

BRING THE WORLD INTO YOUR RE CLASSROOM

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BY THE END OF THIS SESSION I WILL:

- ✓ be more familiar with the British Council's programme, "Connecting Classrooms through Global Learning", and CAFOD's free CPD within that programme;
- ✓ have an introduction to some of the knowledge, tools and strategies shared in the CAFOD courses to support my students in understanding their links with other people and the planet;
- ✓ be able to give a meaningful context to the Sustainable Development Goals within Religious Education.

Contestable statements and horseshoe continuum

Seek to understand the perspective of the
other person.



What is global learning?

Global learning explores the interconnections between people and places around the world. It asks us to observe the similarities and differences that exist around our world today and relate these to our own lives. It prepares us to be good global citizens.



WHAT IS GLOBAL LEARNING?



It is fundamentally about understanding our **interdependence** with other people and the environment. This is recognised across many cultures.

It is also about recognising that our interdependence is **global**, as well as local.

And that we are influenced by the **past**, and in turn, impact on the lives of **future** generations.

British Council, 2018



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GCSE and People of God 11-14 RE

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Year 7 resources

[Unit 2](#) | [Unit 3](#) | [Unit 4](#) | [Unit 6](#)



[Unit 1 Year 7 video wall](#)

Select from young people in the UK, Myanmar, El Salvador and Zimbabwe saying what God and Jesus mean to them. Use as a starter for Year 7 unit 1 or unit 2 in the People of God framework.

Unit 2



[Unit 2 Year 7 video wall](#)

Select from young people in the UK, Myanmar, El Salvador and Zimbabwe saying what God and Jesus mean to them. Use as a starter for Year 7 unit 1 or unit 2 in the People of God framework.



[Unit 2 Year 7 Advent calendar for young people](#)

Use this interactive PowerPoint for young people, based on the daily Mass readings, for class prayers during Advent. A new calendar is available every autumn.

WHY INCORPORATE GLOBAL LEARNING INTO RELIGIOUS EDUCATION?

