

Derby House. Castle St.
Castletown. IM9 1LA
Open Mon – Friday 1-5.00pm.
Sat. 10.am – 12.30 pm.



oneworldcentre
manx development education network

ynnyd un teihll
moggyl ynsagh lisee vannin

Tel: 01624 825464
email: cheryl@owciom.org

www.oneworldcentreiom.org

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Primary Schools Programme

The One World Centre offers free advice, resources, support and training to teachers interested in Development Education, its methodology and practice. We also offer a range of workshops and presentations, free of charge, that introduce the Global Dimension into general classroom teaching. Please contact us for booking any of these sessions or for further information.

Resources.



We have over 1700 books, CD's, Videos, DVD's photo packs, and posters that focus on the Global Dimension through the National Curriculum. We also have artefacts from India, Kenya and Ghana; these are all available on loan, free of charge to teachers. Our resources are on a data base and are available by email. If you would like to browse our book shelves from your home please let us know the categories you are interested in and we will send you the current updated files. They include. : Art and design Assemblies. Citizenship/PSHE Food. Geography / cities / countries. History. Homes. Human Rights. Literacy.

Numeracy. Topic posters. RE. Science. Shops and Markets. Sport. Sustainable Development. Transport. Water. In our adult section we also have teacher training material on Global Citizenship and Development Education.

Staff Training

An Introduction to the One World Centre. _1hr Staff meeting

This slide presentation introduces staff teams to the work of the One World Centre. Through a review of the work of our organization it reflects upon global issues and shows how, through presentations and workshops, we help individual teachers to introduce the Global Dimension into classroom teaching. The session can stand alone as a preliminary introduction, or for those interested in developing the global dimension within the whole school, it can lead into the INSET session below.

Bringing the Global Dimension into the National Curriculum

INSET Twilight session - 2.hrs. (Recognised by the Dept. of Ed)

Our aim is to encourage more Manx schools to introduce the Global Dimension into the very ethos of their school. This INSET focuses upon Global Citizenship in the Manx National Curriculum and identifies the qualities and practice of a “global teacher” and a “globally aware school”.

Through a participatory programme the session encourages teachers, as a team, to investigate and identify their thoughts and attitudes towards some developing world issues, and to recognise their personal feelings about multi- cultural education and cultural diversity in the Isle of Man. It considers some aspects of dealing with racial prejudices and stereotyping in the classroom, and through video clips introduces aspects of Development Education methodology and good classroom practice. The session concludes with practical ideas and activities that can be implemented through the school.

Staff training contd.

Fairtrade School Registration: staff training. approx 30min.

This brief session gives background information to teachers on how and why the Fairtrade movement began and the educational value of becoming registered as a Fairtrade school. It briefly outlines the criteria for Fairtrade registration, the setting up of a steering committee, the school policy and the schools ongoing commitment to promoting and using Fairtrade. The One World Centre can assist in providing the educational backup and support for workshops, resources and posters.

Outside Speakers:



We are occasionally given the opportunity to host speakers who are involved in aid projects in developing countries. These are all nationals, well informed people with first hand information both of their own country and of particular development issues.

Unfortunately we are often given short notice of their availability. We through First Class, and operate on a first come first serve basis. Even when a speaker is not suitable for Primary schools, they are often suitable for primary school teachers! We always host a free public meeting, advertised through First Class, to enable global teachers to be able to extend their own knowledge and personal understanding

School Assemblies:

We offer school assemblies that raise awareness of global issues through interactive performance story telling. We also offer assemblies that explore fundamental values through the global perspective. All assemblies are suitable for the full school. After the assembly we'd value the opportunity to run a literacy session based upon a philosophical enquiry approach with KS2 students.

Amy's Special Gift. An introduction to Eco awareness. 15 /20 min.

This performance story describes how Amy becomes aware of the beautiful things in her immediate environment, which are then spoilt unintentionally by her older brother. The story introduces a sense of wonder as well as an awareness of the fragility of the natural world. It encourages young people to identify how we unintentionally damage the earth, and helps them to identify positive solutions to reducing their global footprint.

