



# TEACHERS IN DEVELOPMENT AND LEARNING

## Activity Workbook

Greetings all,

TIDAL (Teachers in Development and Learning) is an innovative capacity building programme for Teachers of Key Stage 2 and Key Stage 3 (NI) and teachers of the Junior Cert, Leaving Cert and Transition Year (ROI). It creates opportunities for teachers to learn new, fun and interactive methods that help their students learn about the world around them and the possibilities for change and compassion- challenging the structures that create injustice and alleviate poverty.

TIDAL has been designed and developed in collaboration with the Education Authority- the accredited CPD training offers practical ideas and methods to effectively deliver the curriculum in a way that promotes critical thinking, life-long learning and active citizenship.

Children in Crossfire strive to provide opportunities for teachers to reflect on their own worldview and make subject links through the activities provided in our free resources.

Within our TIDAL resource you will find curriculum links to:

Citizenship, PDMU, The world around us, Science, English, History, Music, Maths, Literacy and many more. Our high quality CPD training helps teachers to recognise their role in educating children about the future of our shared planet, and about how we can all make it a better and fairer place for all citizens.

We welcome feedback on our resources and are happy to offer support to schools to deliver the resource and strengthen their own global citizen lens.

*"I've realised that we can teach global citizenship through anything- it's about our language, our actions and our creativity" TIDAL has really helped me think about my role as an educator in an ever-changing world and given me the inspiration to bring great new methods in my classroom" – A teacher who took part in TIDAL, 2014.*

Children in Crossfire Development Education Team



TIDAL as a process  
weaving all our skills and knowledge together

## Introduction to Facilitation

### What is facilitation?

It is about supporting everyone in a group to take part in activities and discussions where they can develop and learn. It should encourage participation, learning through doing and draw the learning out from the individuals involved. It is about creating a safe space where everyone feels their opinion is valued and they have something to offer

### Some Values in facilitation

Focus on the best in people

Inclusion: it is important the group and facilitator take responsibility to ensure everyone is included

Respect all opinions

Positivity

Listening



### **Exercise**

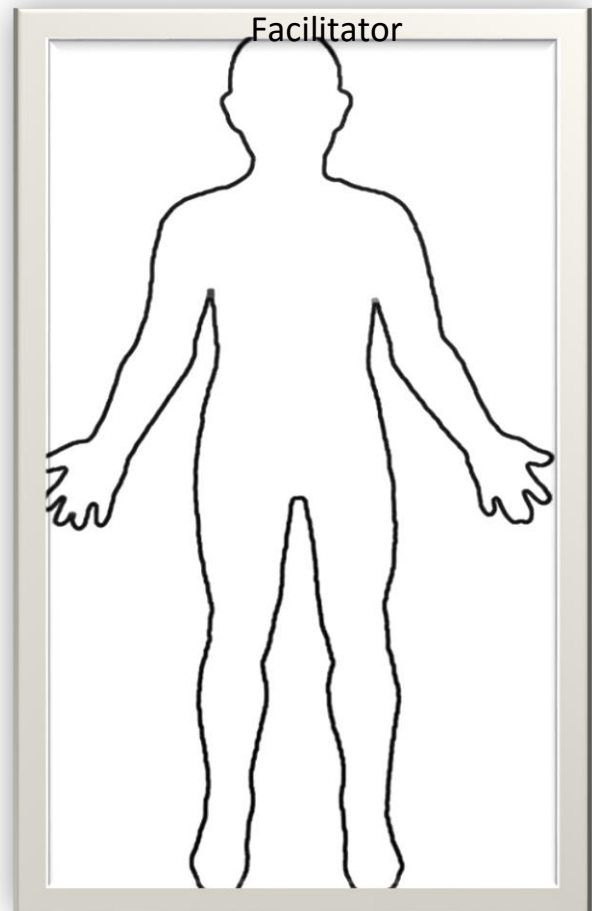
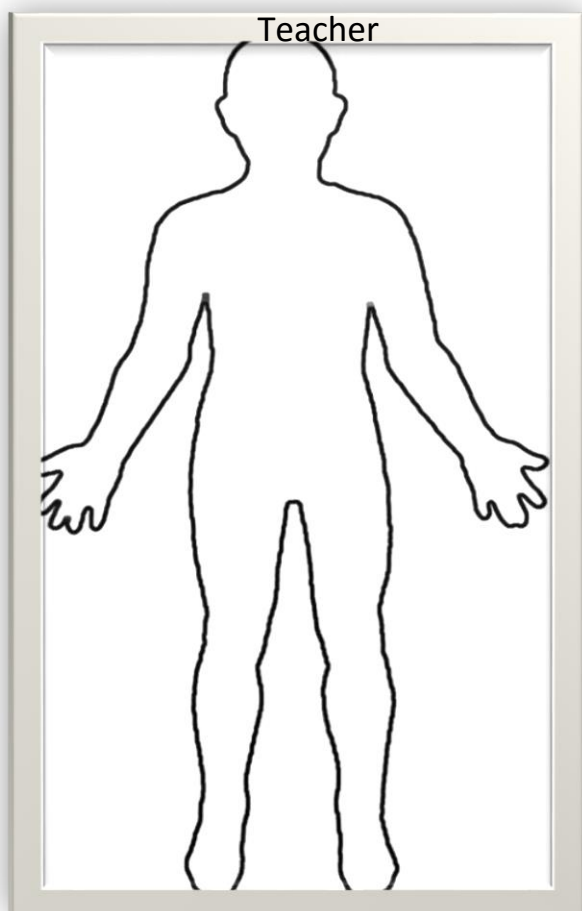
Use the table to write down the values that are important to you for facilitation


