



One World Centre

educating for a just and sustainable world

5 King William St, Bayswater 6053 ph: 9371 9133

www.oneworldcentre.org.au

Professional Development for Teachers

Refugees: an inquiry approach



Source: Dian Lestariningsih, Aus AID.

Using the topic of refugees as a basis, this workshop will present ideas and strategies for bringing complex ideas into the primary and lower secondary classroom. The workshop will explore how educators can give students important skills in investigating and understanding international issues, and the chance to understand more about the challenges facing displaced people worldwide.

In this workshop, participants will:

- Participate in practical activities suitable for the classroom.
- Discover the many links between the teaching of global issues and the requirements of the Curriculum Framework.
- Learn from the wide variety of information available about issues facing refugees.
- Examine and take away useful resources to assist with teaching.

When: Wednesday, 1st September 2010,
4:00pm – 6:00pm

Where: One World Centre,
5 King William St,
Bayswater, WA, 6053

Who: Upper primary and lower secondary
teachers and student teachers

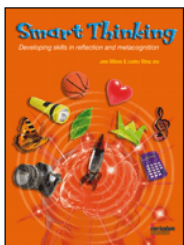
Cost: \$20 for OWC members & students
\$30 for non-members

Email Cameron education@oneworldcentre.org.au or ring 93719133 to register by 25th August 2010.

OWC Resources for critical thinking and enquiry learning.

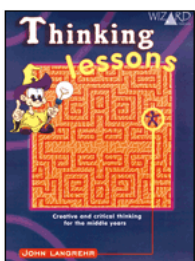
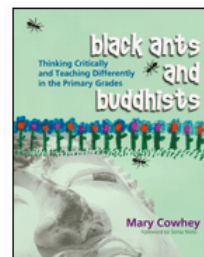
Smart Thinking by Jeni Wilson and Lesley Wing Jan.

This book will assist teachers to develop students' capacities as deep thinkers and independent learners. It supports the establishment of thoughtful classrooms. The chapter on questioning is particularly useful for an inquiry approach to teaching.



Black Ants and Buddhists: thinking critically and teaching differently in the primary grades by Mary Cowhey.

This special book offers a wealth of insights into the challenges of helping young students think critically and learn to make connections between their lives, the books they read, the community leaders they meet, and the larger world.



Thinking Lessons: Creative and Critical Thinking for the Middle Years by John Langrehr.

This book provides teachers with activities for teaching students organisational, analytical, evaluative and creative thinking skills.



Issues and Opinions edited by Justin Healey.

This book is an invaluable resource for teachers as a source of well researched and expressed opinions about issues relevant to many secondary educational courses. It encourages readers to think critically and to draw their own conclusions.

LIFE IN A CAMP – AN ACTIVITY FOR UPPER PRIMARY / LOWER SECONDARY STUDENTS

Adapted from the learning resources of the Australian Global Education Project - www.globaleducation.edna.edu.au

Learning outcomes:

- Students will think about the experiences of people fleeing home in fear.
- Students will learn about aspects of life in a refugee camp.

Curriculum links:

- Society & Environment (resources, active citizenship)

Imagine:

- As a whole class, ask students to remember a time when they packed up to leave (eg. going on a holiday, moving house...)
- Then, ask them to imagine having to leave home in a hurry in fear, the roads are blocked and they cannot use phones or electricity. Ask them to write some things:
What will you take? (Remember: you have a short time to pack, you will have to carry your bag and there may be few other resources to help you until you reach safety)
Where will you go? How will you travel?

View:

- As a whole class, view together the animation "anatomy of a refugee camp", available from: <http://www.cbc.ca/news/background/refugeecamp/>
- Move around the animation viewing parts of the camp and reading together about the various aspects of camp life. Explain that all refugee camps are different, and constantly changing, but this animation gives information about some typical characteristics.
- As a class, make a list of the needs of people in a refugee camp.

