p>Activity 1: Record quiz results</p> <p>Activity 2: Results of card matching activity</p> <p>Activity 3: Photos of emerging issue trees</p> <p>Record answers to Plenary questions</p> | 3 hours |

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| | <ul style="list-style-type: none"> • Critically think about and discuss issues relating to asylum and refuge in the UK • Analyse media coverage of the refugee crisis in Europe • Critically analyse the effectiveness of action to support refugees | | | |
| Workshop 2 | <ul style="list-style-type: none"> • Reflect on learning from the previous session • Think critically about people can make change happen • Consider what actions young people can take to positively influence change | Workshop 2 is an opportunity for learners to plan individual and collective action related to the issue they learned about, and to begin to plan their peer learning activities. They will have a chance to see inspirational examples of others making change and reflect on changes they have instigated themselves. | Starter: Examples young people know of successful action Activity 2: Record impact grids Activity 3: Keep/photo flip chart responses Answers to Plenary questions | 1.5 hours |
| Workshop 3 | <ul style="list-style-type: none"> • Plan and initiate action • Develop peer learning and facilitation skills | <p>Workshop 3 is an open support/coaching session to help learners to prepare to deliver their peer learning activities. There is no session plan as it will depend on what learners choose to do.</p> <p>Discuss plans with learners, checking for challenges/barriers and discussing solutions. Give support where necessary, referring learners back to:</p> <ul style="list-style-type: none"> • Handout 1: Making Change Happen • Handout 2: Peer Education and Facilitation <p>There are a number of action planning activities and worksheets in the Get Global education pack that may be helpful.</p> | Record progress for groups since previous session and note any emerging key learning points | 1 hour |
| Peer learning activity | <ul style="list-style-type: none"> • Develop peer learning and facilitation skills | Learners deliver the peer learning activities as planned with lead teacher/s. | | Various |
| Workshop 4: Reflection and review | <ul style="list-style-type: none"> • Evaluate peer learning sessions identifying key learning points • Reflect on impact of project and peer learning overall | There is no session plan for this because it depends on the topic you have covered and the peer learning activities themselves. In this session, | N/A | 1 hour |

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| | <ul style="list-style-type: none">• Reflect on individual learning from the project | <p>repeat some of the assessment activities you completed during the workshops to measure distance travelled.</p> <p>For the Making Change Happen workshop, use part two of the <i>Can I Make a Difference Questionnaire</i></p> | | |
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