Norg of the North. An introduction to Climate change. 15/20min

The impact of climate change can seem a daunting subject to introduce to young children. This simple story based on five creatures that live on an isolated Island introduces some of the implications of climate change through a fun and interactive story. It helps children to understand that actions have consequences that can be far reaching, and engages them to think of ways they can reduce their carbon footprint.

Tom and Kadengy. An introduction to the Global Dimension: 20 min.

Using performance story telling this assembly raises awareness of development issues and is often used by schools as a way of introducing the global dimension to students. Through the experiences of a 12 year old boy Tom, who visits Kenya with his family, children are introduced to some of the issues that young people in other parts of the world face on a daily basis. The session aims to create empathy and understanding of the life of children in the majority world and to help young people identify that they can take positive action as young global citizens.

Fairtrade No1: Ogres and Fairy God-Mothers. 20 mins

Kids understand issues of fairness. We use this simple story based upon a fairy tale and illustrated by powerpoint images to help children explore how fairy god-mothers usually appear when things have been unfair. The appearance of "Fairy Traded" in this tale introduces the concept of how Fairtrade can bring justice to farmers in the developing world.

Fairtrade No 2: A real life story: 20 min

This second Fairtrade assembly should be used as follow up to consolidate the teaching from Fairtrade assembly No1. through slides it gives the real life story of Joyce, a sugar cane farmer in Malawi, who has directly benefited from becoming part of a Fairtrade co-operative. It also introduces the concept of Fairtrade schools to students and helps them to identify the Fairtrade logo

Core Values 20 min assembly exploring core values with a global dimension

Happiness . Individuality . Co-operation . Fairness . Responsibility . Perseverance . Respect . Courage . Tolerance . Care . Honesty . Friendship

These stories have been put together to help schools add the global dimension to their teaching whilst focusing upon core values. Through simple life experiences of children in other parts of the world examples of good practice are explored and celebrated through fun interactive story telling.

Performance poetry & core values

20 min assembly exploring core values with a global dimension, and KS2 literacy session

Children's performance poet Shelley Ann Dwornik is working through the one world Centre to visit schools to explore core values through the art of poetry and storytelling. She will do a 10/15min performance session as a full school assembly followed by literacy workshop for KS2 in which children are encouraged to express their feelings about the core value, reflecting on their own lives, their dreams and hopes, and by imagining and developing understanding of what life must be like for others. For more information on the work Shelly is currently doing in schools see:

www.freewebs.com/shelleyandwornik

Classroom sessions and workshops



KS1 Food.

Hailes' Harvest: 45 min.

A suggested conclusion to the topic study on food:

This session helps young children to identify their own needs for nutritious food, whilst creating empathy for people in the majority world that do not have our own food security. Through a storytelling session based upon the life of a child living in Ethiopia, supported by a short video clip, children are encouraged to investigate what life may be like in other countries, and to understand the impact of a poor harvest as one of the basic reasons for poverty and food shortage.

This interactive session develops speaking and listening skills and through simple workshop activity encourages the children to identify with issues of justice and fairness.



Homes and Shelters

KS1 Other Peoples Homes: 1.30min.

The concluding session to the topic: Homes & Dwellings.

This session aims to help young children to identify that many children in the world live in very different dwellings. Through a story telling session based upon the life of a child in rural Nepal, followed by a slide presentation of dwellings from developing countries it seeks to encourage the children to explore why different design and building materials are used, and to investigate why inappropriate materials may be used.

This is an interactive session that encourages open discussion, imaginative role play, and speaking and listening skills.

Water

KS2. The Water Project: 1:30min. School hall

The aim of this session is to enable young people to become aware of the reality of life for the majority of the world's population and to understand how water insecurity is linked to health related issues and poverty.



This fun, interactive workshop enables pupils to begin to explore the implications of not having easy access to water, and challenges children to make some of the decisions that face other children in the world on a daily basis. It encourages

decision making and participation, it also involves carrying 5 ltrs of water on their heads!