Group activity:

- Organise the class into suitable groups for discussion, and explain that they will work on the following project together, giving them each a large piece of paper.
- Imagine you are in charge of a refugee camp with about 1,000 people.
Each person needs access to at least - 15 litres of water, sufficient food, 1 toilet for 20 people, 1 sheet of plastic per family of 5, immunisation against measles, and education services.
- As a group, draw a plan for a refugee camp, considering such things as:
How goods will be transported in and out, and where they will be kept?
Where it is located in relation to nearby towns?
How to distribute resources if there is a shortage?
How to cope with a sudden influx or departure of people?
How to make sure those most vulnerable (women and children) are safe?
How to make sure people have access to services and activities – education, medical, recreation
(add additional ideas and questions if you have them)

As a whole class:

- Compare the conclusions of different groups.
- Ask students to say what they think it would be like being a refugee – fleeing from home, living in a camp, or other experiences they may know of.

Further teaching activities on this topic from the Global Education website are available at:

<http://www.globaleducation.edna.edu.au/globaled/go/pid/1689>

Other website resources useful for this activity.

<http://www.doctorswithoutborders.org/events/refugeecamp/resources/> Learning resources from NGO Doctors Without Borders, including activity ideas about building awareness, and the realities of fleeing from strife and finding shelter.

<http://www.unhcr.org/pages/49c3646c4d6.html> Statistics and information about refugees and other displaced people, from a global perspective.

OWC Library

books, DVDs, teacher resources, games, kits, posters
<http://www.oneworldcentre.org.au/library/>



Getting your Library Resources

To have resources sent to you and to return them to the OWC at no cost use these services.

DET Courier Teachers working in government schools can use the WA Dept of Education courier service

Reply Paid Ring or email the OWC to find out about our reply paid service for Independent and Catholic schools.

Thanks to the Northbridge Rotary Club for supporting this service.



"Controversial Issues: from the world to the classroom"



Source: Josh Estey, AusAID

"Today's young people will grow up to be the citizens of the future: but what that future holds for them is uncertain. We can be quite confident, however, that they will be faced with decisions about a wide range of issues on which people have differing, contradictory views."

Oxfam Education, Teaching Controversial Issues

In this workshop, participants will:

- Explore how the principles of global education support teaching and learning about controversial issues.
- Consider the nature of controversial issues and the role of the teacher.
- Learn effective strategies to help manage controversial issues in the classroom.
- Demonstrate engaging learning activities that can be used to help young people develop skills in inquiry, critical thinking and analysis.

Registrations should be emailed before Wednesday August 25 to Nuella at secondaryed@oneworldcentre.org.au.

Global Education Workshops for Student Teachers

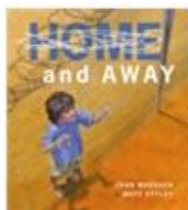
52 pre-service teachers opted to give up a day of their mid year break to come to a workshop on global education. During the workshops participants were introduced to the themes of global education and were able to plan an integrated unit of work related to global citizenship. These will be available soon on the WA Global Educators online discussion group for everyone to access.

Some comments about the workshops.

- *"The breadth of resources available and ideas for activities were very thought provoking."*
- *"Fantastic opportunity to learn how to integrate and assist students to become active global citizens."*
- *"The introduction of a wide range of resources and ways of linking global issues to the curriculum was very useful."*

If you missed out last time, another workshop for students will be held on **Wednesday 29th September**. The workshop will be free and includes 12 months free OWC membership. Lunch will be provided for a gold coin (or more!) donation. Register your interest by emailing admin@oneworldcentre.org.au

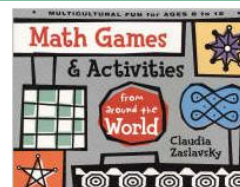
New Arrivals in the Library



Home and Away by John Marsden & Matt Ottley. Imagine if we, everyday Australians, became refugees? This picture book is about the disintegration of one happy, loving family due to war that is so powerful, so moving and so heartbreaking that every Australian should be encouraged to read it.