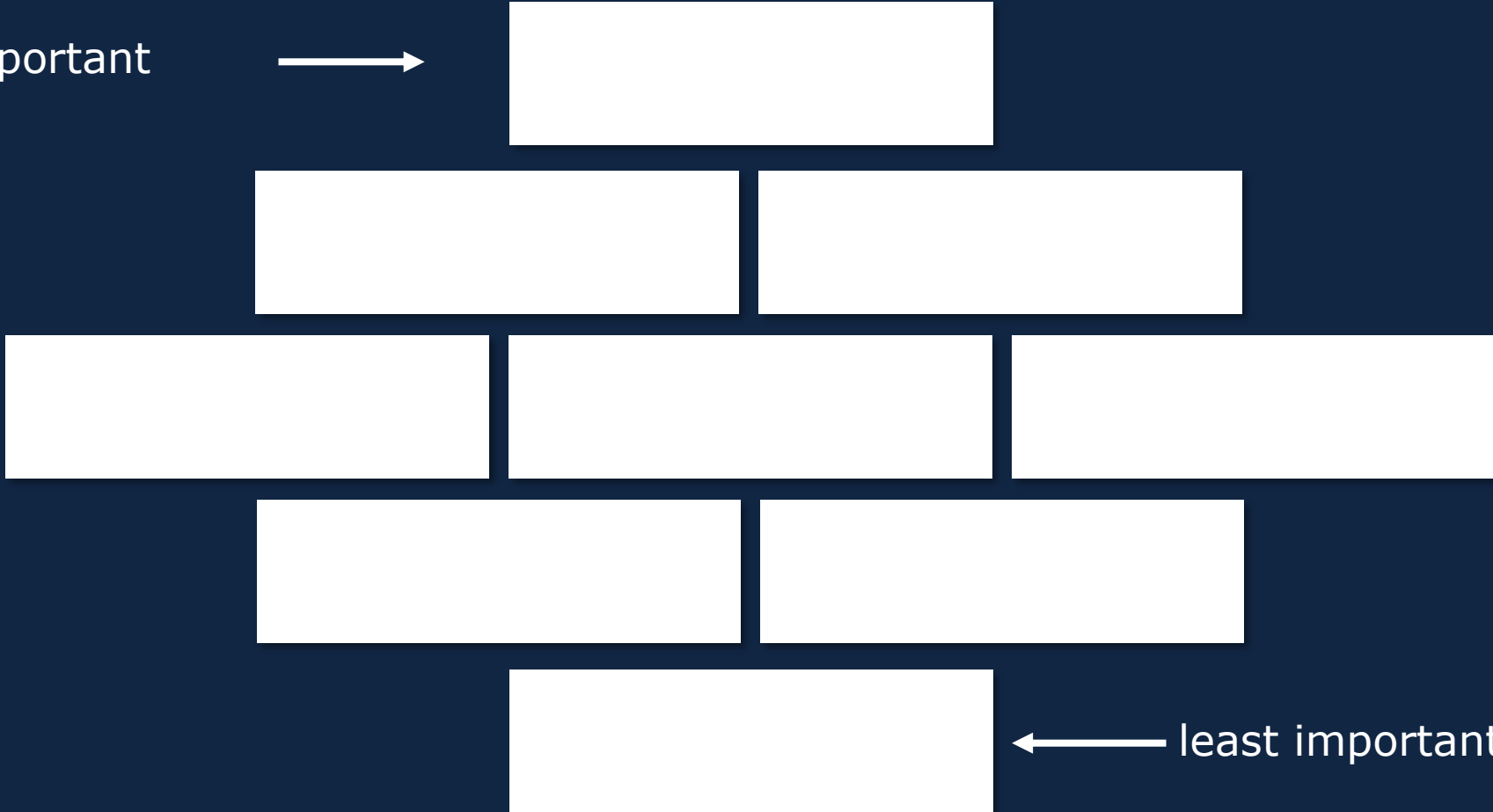




WHY INCORPORATE GLOBAL LEARNING INTO RELIGIOUS EDUCATION?

Prioritise these reasons using a diamond
nine

most important



WORLD STATISTICS



7.72 billion

People who share the
planet



736 million

People living on less
than £1.50 a day
(3 in 30 people)



5.4 million

Children who die before
their 5th birthday
(1 in 1000 people)



70.8 million

People forced from their
homes due to war or
persecution
(3 in 300 people)

WORLD STATISTICS



2 billion

People with no access
to a household toilet
(9 in 30 people)



840 million

People with no access
to electricity
(3 in 30 people)



785 million

People with no access
to safe drinking water
(3 in 30 people)

821 million

People without enough
nutritious food
(3 in 30 people)

WORLD STATISTICS



64 million

People not in primary
school this year
(1 in 100 people)

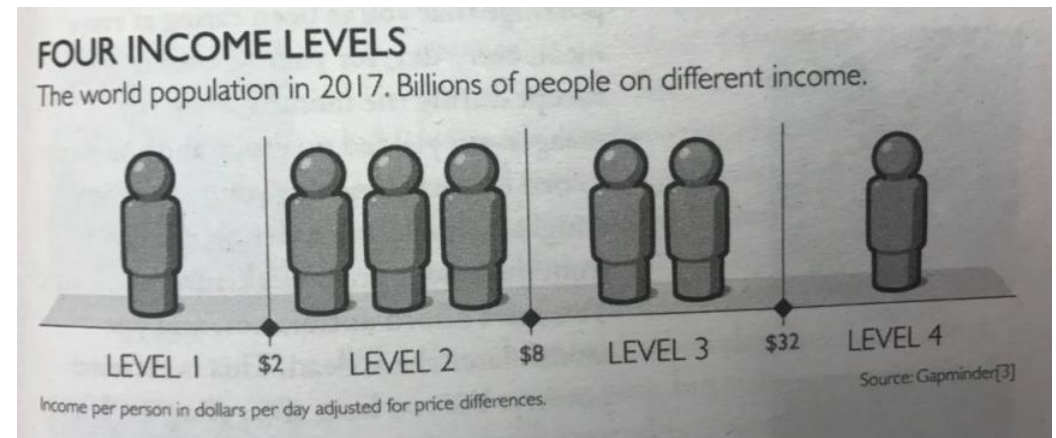
66.9 million

People in the UK
(1 in 100 people)