## What makes a Good Facilitator?

There are many aspects that can determine a good facilitator. We could list you lots, but it is usually worthwhile to reflect on this for yourself

### Exercise

Inside the 'teacher' outline, write all the skills and qualities you associate with being a good teacher. Inside the 'facilitator' outline, write all the skills and qualities you associate with being a good facilitator. Do any of these qualities/skills overlap? Is there a difference between being a teacher and a facilitator? Which skills/qualities do you feel are your strong points, and are there any you feel you would like to develop in both teaching and facilitation?



## Establishing a Group Contract/Code of Conduct for Participatory Learning

Aim: To establish a good learning environment and boundaries that will ensure the safety of everyone

Materials Needed:

\*Flipchart




\*Markers or Chalk

Skills: Communication,  
understanding democracy, critical  
thinking, teamwork

Suitable for  
KS1, KS2 and  
KS3

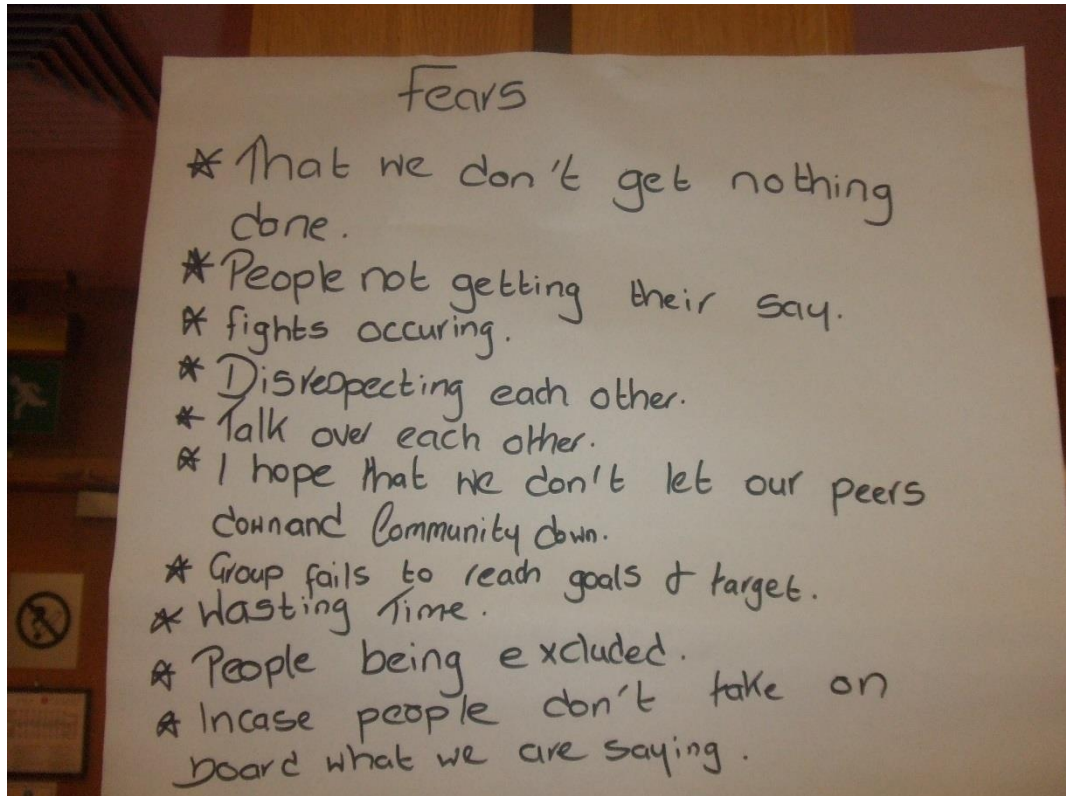
If you are working with a group for a longer period of time and have time to build a relationship with them, you can facilitate a contract and get their input. Getting young people involved and asking for their opinion is very important. It helps young people to feel valued respected, and take ownership of their learning.

