

Introducing the global dimension in the Global Village Project

Beyond the construction of the exhibition, the papier-mache and chicken wire and creative ideas, the global village project offers the opportunity for cross curricula study, taking in some of the broader dimensions of global issues. It creates a basis for comparable studies of life styles, customs and cultures whilst taking in some of the daily issues of life that affect the majority of humankind in our world.

We have attempted to put together some of the topics that could be considered within the exhibition, as well as some of the wider issues that could be developed during the time of research, to be used as subjects for debate and activities during this project. **They are purely to be seen as guide lines, possible starting points, depending on the age and ability of the children, the time you have available, and the depth you want to go to with the project** Many of the issues raised are covered in the various teachers' packs and information available in the One World Centre. For any further information please do make contact with us at the centre.

The questions in italics are starting points rooted in a sense of cultural identity and awareness of life here on the Isle of Man.....to be explored from the child's own direct experience and knowledge of contemporary and historical aspects of life on the Island. The aim is to explore the links of our contemporary life with life for many people living in the developing world.

- The bullet points are starter points, open ended questions for discussion and research that could be related to your selected country...
- ❖ The activities are some possible starter points for interactive experiences related to life in your selected country.

N.B. We are very aware of issues related to health and safety, but are also aware that it will only be possible to give children on the island to gain an impression of life for the majority of children in the world, if they are encouraged to “experience “ life styles, living conditions and working experiences in a reasonably true to life activity. The activities suggested below are for individual teachers to interpret in light of health and safety regulations!

Topics

Clothes

*What would you say was the **traditional** clothing for a Manx person?*

What does the average person wear today in our culture? Is there an average person?!

How does our clothing change to meet the way we live and the jobs we do?

How has clothing changed historically / why has it changed?

If you moved to another country would you want to carry on wearing your own sort of clothing?

- Look at the traditional costume for men women & children in your chosen country. Fabrics & materials. Patterns, colours, textures, availability of materials, locally produced clothing, Clothing of indigenous peoples.
- Is there more than one recognised dress code?
- Consider garments for special occasions, festivals.
- The religious, and climatic dictates of clothing.
- Consider contemporary clothing, practical clothing, western influence.
- Consider the social impact of cheap imported second hand cloths from the North , does it undermine the countries own cotton and garment industry?
- Does the globalisation of clothing undermine the countries cultural identity?

Activities:

- ❖ printing repetitive patterns with potato, or card / wood blocks.
- ❖ Create a “clothes line” of washing
- ❖ Spinn and weave cloth. Ribbon/ wool weaving to make rugs
- ❖ Use second hand materials and scraps recreate traditional garments.
- ❖ Using recycled materials recreate shoes /flip flops/ hats
- ❖ Using salt dough make traditional jewellery / pasta beads
- ❖ Make festival head dresses / masks/
- ❖ Experience wearing the clothing from your country, the head covering, long sari, Etc. what limitations does it have on your movements?

Food

What sort of food would you say was historically Manx? Have a tasting of spuds and herring and bonnag.

Historically, what variety did people have? Why did people eat such simple things?

Do we still grow much of our own food?

Where do we get most of our food from now?

What countries does it come from?

Why has this changed in the last 100 years ?

How much energy is consumed in bringing these products to us?

- Look at the staple diet of your chosen country, have a tasting session.
- How is the food grown?
- Do the majority of the population still have a simple diet without much variety? Why?
- What would be the differences between the urban and rural population/ social groups?
- How dependent are they upon animals for food?
- Are there social differences within the country that would have impact on the variety of food eaten?
- What special food do they have for celebrations and festivals?
- How is the food cooked, and who cooks it?
- What type of preparation is necessary?
- What fuel do they use?...is this sustainable/ effective?
- What cooking pots do they use?
- How do they eat their food?
- What food would they have that is the same as ours?
- How much imported food would they have? Why would they not have as much imported food as we have?
- Have you eaten food from your chosen country? Where?
- What spices do they use.
- Does your country export food to the North?
- Are there Fair trade food products from your country, what differences could this make?

Activities

- ❖ Make some traditional food /Have a tasting session of traditional food.
- ❖ Try growing seeds from that country, eg. coriander...

- ❖ Arrange a meal when all the children eat is rice / porridge, how do they feel about having such simple food day in and out?
- ❖ Bring in a variety of spices to taste and try smelling.
- ❖ Create a small fire/ bar-b-que outside and cook food with the children. Let them experience how long it takes for water to boil., how much fuel it consumes. (N.B. health & safety!)
- ❖ Buy rice and mix it with other seeds, get the children to “clean “ the rice before cooking it.
- ❖ Create some of the cooking utensils using papier- mache / coconuts...
- ❖ Using a pestle and mortar allow the children to experience how long it take to grind seeds / maize.
- ❖ Buy a range of fair trade products and let the children sample them
- ❖ Eat a cooked meal using the customs of your country eg. by hand, with chop sticks....