1.31 billion

Catholics in the world
(5 in 30 people)

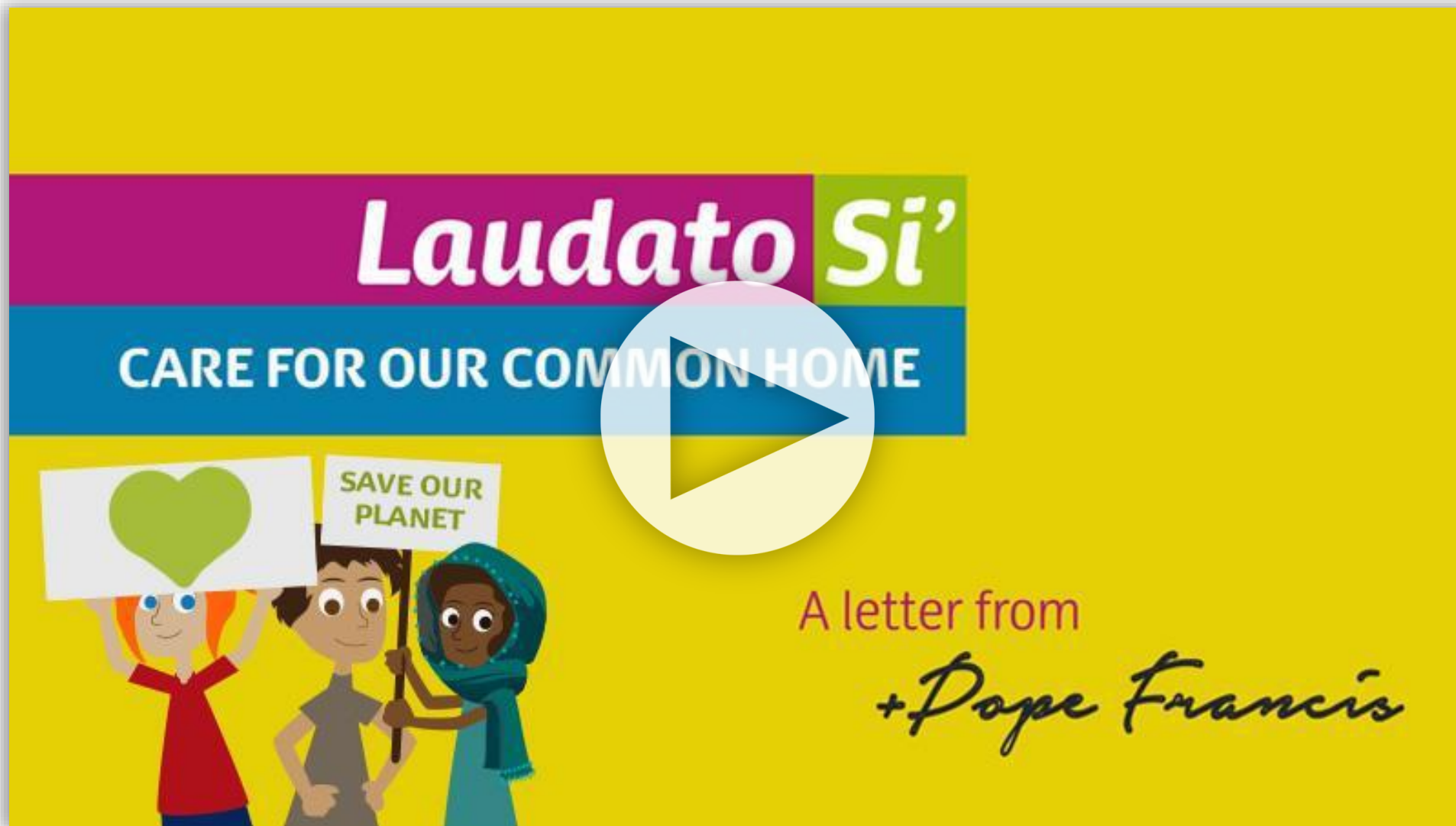



Source: Hans Rosling et al, "Factfulness"; also [Gapminder](#)

SO WHY WOULD WE STOP
HALFWAY?

IT'D BE **CRAZY**