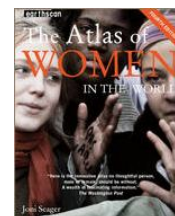
Maths Games and Activities from Around the World by Claudia Zaslavsky.

This book contains over 70 games, puzzles and projects from all over the world that encourage kids to hone their maths skills.

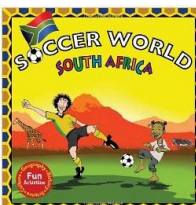


The Atlas of Women by Joni Seager.

World events continue to reveal the importance of understanding how women live across continents and cultures. The author draws on the latest data to map the changes that have occurred in the last 20 years—the progress, and the distance still to be travelled.



Soccer World South Africa: Explore the world through soccer by Ethan Zohn and David Rosenberg. Ethan Zohn takes his readers on a soccer world adventure to South Africa, home of the 2010 FIFA World Cup. There he meets his soccer playing friend Tawala who serves as a guide to her remarkably diverse country.





“Wood for What?” - an approach to a controversial issue in a secondary class.

“Do ecological imperatives trump the need for people living in poverty to make a living”

Students identify stakeholders, viewpoints and solutions in a scenario of conflict, realistic in a country where there is considerable rural and urban poverty, environmental degradation and where tourism is a growing and thriving industry.

Curriculum links: S&E – Resources, ICP.

Running the activity:

1. Show the class an image of a wooden handicraft stall in another country, such as this one selling African masks.

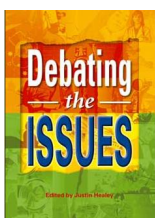
(Source: African masks. Photo by babasteve. Some rights reserved under cc, Flickr.)



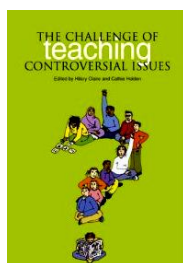
2. In groups, read and discuss A, B and C to explore a number of ways of viewing this picture.
 - A. Local inhabitants in this area were once very poor. However, the growth of the tourist trade has led to these busy markets and a healthy community.
 - B. By buying here, tourists are supporting the local economy. Displaying art works such as these in other countries helps people appreciate the talent and expertise of arts and crafts workers in this part of Africa.
 - C. Huge numbers of slow-growing, indigenous trees are chopped down and carved into souvenirs for the tourist market. This practice is not sustainable. The area is becoming deforested. The local community will soon be left with poor soils, flooding, no source of wood and an area that no longer attracts visitors.
3. With your group, draw 3 think bubbles, and fill in what each of the following groups of people could be thinking as they look at the picture: wood carvers, tourists, and environmentalists.
4. In your groups create a table to summarise the economic, human rights, social, environmental and other issues surrounding selling objects carved from hardwoods. Compare with another group and add to your table.
5. In your groups, think about some possible “win-win” solutions to any problems you have identified. Check your solutions against your table. Do they solve each aspect of the problem? Fill in a “Consequences chart” (Available from: <http://www.globaleducation.edna.edu.au/globaled/go/pid/1834>) for your solution(s), identifying possible negative and positive outcomes. What new conflicts could arise?
6. Explain your solution to another group and ask each other questions to try to identify new conflicts.
7. Write an individual report about the issue. Part 1 should explain the problem, Part 2 should highlight the factors that affect the issue and Part 3 should suggest a solution where you explain or justify your recommendations.

Source: This activity was adapted from an activity by Ruth Versfeld, Cape Town, South Africa who observes that her students – perhaps strongly influenced by the tradition of *Ubuntu*, loosely translated as *individual humanity*, are naturally inclined to look for win-win situations, and reluctant to place a vote that would create a minority. It can be found along with her observations in “The Challenge of Teaching Controversial Issues” edited by Hilary Claire and Cathie Holden.

Resources in the OWC library to help with teaching controversial issues.