Water

Historically how did people get water on the island?

Was it safe?

Where do we get our water from now?

How is it made safe?

How many ways do we use water? Is there a shortage of water on the Island? How much water does the average person use in a day?

Why is it necessary to save water , in what ways can we save water?

Do we pay for water?

- Is water easily accessible for everyone in your chosen country?
- What are the differences between urban and rural supplies?
- What different sources of water are there for people?
- What are possible ways of water contamination?
- What are the statistics for water related diseases and deaths?
- What hygiene lessons need to be known?
- How much water does a person need to stay alive? How heavy is that?
- How far can you walk carrying that?
- Who normally carries the water?
- What social implications does that have?
- If people don't have water in their houses, what do they do for toilets?
- How and where do people do their washing?
- How do they dry it?
- Should people have to pay for water?

Activities

- ❖ Organise relay races outside carrying buckets of water (alternative use the OWC water project!)
- ❖ Keep a check on the amount of water that each person uses in one day, try carrying that amount.
- ❖ Design a hygienic toilet that would have limited smell and be safe.
- ❖ Bring in some dirty washing to do in school, see how much water you need to clean off soap etc.

Creative Arts

What art work would you historically relate to the IOM?

Is that art work related to our religion?

Look how that work is reflected on buildings, grave stones, jewellery, and is still being used in contemporary architecture.

Look up the work of current artists on the island how is the contemporary work different?.

- What art work would you say is typical of your chosen country.
- What materials do they use?
- Is it reflected in their jewellery, body art?
- Look up the pattern work, does it have meaning?
- Is it reflected in their fabrics and colours?
- Is it reflected in their architecture?
- Is it symbolic? Does it have religious meaning?

Activities

- ❖ Recreate an architectural frieze from a building using traditional art forms in papier-mache/ polly -filler to build up the relief.
- ❖ Try using traditional tools and materials, eg. wood carving/ plaster carving
- ❖ If body art is part of your tradition encourage the children to paint their faces hands and arms using traditional patterns and designs.
- ❖ Find ways of representing precious metals and jewels that would be used in places of worship eg. Fimo/ mirrors/ lentils/seeds / mosaics / spray painted.
- ❖ Explore more primitive art forms, lino cutting/ block printing. Finger painting, try painting them onto unusual textures, eg. leaves. Hand made paper. Dyed cloth.

Dance, movement & drama

Does anyone do Manx dancing? Look at how the movements fit with the music.

What traditional instruments are used for Manx music?

Do the dances tell stories?

Are the instruments still used in contemporary music?

Does Everybody on the Island still listen to Manx music?

- Look at the traditional music of your chosen country, how are the dance movements different from the Manx ones?
- Would the climate make a difference to how you dance?
- What were the instruments made from?
- How do people dance to the music of these instruments?
- Are the dances related to religious ceremonies, what stories do they tell?
- Do people still use only their traditional music and dance, what contemporary music do they have?

Activities

- ❖ Re-create some of the instruments and music from your chosen country
- ❖ Try to imitate some of the movements of traditional dances.
- ❖ Tell a story through movement and percussion.
- ❖ Research and sing songs from the country.
- ❖ Listen to contemporary music from your country.

Literature & story telling

What are the traditional Manx stories?

How have they been passed down to us?

What new ways have we of telling stories?

- What stories can you find related to your chosen country?
- How do these stories link in with the culture?

Activities

- ❖ Create some of the characters that are depicted in traditional stories.
- ❖ Act out the traditional stories, looking at different personalities.
- ❖ Recreate the masks, and costumes related to traditional story telling.
- ❖ Research modern story telling techniques, films and TV from your chosen country.
- ❖ Make a short video about life in your country.

Family

What is the average family size on the island?

What are Manx family names?

How does the extended family operate in our culture?

- What are the average sized families in your chosen country?
- Why do people still live closely together?
- How could this be useful?
- How could this be difficult?
- How do people greet one another?
- What are the expected roles within the family?
- What is the role of women?
- What is the role of children?
- How do children help support the family?
- What sort of work do children do? Do you think that children should work?