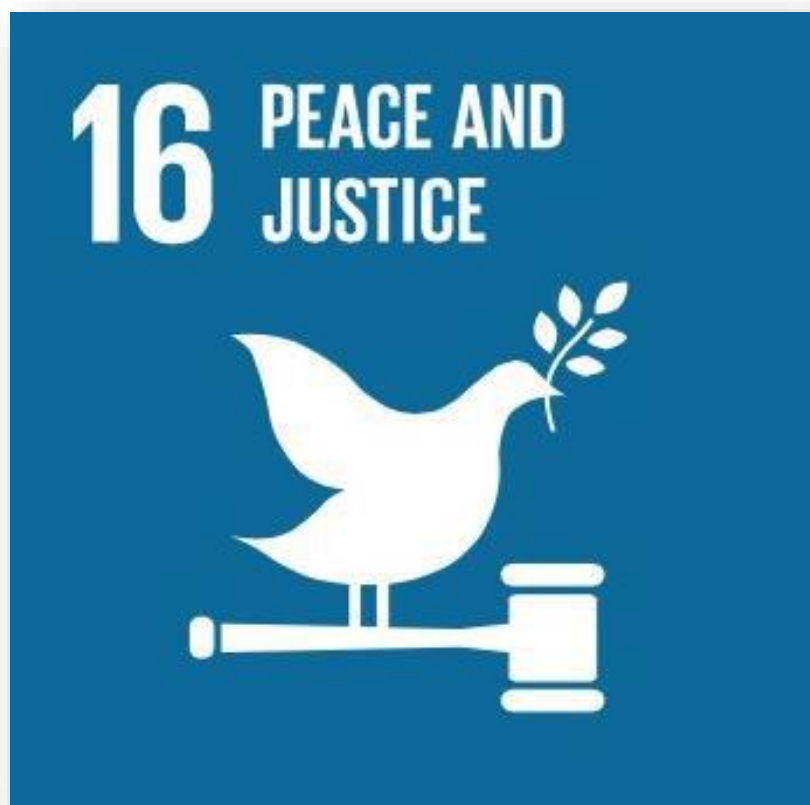




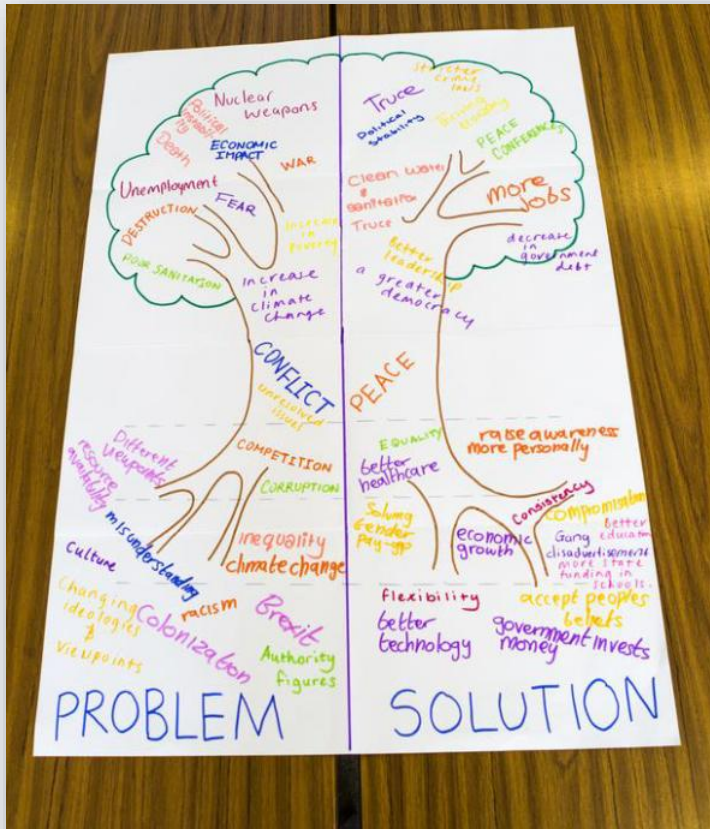
We reaffirm that planet Earth
and its ecosystems are our
common home and that
‘Mother Earth’ is a common
expression in a number of
countries and regions.