*Suggestions:*

-  You could start by asking the group if anyone knows what a group contract is. Have they ever heard the word contract before? What does it make them think of?
-  Explain to the participants that there are many types of contracts. Tell them that this is a contract/agreement that they are going to create and it will help to determine what sort of behaviour is acceptable or unacceptable and what factors will make their time with the group more beneficial and enjoyable for everyone.
-  You can offer examples to help the group get started, and it is a good idea to say what **you** want to put on the contract. Write all suggestions for the contract on the flipchart

- Once the group have agreed that the contract is finished ask everyone to sign the Flip chart, and display in the room for the duration of your time with the group

An example of a process with young people which led to them agreeing on a group contract. We asked them what their hopes and fears were of working together on an active citizenship project. They did this anonymously on Post-Its, and we then displayed all their hopes and fears collectively on the flipchart. This helped the young people set their own boundaries and agree a contract/code of conduct. As facilitators, we also added our expectations into the contract.



## What is a “Good/Bad” Citizen?

Aim: To introduce students to the whole idea of citizenship

### Materials Needed:

- \*Flipchart/Wall Paper
- \*Markers or Chalk

Skills: Communication, teamwork, cultivating compassion, critical thinking, creativity, literacy

Suitable for  
KS2 and KS3

Before beginning this activity, it might be a good idea to ask students if they know what citizenship means. After discussion, it might be useful to display an agreed definition.

- Arrange the students into smaller groups of 4-6
- Nominate one student per group to be the ‘model’ who lies down on the wallpaper/flip chart. Invite one other student to carefully draw round the model (see worksheet 1 image). \*Care to be taken with safety, and protecting clothing
- Inside the body outline, invite students to write down the qualities they associate with being a ‘good citizen’, and on the outside the qualities associated with being a ‘bad citizen’
- After 5-10 minutes ask the groups to feed back by presenting their posters

### DEBRIEF QUESTIONS

- ❖ Why did you see ..... as a quality associated with a “good” citizen/why “bad”?
- ❖ Are there any qualities that you put both inside and outside the body? Why was this?
- ❖ Which qualities did you disagree on? What were the different arguments for this?
- ❖ Are there any times when there is something that is usually considered a “bad” citizen could actually be the right thing to do? (e.g. protesting against the government)
- ❖ Do you think all cultures would agree with your perception of a “good”/ “bad” citizen?
- ❖ Remember there are not right and wrong answers but it is important for the teacher to encourage debate and challenge any prejudiced statements

The diagram illustrates a human figure with various personality traits and social behaviors. The figure is divided into two main sections by a vertical line. The left section, labeled 'JUDGEMENTAL' and 'INTOLERANT', lists traits like 'AGGRESSIVE', 'STRICT', 'CRITICAL', 'VIOLENT', 'NARCISSIST', 'PATENT', 'RESPECTS RIGHTS OF OTHER', 'INDIVIDUAL', 'KIND', 'GENEROUS', 'CARING', 'ACTIVE PARTICIPATION', and 'BELIEVER'. The right section, labeled 'TOLERANCE', 'LEADERSHIP', 'COMMUNITY SPIRIT', and 'UNDERSTAND', lists traits like 'VISUAL', 'DIPLOMATIC', 'APPROACHABLE', 'DEMOCRATIC', 'EMPATHY', 'FRIENDLY', 'OUTSPOKEN', 'SELF CENTRED', 'BULLYING', 'OUTRAGED', 'OPTIMIST', 'OPEN MINDED', 'RESPONSIBLE', 'TEAM PLAYER', 'NON CONFORMIST', and 'INSULAR'. The figure is also labeled 'CONFIDENT', 'UNDER-MEAN', 'ASSERTIVE', 'PATIENT', 'RESPECTS RIGHTS OF OTHER', 'INDIVIDUAL', 'KIND', 'GENEROUS', 'CARING', 'ACTIVE PARTICIPATION', and 'BELIEVER'.

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## Belonging

Aim: Provide students with a space to reflect on their place in the world and begin to nurture their empathy and respect for “other” people




### Materials Needed:

\*Flipchart

\*Markers

Skills: personal understanding,  
Moral and spiritual growth, mutual  
understanding, literacy

Suitable for  
KS1, KS2 and  
KS3

-  Divide class into groups of 4-6, and distribute flipchart and markers to the groups
-  Invite students to consider the theme of “Belonging”. On the flipchart, students should write/draw all the places to which they belong (e.g. family, school, youth group, church, football club, dance class, orchestra etc)
-  Students should then discuss whether they belong to these places by “choice”, or if these places were “chosen” for them

### DEBRIEF QUESTIONS

- ❖ Which of these groups do you belong to by choice and which were chosen for you? Why do you think that is?
- ❖ Do you have any rights in any of these groups/do you have responsibilities?
- ❖ Can you think of people who might be excluded from any of your groups? Why is this? Is this fair/unfair?
- ❖ Are there any groups you are excluded from? Do you think this is fair/unfair?