Activities

- ❖ Create a room the size of a typical house.... Try to “live together” in that room, imagine settling down for the night with fifteen other people, allow the children to experience the lack of privacy, washing etc.
- ❖ Set the children to work around the classroom...expected to sweep up, do the washing up.
- ❖ Have the children experience “stone bashing” ie. breaking stones. (N.B. Health and safety would require children wear suitable protective goggles and gloves etc. Still a valid activity if the children only try to break a piece off stone each, they still experience the difficulty of the job.
- ❖ Many children earn money by recycling. Set up a simple recycling system in the class where children could “earn” points...

Shelters & Architecture.....

What type of home would you expect to have? How many in a room? What facilities?

Historically what kind of homes were there on the island?

What different buildings have different kinds of architecture?

What are the differences between old and new buildings on the island?

- Is there a typical type of dwelling in your chosen country, urban /rural?
- What different architectural features are there on different types of buildings?
- How many people could be in one family home?
- What are the buildings made from? Are these effective materials for the climate?
- Are the buildings vulnerable to heavy weather, strong winds, storms, hurricanes?
- Are the buildings adapted for earthquake zones?
- What are the different social expectations, as in living accommodation.
- What interior decoration would they have
- Do they have toilet facility?
- Do they have water in their houses?
- How do the majority of people live, inside or outside?
- Do people have gardens?
- Do they expect private space?
- What level of material possessions would people have? Where do they keep them?
- Do they bother about security?
- Do they have electricity?
- Do they have chimneys / fire places?
- What toys would they have around?

Activities

- ❖ Reconstruct a typical dwelling.... Using traditional building techniques as far as possible. Eg. willow weaving, papier-mache for mud used to cover the willow, or reconstruct breeze blocks with papier mache, and build with them. Try binding wooden structures together to create a dwelling.
- ❖ Create suitable roofing materials, eg. banana leaves / palm leaves, corrugated iron.
- ❖ Re create some typical toys, and traditional games using recycled materials.

Transport

Historically how did people travel on the island?

What are our main systems of transport now on the IOM?

Is it sustainable?

Is it effective?

- What are the main systems of travelling in your chosen country?
- Is it the same for urban and rural communities?
- What other forms of transport are there?
- Are there motorways?
- What are the state of the roads like?
- How do the roads have an impact upon the industry in the country?
- Do as many people own cars as they do here?
- How do people transport their young?
- What would be the result of everybody having the same access to cars as we do?

Activities

- ❖ How much can you get on a bicycle? Load a bike up as a travelling hardware store.
- ❖ How many people can you safely balance on a bike?
- ❖ Go for a walk together, see how far you can walk?
- ❖ Carry a doll in a backpack for the full day as you go about the rest of the work
- ❖ Arrange a relay race carrying heavy building materials

Shops & Shopping

Where do you go to buy food?

Where do you go to buy clothes / toys / books etc.

Have you ever been to an open market on the IOM?

Have you ever bought food from a farmer?

Do you always get your clothes from shops?

Has anyone ever made you clothes for you, your Gran or your mum?

When you buy things is there always a price on them?

How would you buy things if there was no price?

- What sort of shops are there in the urban areas of your country?
- Are there recognised Western brand names? Eg. McDonalds?
- Are there Post Offices & Banks?
- What types of shops are available in the rural areas?
- How do people get there clothes?
- Where do people buy their food?
- How do people barter for goods?
- How far do they have to travel to get to shops?
- Are there supermarkets?
- Do people always buy new things if something is broken or are there repair areas, is recycling going on?

Activities

- ❖ Arrange a market where children bring in unwanted toys to sell, or make produce to sell. All selling is to be done on a bartering system, trying to get the best price for both the buyer and seller. Each child is given the same number of tokens to start with, so that they can buy but are dependent upon selling if they are to be able to buy more.
- ❖ Design a poster to attract someone to your store.
- ❖ Think of a simple cant that you can use to attract the buyers attention
- ❖ What other things could you offer to make someone buy from your stall?
- ❖ Make a shopping list of the things you would need to buy on a daily basis if you had no fridge or freezer.

Religions & Festivals

*What religions do we have on the IOM? What places of worship do we have?
How is our Christianity reflected in our culture / names/ laws / moral codes/
How many of our holidays and celebrations are based around our religious festivals.
How do we celebrate our main festivals?*

- Is there just one religion in your chosen country?
- Is the religion a state religion?
- Are there statues and shrines related to the religion of your country, are they seen beyond the churches?
- Do the religions influence the music and art of the country?
- If there are more than one religion, what are the differences between the religions, in worship, festivals, clothing,
- Have these religions lived together peacefully?
- What household shrines would people have?
- Do people have special clothing for worship?
- Are there special rituals for worship?

