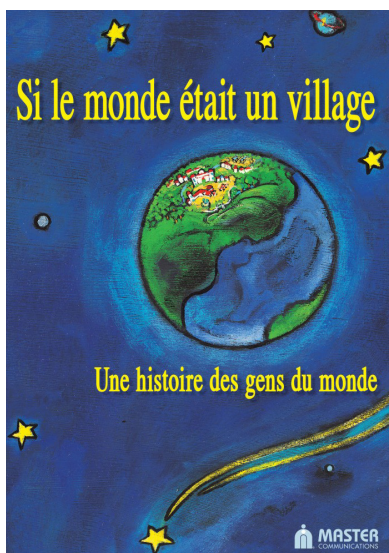


# Whole school change in a Berkshire secondary school

## GLOBAL CITIZENSHIP THROUGH MFL

*Although this case study refers to just one curriculum area, the teachers involved hoped the impact their work had on the students would become apparent through other curriculum areas and aspects of school life*

Our secondary school is working towards embedding Global Citizenship across the curriculum. In the Modern Foreign Languages Department we seldom addressed global issues in KS3, and were only included by individuals teaching GCSE and A level courses if they had particular interests, or resources, that they felt would fit programmes of study. After a Global Citizenship training day, I began to explore ways of developing French teaching resources so that pupils' views of the world beyond the UK would be challenged.



I began by using the 'global village' resource within a Year 8 module on 'My World'. This enabled me to work on the names of continents on a world map, as well as on numbers while challenging pupils' perceptions of world population distribution. The pupils weren't used to looking beyond Europe in their MFL lessons, so were very engaged and surprised by the statistics we used. This provided an opportunity to discuss some of the distorted views many people hold about Africa, Asia and North America and to use empathy skills to imagine how they might feel if they were at school in another continent and did the same exercise.



I used a case study of Bangladesh and flooding with Year 11. We explored the use of images and pupils had to think about the questions they would like to ask people in the photos and what they might say. Although this activity was from a resource that had been around for some time, it provided an opportunity to think about climate change and the impact it is having on communities in other countries. Pupils had to write a newspaper article based on this.

As part of our topic on future jobs and choices we looked at children and young people having to work for a living in different parts of the world, relating this to the jobs school students do in the UK. We used this as another means of exploring pupils' perceptions of different places, particularly South Africa, from where the original sources originated.

India became a focus for a topic with a Year 10 class and I was able to adapt an activity we'd used on the GC training day to challenge the stereotypical views pupils held. A powerpoint presentation with a range of facts about India formed the basis of this activity, designed to provide a more balanced view of the country. Pupils were amazed to learn that in India many people don't live in poverty and we were able to explore similarities between the lives of people in India and in the UK.

I have been able to share my development of resources with colleagues in my department and meeting time has been allocated for this.

Future plans include adding resources that explore environmental issues in more depth, with a focus on ways in which our actions can have consequences for people in other parts of the world. This will become part of our Year 10 topic on 'Home and Environment'. In Year 8 we are going to add resources to the topic on 'My Town' looking at comparisons between Reading and towns around the world as a way of challenging perceptions as well as celebrating diversity. For case studies we're planning to collect images from towns in Thailand as this will provide an opportunity for curriculum links with RE, where pupils will be studying Buddhism at the same time.



Apart from building in and developing new resources, our next steps will include more evaluation of our existing resources in terms of their Global Citizenship potential. We are looking to develop more consistency in our approach to delivering GC ensuring that, through the resources we use for MFL teaching, pupils' attitudes about people and places are regularly challenged and they are encouraged to think more critically about global issues within their languages work and in a whole school context.