2030 Agenda, para. 59

GOAL 16: PEACE, JUSTICE AND STRONG INSTITUTIONS



Conflict



- ✓ What is the immediate cause of the problem?
- ✓ What is the cause of these problems?
- ✓ What is the root cause of those problems?
- ✓ What effects can you see that are caused by the problem?
- ✓ How can you use this in other RE contexts?

Everything is connected. Concern for the environment thus needs to be joined to a sincere love for our fellow human beings and an unwavering commitment to resolving the problems of society.

Laudato Si', 91

NEXT STEPS

If you enjoyed this taster, why not

- attend or book a CAFOD CPD course (four available courses)
- download one of the Connecting Classrooms through Global Learning resources to use in the classroom with your pupils
- find a partner school to collaborate on global projects and develop the international learning in your school
- continue to develop new skills - book another CPD course or register for an online course
- prepare to apply for funding for a reciprocal visit with a partner school. Grants of £3,000 available for one-to-one partnerships, £35,000 for cluster partnerships.

Contact schools@britishcouncil.org or visit www.britishcouncil.org/connectingclassrooms

Connecting Classrooms through Global Learning with CAFOD

Four **free** CPD courses, including resources and ongoing support to implement your learning.

Four courses available:

- ✓ Everything is connected: Enrich school life through global learning
- ✓ Bringing the world into your RE classroom
- ✓ Connecting to the world: Successful school linking
- ✓ Young leadership for global justice



Courses run by CAFOD, supported by the British Council.

“It’s a fast paced and informative course. It allows the opportunity to think more deeply, not only when planning for pupils but about our own beliefs and ideals.” – RE teacher in Hexham and Newcastle

Find out more at cafod.org.uk/connectingclassrooms or contact schools@cafod.org.uk

FREE FULL DAY CPD: SUITABLE FOR WHOLE SCHOOL, CLUSTERS OR MATS

TITLE	DESCRIPTION	FOR
“Everything is connected”: Enrich school life through global learning	<ul style="list-style-type: none"> Responding to the values and challenge of <i>Laudato Si’</i> by integrating global justice learning throughout your school. Resources, strategies and activities that explore our relationship with our global neighbours in an exciting and engaging way. 	Primary and Secondary teachers, SLT, aspiring leaders, whole school staff
Bring the world into your RE classroom	<ul style="list-style-type: none"> Enrich your KS3 curriculum through global learning strategies, tools and resources inspired by our work overseas. Provides a helpful bridge to your GCSE content. 	Secondary RE teachers
Connecting to the world: successful school linking	<ul style="list-style-type: none"> Explore key principles for setting up and sustaining a mutually beneficial international school partnership Inspired by CAFOD’s model of partnership working. Guidance on how to achieve the International School Award. 	Primary and Secondary teachers and leaders, whole school staff
Young leadership for global justice	<ul style="list-style-type: none"> Two day training to enable you to run a young leadership programme. Develop your students’ understanding of global poverty issues, empowering them to run global justice social action projects. Based on CAFOD’s popular young leadership training. 	Secondary teachers, aspiring leaders

DATES FOR YOUR DIARY

Public courses have refreshments from 9:30am then the course from 10am to 4pm. There will then be a one-hour webinar about six weeks later.