The session needs to take place in the school hall and also needs an additional adult helper as well as the normal member of staff.

KS2 What's in the News.

Often children see information about World disasters, climate change and other global issues on TV. We have been invited into schools to help pupils explore current events, through role play and interviews to help develop understanding, empathy and insight. These sessions, based around current topical events, develop skills in speaking, questioning, listening and discussing.

KS 1/2 Rainforest Workshop Half day session. See under Eco Workshops

Life in a Developing Country



KS1 / 2 Kenya.

A Day in the life of Kadengy: 1.30min

A comparative study of life in a different country.

The session aims to help young children to become aware of life in a contrasting locality, to identify with a child from a different culture, and to understand some of the issues faced by children on a daily basis. Through a slide presentation showing the diversity of life in Kenya, the session aims to challenge cultural stereotypes. It encourages children to identify with Kadengy as he goes through a special day which includes his normal routine of collecting water and going to school but ends with a bus trip via Nairobi to visit relatives who live in the Massi Mara.

The session encourages children to look, imagine, discuss and question. It develops communication skills whilst extending understanding that people live in different ways, have different life styles but a shared humanity!

Kenya.

Tom & Kadengy. 45 min. KS2 Literacy. Geography.

A Comparative study of life in a different country. (Story session as in full school assembly.)

The session aims to create empathy and understanding with children in the majority world and to help young people to identify what positive action they can take as young global citizens.

This session seeks to use the basic story (as told for assemblies,) to open up issues for debate.

Through an interactive session it seeks to encourage young people to identify some of the similarities and differences between the cultures and to empathise with the narrated story. The story includes issues of access to clean water, comparative life styles, child labour, fair-trade, health, and education.

An Introduction to India. KS1/ 2 A full morning / afternoon session

Introductory session prior to study of life in Chambakoli

This introductory session aims to give an overview of the diversity of life and culture in India, seeking to break down some stereotypical imagery.

Through an active participatory slide presentation this session encourages pupils to become aware of the variety of geographical features, religions, buildings, music, culture, decoration, people and markets, and to understand how diversity of culture is linked with the different religions practised within India. The session develops observation, as well as speaking and listening skills. Each student will keep their own diary as a memory of their journey through India.



KS1 India Greeta and Rekha 45min.

Through story telling and role play the session encourages understanding and empathy for two girls living in rural India whose family is given the gift of a cow. It seeks to develop active listening and questioning skills that result in role development and imaginative narrative. This session enable pupils to understand some of the issues behind poverty and how aid can actually benefit whole communities.

KS 1 / 2 Papua New Guinea & Rain Forest presentation. 1.30min.

Val and Brian Cain spent two years working with VSO in Papua New Guinea. They are excellent communicators with a background in education and a huge range of photographs that include all aspects of life in the rain forest, they also have a good selection of artefacts. They have talks that include: School in the rainforest; Life in the rainforest; Discovering Papua New Guinea; Cultural festival at Simbai, a village in the mountains. They are flexible regarding content and can combine and edit as required to fit in with the schools' requirements.

World Religions



Daxa presents Diwali 1.30min

The aim of this session is to help children understand that different cultures and customs reflect different religious beliefs and practices, and to investigate the similarities and differences with the Christian Festival of Christmas and the Hindu Festival of Diwali. Daxa Patel, an Indian Hindu living on the Island, has kindly agreed to work through the One World Centre to help introduce the Festival of Light to KS1. She wears traditional Indian clothing and brings with her an array of artefacts.

This presentation includes a brief introduction to the variety of the Hindu Gods and the story of Ram returning from the forest. Using a range of artefacts, music and pictures she explains the contemporary Diwali celebrations, sharing with the children Indian sweets and offering some of the children the opportunity to dress in traditional clothing. Because of amount of information in this session ideally we would like to extend it to run before and after break to create more time for discussion and to enable the children to have the opportunity to make their own Diwali candle holder.