Debating the Issues edited by Justin Healey. This book encourages readers to apply critical thinking skills in order to reach considered judgements on a number of issues. Each chapter concerns an issues of recent public debate and consists of a brief introduction followed by arguments for and against.



The Challenge of Teaching Controversial Issues edited by Hilary Claire and Cathie Holden. Children all over the world urgently need to learn about controversy and develop ways of managing conflict democratically and rationally. This book helps teachers understand their role in doing this and equips them with effective approaches to teaching controversial issues.



Teaching Controversial Issues by Oxfam. Today’s young people will face decisions about a wide range of issues on which people have a range of differing views. This booklet is full of ideas about how to give students the opportunity to engage in these issues. A PDF version can be found at <http://www.oxfam.org.uk/education/teachersupport/cpd/controversial/>

Toilets for Timor

The walk along the rocky shoreline took nearly two hours. There was no time to take in the spectacular views of the ocean or fossick for shells. I was too busy making sure I didn't stumble or fall into the ocean. The school students, who do the same walk four times a day to go to high school in Vila, welcomed me with a 'bon dia' (good morning) as they passed me walking in thongs with such confidence across the rocks. I was on my way to Makili Village to talk to Lorenzo de Arujo about the composting toilet project he manages in the village. My guide and interpreter for the day was Marcello Bello Soares, director of a local NGO on Atauro Island, who has been involved in the composting toilet project for over five years. Atauro Island doesn't have a regular water supply which makes waterless composting toilets appropriate for the context. My interest in the project comes from the One World Centre's efforts in raising over \$2000 to build composting toilets in villages on Atauro Island in Timor Leste. We were interested to know what progress had been made.



All the people who use this toilet.

Lorenzo and his wife Rosa greeted us as we arrived at their house in Makili and we sat down to coffee and banana fritters and a discussion about composting toilets. The system Lorenzo has implemented in Makili is that a toilet is given to a particular family who are then responsible for cleaning and maintaining the toilet but it is used by people from all the surrounding households. One of the toilets we saw has 25 people using it. The benefits they cited for having a composting toilet were that people now had a safe, private and clean place to use, they were not smelly like the old style toilets and there was noticeably less diarrhoea and sickness among the children. There are nine toilets in all in Makili and Lorenzo has money to build five more – two of these funded by the OWC. In our walk around the village we saw the cement slabs prepared for a new toilet and the site that will be used for the next toilet once the pumpkins have been harvested.



A Composting Toilet



Discussing the composting toilet project with Manuel and Julianna Barreto.

The trip to Bikeli Village was in an outrigger canoe over crystal clear waters with bright red starfish clearly visible on the ocean floor. We arrived a little wet and walked up to the village's administration building where we met Manuel Barreto who is the head of the village and manages the Bikeli composting toilet project. Bikeli has a population of 2302 people and 532 households. We walked around the village with Manuel discussing and inspecting toilets. There are five toilets already built in Bikeli and Manuel has money to build four more but the building was delayed this year because of flooding in the village. The major costs involved in building the toilets include paying local builders and buying and transporting cement and wood, not an easy task in a village where most things are transported on the ocean by canoe.

Building the toilets funded by the OWC will take some time after the appropriate consultation has taken place and local issues are resolved. After meeting all those involved in the project on Atauro Island I am confident they will be built and their construction will make a considerable difference to the lives of the people in the villages concerned.

Alison Bullock, OWC Coordinator

The One World Center's involvement in the composting toilet project on Atauro Island is an example of taking action that is integral to global education. If you or your school would like to become involved contact the OWC for details about how to do this.



Local builders building a toilet

Online Space for Global Educators in WA

The One World Centre has set up an online space for teachers and student teachers to share Global Education experiences, teaching activities and resources. Our education officers will regularly be contributing ideas and resources and we'd love to hear from you too.