- **Bring the world into your RE classroom**
 - ✓ **Thursday 12 March 2020:** Amigo Hall, London
 - ✓ **Thursday 1 October 2020:** Amigo Hall, London
 - ✓ **Thursday 4 February 2021:** Amigo Hall
 - ✓ **Wednesday 5 May 2021:** Amigo Hall, London
- **Connecting to the world: Successful school linking**
 - ✓ **Tuesday 11 February:** Amigo Hall, London
 - ✓ **Thursday 23 January:** Wardley Hall
 - ✓ **Friday 12 June:** Amigo Hall, London
- **Everything is connected: Enrich school life through global learning**
 - ✓ **Tuesday 10 March:** Amigo Hall, London
 - ✓ **Wednesday 10 June:** Amigo Hall, London
 - ✓ **Thursday 11 June:** Wardley Hall
- **Young leadership for global justice**
 - ✓ **27-28 February 2020:** Sheffield
 - ✓ **Tuesday 3 and Wednesday 4 March:** Amigo Hall, London

More details at cafod.org.uk/connectingclassrooms

NEW: Climate change photopack

7 El Salvador: Climate monitoring

El Salvador has seen an increase in extreme weather events over the last 30 years – storms, floods and droughts. Human-caused deforestation and land degradation have ravaged the country's farmland and biodiversity, and made variations in its climate more likely. El Salvador's geography is dominated by the Dry Corridor region, prone to recurrent drought and floods. This covers most of the agricultural land. Many farmers, unable to make ends meet, migrate.

The weather man

Farmer Anye in Cusumango, in the west of El Salvador, takes part in taking readings on humidity, rainfall and temperature levels and phone farmers involved in CAFOD-funded projects across Central America, long-term record on climate conditions.

Anye also phones the local radio station with the rainfall results. When farmers to plant their crops, the radio broadcasts the news.

Climate resilience

Anye and other farmers are learning how to preserve soil quality and barriers of fruit trees to protect against wind, rain and drought. They provide bring food and income as well as helping the environment.

"The farmers are all impressed with this barrier technique," says Sophie. "It really prevents the land drying out and keeps nutrients in."

CAFOD helps train farmers to grow crops using native seeds without increase crop diversity and rotation, and store their crops correctly, protected by permeable water and forest cover nearby. In El Salvador, a

RE Patron saint of the environment

Francisco (Francis) Bernardino was born in Assisi, Italy in 1182. After a carefree youth he gave up all his possessions, following the Gospel invitation to "sell what you own and give the money to the poor... then come, follow me" (Mark 10:21-22). He lived with his community in the woods near Assisi in poverty and great joy.

LOG How do trees affect our climate?

Tree planting is a highly effective way of slowing down soil erosion, keeping the water table from sinking and improving the climate.

Evaporation and transpiration from leaves cools the surrounding air and makes it more moist, which in turn encourages rainfall (see

10 The Amazon basin: Defence of the forest

The rainforests of the Amazon basin are a natural defence against global warming. They absorb and store carbon dioxide from the atmosphere. But when the forest is destroyed, this carbon sink is released as greenhouse gas and it's huge. The rainforests of the Amazon basin, which cover an area of one million square kilometres, absorb carbon dioxide because of the temperature in the air. The forest is the largest carbon sink on the planet, storing more carbon than all the other forests on the planet.

Dangers for the rainforest and river

The forest is under threat from deforestation and climate change. Deforestation is the removal of the forest for other uses, such as agriculture, logging, or urban development. Climate change is the long-term change in the average weather conditions over a long period of time. The forest is under threat from deforestation and climate change.