KS2 An introduction to Hinduism by Haresh and Daksha 2hrs.

Haresh and Daksha are practicing Hindus living on the Island. They have extensive knowledge of the Hindu religion and through an informal interactive presentation share insights into it's background and practice with students. They encourage questions and discussion, and, given sufficient time, they include music, dance and a range of artifacts into the session.

They will talk about aspects of worship and the Hindu family, what Hindus teach their children about God, the main God forms, what a shrine is and why is it important in a Hindu home, what the main activities are in an act of worship in the home; and what happens in a Mandir. Their knowledge is extensive, they are excellent communicators and quickly develop a good rapport with students.

KS2 An introduction to Buddhism An introduction to Sikhism

Haresh has also done an in depth study of Buddhism and Sikhism and is willing to come into schools to help children explore aspects of these world religions.

KS2 Norg of the North. Half day session. Large room needed

Developing awareness of Climate change, and seeking solutions!

This session helps children to recognise the increase in Carbon Dioxide in the world's atmosphere as one of the factors of climate change and to consider what creates carbon emissions.

The session includes ice breakers, role play, story, craft and film to introduce the concept of climate change and the carbon footprint. Working in teams they identify items that create carbon, and by using picture cards they are encouraged to consider what could be the greatest carbon contributors. The conclusion of the session encourages pupils to make their footprint and think of ways that they can reduce their own carbon emissions.

This is an interactive workshop that encourages discussion and debate, and helps young people to understand their role as global citizens in their daily life style choices.

KS 1/2 Rainforest Workshop Half day session. School Hall

Geog. Literacy. PSHE/Citizenship

This kinaesthetic workshop includes ice breakers, role play, acting, movement, speaking and listening skills and story telling. Based in S. America the story looks at the impact of tree felling, it explores the role of trees within a rainforest and creates empathy and understanding for the wildlife and people dependant upon the forest for their livelihood.

Children get to work together in groups, take responsibility and make decisions together, explore their feelings and develop confidence to express themselves to the group... and have a lot of fun!

K1 / 2 Setting up a school tree nursery

As part of the Eco school initiative members of the Dalby Community Woodland Scheme are offering to help any school on the island to set up their own tree nursery. The Woodland Scheme have grown and planted out 3000 native trees in the in the Dalby area in the last three years and have assisted in setting up a tree nursery at Ramsey Grammar, and the QE2 High school.

Growing trees from seed is not difficult, expensive or time consuming. Once established, a tree nursery needs little day to day maintenance. A typical nursery occupies 2 square meters of sheltered, partially shaded outdoor space. Construction materials cost about £65 . Strategically placed, a tree nursery can be a reminder to all pupils, staff and visitors of the schools environmental concern and commitment to practical action.

Tree-planting is an important part of human education at all ages and is of symbolic and practical importance in our lives. It is an activity which can help children rediscover their connection with the natural world and explore their responsibility to the earth, giving as well as taking in their relationship with the environment.

In more practical terms it can visually enhance surroundings, help increase biodiversity of the school area, and provide food and shelter to animals and organisms that are tree-dependant. On a more global level it is a long term visual aid to help youngsters understand how trees reduce soil erosion, noise and particulate pollution. How they provides fuel and building materials, contribute significantly to Carbon absorption, and help reduce climate change and ocean acidification.

Fairtrade

KS2 Fairtrade Workshop. 1:30min needs a large room

Raising awareness of fairness and sharing as well as the issues of Fairtrade

This session aims to enable children to identify some of the issues behind Fairtrade, and to become aware that through the choices they make within their own life styles they have an impact upon the lives of other people.

The session is active and participatory to include role play, discussion, decision making, speaking and listening skills. Through group exercises it encourages young people to explore how they feel about fairness and sharing, and what they would identify as fair behavior. It sets the group a challenge reflecting some of the issues behind current global trading standards and helps them to identify what would be good practice. It is a very interactive session that involves active participation.