How to join in:

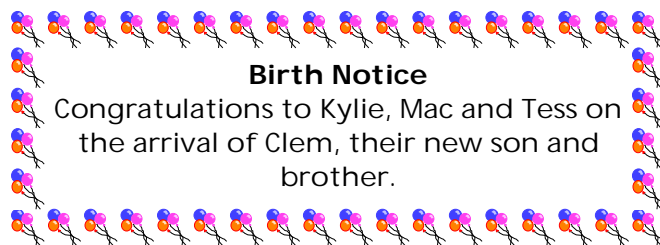
- Go to <http://www.ozprojects.edu.au/> and click on *login* (top right hand corner of page)
- Follow the instructions under the heading, *Is this your first time here?*
- Go to <http://www.ozprojects.edu.au/course/view.php?id=118> and click on *enrol me in GEd WA* (in the Administration box)

Contact Nuella if you have any questions. secondaryed@oneworldcentre.org.au or (08) 93719133

'Enabling young people to participate in shaping a better shared future for the world is at the heart of **global education.**' Global Perspectives 2008

OWC's New Education Officer

Welcome to Cameron Tero who has taken up the position of Education Officer for 12 months while Kylie is on maternity leave. Cameron will be responsible for professional development for primary teachers and pre-service teachers. Please contact Cameron on education@oneworldcentre.org.au



Birth Notice

Congratulations to Kylie, Mac and Tess on the arrival of Clem, their new son and brother.

Use UN days as a focus for your teaching.

International Youth Day -12th August - <http://www.un.org/esa/socdev/unyin/iyouthday.htm>

International Literacy Day - 8th Sept - <http://www.unesco.org/en/literacy/advocacy/international-literacy-day/>

World Maritime Day - last week September - http://www.imo.org/about/mainframe.asp?topic_id=320

Welcome to new OWC School Members

Perth College
Presbyterian Ladies College
Kelmscott PS
Latham PS
Duncraig Ed Support Centre
Kingsley PS
Bluff Point PS
Mt Tarcoola PS

DONATIONS

to our library fund
are tax deductible

Cheques payable to
the

One World Centre
Library Fund

or
contact us to find out
how to make a regular
donation direct from
your bank account.

JOIN US! MEMBERSHIPS

Schools

Less than 200 students **\$88**
More than 200 students **\$110**

Individuals

\$40

Concession/Students

\$20

University Departments

\$110

Community Organisations

\$40

(includes GST)

Memberships are current for 12 months from the date of payment.

OWC members are entitled to:

- borrow resources from the library and free access to courier services
- a free professional development session for schools
- curriculum support and advice
- receive newsletters
- receive invitations to OWC events
- elect and/or stand for the
- OWC Management Committee

OPENING HOURS

TUESDAYS **9.00 am to 5.00 pm**

WEDNESDAYS **1.00 to 5.00 pm**

THURSDAYS **1.00 to 5.00 pm**

Other times by arrangement—please ring or email

Closed Monday and Friday

CONTACT DETAILS

ADDRESS: 5 King William Street
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EMAIL:

Coordinator: coordinator@oneworldcentre.org.au

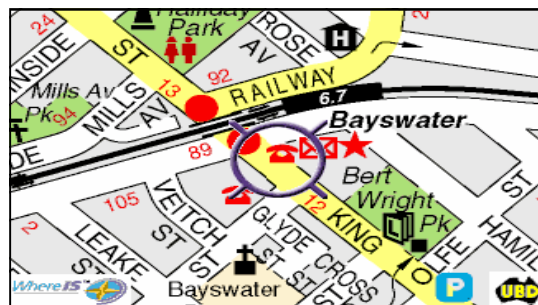
Librarian: library@oneworldcentre.org.au

Education Officers: education@oneworldcentre.org.au

secondaryed@oneworldcentre.org.au

Administrative Assistant: admin@oneworldcentre.org.au

www.oneworldcentre.org.au



The One World Centre is a non-government not for profit organisation working to provide transformative education toward an active and aware global citizenship.

Our professional development program is funded by the **Australian Government** through AusAID's Global Education Program and by **Caritas Australia.**