Guardians of the forest

Indigenous people and other local communities have been protecting the forest for centuries. They have a deep knowledge of the forest and its resources. They have been successful in protecting the forest from deforestation and climate change.

What can we do to protect the forest?

There are many things we can do to protect the forest. We can stop deforestation, we can plant more trees, and we can reduce our carbon footprint. We can also support local communities who are protecting the forest.

CAFOD's role in the Amazon

CAFOD is working to support local communities who are protecting the forest. We are providing them with the resources they need to do this. We are also helping them to improve their livelihoods.

Find more resources and useful links on this topic at:

cafod.org.uk/education/555main-contents.htm

Learning from each other

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The Amazonian water cycle

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- Updated and available to download or to order (free).
- Written for KS3 RE and Geography.
- Each card features a pause for thought and an action.
- [Climate change photopack](#)

NEW: CST and urban poverty and wealth: Lima focus



- Main task: “Following its Synod on Young People, the Vatican news agency has commissioned you to produce a short news film about ‘young people making a difference in the world’. Research and prepare your presentation of ideas.”
- Learn about CST, synods and five young people aiming to change Lima, Peru.
- Order **augmented reality postcards** that students can take home and bring to life.
- GCSE Geography workshop online too.

Change makers in Peru AR materials

DEFEND THE DEFENDERS

Protecting the Amazon
with our human rights defenders

cafod.org.uk/secondary/lent

LENT 2020 FOOTBALL FUNDRAISERS

TO HELP PROTECT PEOPLE AND THEIR LAND



THANK YOU

LINKS TO SOME RELEVANT CAFOD RESOURCES

- General secondary resources: cafod.org.uk/secondary
- General RE resources: cafod.org.uk/re
- Engaging in the 2030 Agenda through the lens of Laudato Si': [report here](#)
- Sustainable Development Goals: Action towards 2030: [report here](#)
- Setting the post-2015 development compass: voices from the ground: [download here](#)

LINKS TO SOME RELEVANT CAFOD RESOURCES

- **Experiential learning**
- [Life without taps](#)
- [Climate action game](#)
- [Banana split activity](#)
- [The winner takes it all](#)
- [Flood!](#)
- [On the move](#)
- [Comic session](#)
- [I should be so lucky](#)
- [Global youthwork session](#)
- [Laudato Si' session](#)
- [Exploitation game](#)

LINKS TO SOME OTHER RELEVANT RESOURCES, FURTHER READING AND RESEARCH

- British Council: Connecting Classrooms through Global Learning [website](#).
- Development Education Research Centre (DERC) [publications](#).
- [The theory and practice of global learning](#), DERC, Doug Bourne, 2014.
- The [Global Goals](#) for Sustainable Development website.
- The World's Largest Lesson [website](#).
- RadiAid: Africa for Norway [website](#).
- [Agenda 2030](#): The UK Government's approach to delivering the Global Goals for Sustainable Development – at home and around the world.
- [The danger of a single story](#) – TED talk by Chimamanda Ngozi Adichie.
- [How great leaders inspire action](#) – TED talk by Simon Sinek.
- [The disarming case to act right now on climate change](#) – TED talk by Greta Thunberg.

LINKS TO SOME OTHER RELEVANT RESOURCES, FURTHER READING AND RESEARCH

- [Tawai](#): A voice from the forest.
- [Trailer](#) for ***The Boy Who Harnessed the Wind*** (watch the film [on Netflix](#))
- [SAPERÉ](#): Philosophy for children, colleges, communities website.
- Philosophy for children [website](#).
- Wikipedia links to [Paulo Freire](#), [Pedagogy of the Oppressed](#) and [Theatre of the Oppressed](#)
- Critical Multicultural Pavilion: Awareness activities: [Ground rules](#).
- Ursula K. Le Guin, ***The Ones Who Walk Away from Omelas*** – Wikipedia [article](#) about this short story.
- Oekolog [SDG resources](#).