Activities

- ❖ Recreate some of the symbols related to the religion, making a large collage.
- ❖ Recreate one of the religious festivals, making the appropriate food, and following the traditions for the day.
- ❖ Create a frieze of the outside of a typical religious building, using papier-mache or polyfiller to make the mouldings.
- ❖ Create a small household shrine.
- ❖ Act out the religious ceremony, with music .
- ❖ Retell the story of the religion as a drama.
- ❖ Make candles and incense using herbal essences.
- ❖ Practice chanting in the religious tradition

Animals & Wildlife

What wild animals, birds, insects and fish can you list on the Isle of Man?

Do these animals have any impact upon our life styles?

What domestic animals are there? How do we use them?

Are there any animals that have been on the Island, but are now extinct?

- What animals live in your chosen country?
- Are there the same animals/ birds insects as we have here?
- Do they migrate between the two countries?
- What impact could some of these animals, insects etc.. have on the life styles of the people?
- Are animals hunted, and eaten?
- Are there sacred animals?
- How can some of these animals be used domestically?
- How are these animals used for transport?
- Are these animals treated as pets?
- Are domestic animals well cared for?
- How do people cope with what we'd term as "pests"?

Activities

- ❖ Create some life size insects out of pipe cleaners/ twisted wire, and tissue paper.
- ❖ Create butterflies, using twisted wire and tissue paper.
- ❖ Create foot prints from different types of animals in clay.
- ❖ Arrange to bring in a goat (?)so that children can experience an animal being milked.
- ❖ Create a pen for hens in the school grounds so that children can experience a hen laying eggs/ chicks?
- ❖ Make typical housing for live stock using recycled materials.
- ❖ Study the migratory root of swallows...
- ❖ Design and make effective animal scares.
- ❖ Make a large object to represent an elephant/ lion.... Practice throwing balls at it for accuracy of shot to scare wildlife from crops.

Landscape, flora & fauna

How would you describe the landscape on the IOM?

Could you say if there was a “typical” Manx landscape?

Why is our landscape as it is/ what has created it?

What impact has man had upon it?

Is it being used in a sustainable way?

- Look at the diversity of landscape in your country.
- How has the climate and landscape influenced where people live?
- What is the effect of human impact upon the landscape? Industry / farming/ population growth?
- Are there areas that have been set aside as wildlife reserves in the country?
- Are wildlife areas under threat?
- Is it being developed in a sustainable way?
- What impact will this have on the diversity of habitats?
- Are plants used in traditional medicines?

Activities

- ❖ Recreate the type of ground cover you'd expect to find in your chosen country, sand /rubble / dry grass.. introduce litter...(could be used as the base for the exhibition piece)
- ❖ Draw plants that have medicinal qualities, recreate their leaves / roots out of papier- mache.
- ❖ Make replica paper flowers out of tissue paper / cut paper.

Tourism

Historically did people on the IOM go away for holidays?

The IOM was a holiday place...what impact would that have had on the traditional way of life?

Do most people have holidays now? What has changed?

Where have the children themselves travelled to?

Where do they stay when on holiday? Do they consider the limited water supply when they are in foreign countries?

- Is your chosen country visited by tourists?
- What areas do most people go to?
- What are the good things about tourism?
- What can be the damaging things
- What impact does tourism have upon water supplies?
- What impact does tourism have upon the environment?
- Are there eco-tourism schemes?
- Do the people in your country go on holiday? Is there a difference between rural and urban areas?

Activities

- ❖ Make a collage from tourist brochures and magazines.
- ❖ From pictures from the internet, make another collage showing life for the people of the country. Compare the two and discuss the media representation.
- ❖ Contact a hotel group operating in the country, see what facilities they have on offer, what tours and entertainment. Is this a fair representation of life in the country?
- ❖ What local produce do they use?
- ❖ What local staffing?

History & Indigenous peoples.....

Where did the Manx originate from?

What proportion of Manx to come overs on the Island?

Are the Manx people loosing their culture?

What have they done to re establish the Manxness?

How strong is the music and language and sense of identity?

What part does local government pl in an awareness of nationhood?

- Who are the indigenous people of your chosen country?
- How are they represented in their government?
- Is their language and culture still dominant?
- Has the country had colonial rule? To what impact upon the indigenous peoples?

Activities

- ❖ Learn some of the language of your country.
- ❖ Do banners with traditional greetings, welcome, hello, thank you etc.
- ❖ Practice the body language that goes with the greeting.
- ❖ Look up tourist information from the country to see how much indigenous peoples are represented.

Trade

What is our currency?

What products does the IOM have to trade with the rest of the world?

How are they produced?

Who makes them?

What wages do people receive for them...are they fair wages?

- What is the currency and exchange rate of your chosen country
- How much does the government owe in overseas debt?
- How much does it spend a year in paying off the debt?
- How much does it spend on arms?
- What trading does it have with the rest of the world?
- What work are the largest numbers of people employed in?
- What industry does it have, are these good working conditions?
- Do children work?
- Are there trade unions?
- Are there co-operative schemes / Fairtrade operating in your country?

Activities

- ❖ Make replica currency of your country.
- ❖ Use a trade game (eg. the chocolate game) to explore trading issues of the developing world.
- ❖ Make collage from labels of any product that can be bought from your country in the IOM.
- ❖ Invite Fair trade representatives into the school to do a tasting
- ❖ Create a “job” that needs the children to participate in.... start with poor working conditions, then run the job with easier technology and better working conditions. Discuss the children’s reactions.

Education, schooling

Historically, when did schools start on the IOM?

Who brought schooling to our communities?

Do we have to pay for education?

Why is it important to have education?

What facilities do the schools have on the island?

- What proportion of the population receive schooling in your chosen country?
- Do girls and boys get equal opportunities?
- How easily accessible are the schools?
- Who is responsible for cleaning the schools?
- How many children in one class?
- What facilities do they have to offer?
- What language do children learn in, is it their native language or English?
- What job availability after schooling?
- What are the differences between urban and rural schools?

Activities

- ❖ Organise a lesson using only the facilities available in your chosen country. Set up the hall with only twenty desks, for 150 children, most children sit cross legged on the floor. There is only one teacher and all the children have slates and chalk. Go back to traditional rote learning techniques.
- ❖ Arrange for the children to be responsible for the cleaning of their classroom for one day bringing in their own sweeping brushes by turn.
- ❖ Set up a link with a school of your country

Health

What is the health care system on the IOM? What happens when you're ill?

Who pays for our health care system?

What is the life expectancy?

- Research the childhood diseases in your chosen country, how are they spread?
- What hygiene education, water sanitation is there?
- What vaccinations are available to treat these diseases?
- What is the level of infant mortality?
- What is Aids, and how does it impact the community?
- What are the health systems in the country, the availability of Doctors.
- How is the health care funded?

Activities

- ❖ Make a poster that tells an illiterate mother about good hygiene practice / or that vaccination is good practice.
- ❖

Government

How does the Manx government operate?

What is a democracy?

How are people voted be an MHK?

How does the government deal with law and order?

What aspects of our society is the government responsible for?

- Is your chosen country a democracy?
- How stable is it?

Activities

- ❖ Run an election. Get candidates to put together their list of priorities for a schools council.
- ❖ With a set budget allow pupils to explore prioritising an action plan for improvements.
- ❖ Organise a meeting that is run on the system of government of the country.
- ❖ Organise a meeting that is based upon consensus ruling.

Energy & Technical Development

How does the Island generate electricity?

What steps has it made for renewable energy?

What new technology can you identify?

What “new” inventions do you have in your house?

Look at a piece of technology and see how it has been designed to meet our needs

- What proportion of people have access to electricity in your chosen country?
- How reliable is the power?
- Do children have access to computers?
- Are there renewable energy projects
- Are there alternative technology projects being introduced to the rural regions of the country, how are they designed to make life easier for the people?

Activites

- ❖ Design a simple stove that would make cooking easier for rural people
- ❖ Design a simple light that would help to reflect light into a room
- ❖ Create a cooking pot that would use less fuel (multi purpose pot)

Charitable Organisations

What charitable organisations do you know that work on the IOM?

What work do they do?

How do charities raise money in the IOM?

How can we help them?

What charities operate overseas?

- Which charitable organisations operate in your chosen country.
- What work do they do?
- Do they include local people on their teams?
- Do they train local people to continue the work?
- Do they work with a local partnership organisation?
- How do they evaluate their work?
- Why is it necessary for them to operate in the country?

Activities

- ❖ Find out how much it costs to provide a specific item in your country eg. a water pump.
- ❖ Make a collage of all the logos of all the charitable organisations that work in the country, showing what work they are doing.
- ❖ Invite someone in form a charity to speak about the work that is being done.
- ❖ Identify a specific need and design a poster asking for help to fund a project to meet that need.
- ❖ Discuss ways that you could support a charity that is operating in your country, eg. collecting stamps / fund raising
- ❖ Choose a campaign that is operating on behalf of the people of your country, (eg. Amnesty International, Survival,) and each write a letter to send to the the PM, Ambassador etc. (information available from the charity)