Depending on what comes up in the discussion, it might be useful to follow this activity with a Moving Debate (see below)

## Moving Debate

### Aim/Objective:

To support students through the exploration of controversial issues, and to promote discussion, debate and critical thinking

### Materials:

\*Agree/Disagree signs

\*Statements

Skills: Critical thinking, building empathy, communication, listening and being heard

Suitable for KS2 and KS3  
(\*Adapt statements for KS1)

- Clear a space so students can walk around the room
- Place a sign on the wall at one end of the room that says 'Disagree' and at the opposite end of the room put a sign on the wall saying 'Agree'
- Explain to the students that you will call out a number of statements and the space between the 2 signs will act as a spectrum of how strongly they feel about any one of the following statements
- Explain that if they are unsure they can stand in the middle
- Students should justify why they either agree/disagree
- Explain to students that they are allowed to change their position at any time, especially if they change their minds while listening to the reasons classmates give for agreeing/disagreeing

**AGREE**  **DISAGREE**

Suggested Statements:

- This is a nice place to live.
- There is no racism in Northern Ireland
- Individuals have the right to fly whatever flag they want above their own house
- Catholic and Protestant children should go to the same schools
- Travellers are treated fairly in our society
- It is possible to care for people I have never met, or ever will.
- Everyone has the same chance to get an education or job
- People from other countries have no right to live here
- Adults don't listen to what young people have to say about the world
- I can make a difference in the groups I belong to

*Introducing students to human rights is recommended at this stage.*

## Stereotypes: Magic Bus

**Aim:** To help students explore stereotypes, discrimination and perceptions and identify the role of students in challenging stereotypes

### Materials:

\*Descriptions and images (see resources disc)

\*Table and chairs set up like a bus

Skills: Critical thinking,  
building empathy,  
communication, citizenship

Suitable for KS3  
and KS4

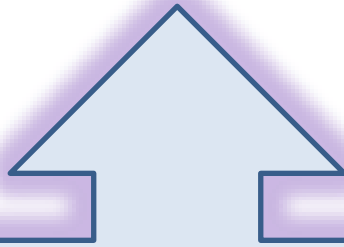
Use the images including on the resource disc/supporting files/activity magic bus. You might wish to find some alternative images that you think might better suit your class. Place the images with the text facing upwards on 2 tables. Place seats beside each description, so that the table and chairs resemble a bus.

- Tell the students they are about to go on a journey, and to take them to their destination there is a magic bus
- Explain to the students that they must sit beside one person, and they should choose carefully as it is a long journey (they should make their choice by the description only)
- Allow students to take a bit of time as they read each description and find the person they would most like to sit beside
- More than one student can sit at each description
- When students are seated ask them the below questions

### QUESTIONS for Exploring Magic Bus Choices

- ❖ Why did you sit beside that person?
- ❖ What influenced your choice?
- ❖ What do you think you will talk about?
- ❖ Why is no one sitting beside -----?

- Start at the seat with the most students sat beside it and ask the students to turn the description over to see the image of the person they are sitting beside
- Support students to explore why they are surprised? Ask them what they expected and encourage them to think about why they expected this



#### QUESTIONS for Exploring Magic Bus Choices

- ❖ How do you feel now, since you have seen the person's image?
- ❖ Look around all of the images. Would you now change your mind about where you would like to sit? Why/Why not?
- ❖ What judgements were you making about the person before you saw their image/ did you think about their age, gender, culture, religion?
- ❖ Why do you think we make such judgements? Are these always right/can these be harmful?
- ❖ Have you ever felt that someone has pre judged you? How does this make you feel?
- ❖ Do you think some people pre judge young people? Why do you think this is? Is it fair?
- ❖ What steps can we take so that we don't stereotype people?
- ❖ What can we say to people who prejudge all young people?

## Interdependence: Map and Pebbles

Aim:

To explore how we are connected to the rest of the world and understand our social responsibility



Materials:

- \*Peters Projection World Map
- \*Selection of pebbles or buttons

Skills: Understanding our world, building empathy, citizenship, geography, interdependence

Suitable for  
KS1, KS2 and  
KS3

Global Interdependence means that our everyday actions have an impact on the rest of the world, and we share the one planet and one environment

- Invite students to check the food labels of different food items
- Ask students to place a pebble/button on the map to show where the food comes from

### DEBRIEF QUESTIONS

- ❖ What do you notice about the position of the buttons on the map?
- ❖ Does one part of the world feature more strongly than the other? Why do you think that is?
- ❖ Do we live independently of other nations or do we depend on them?
- ❖ What do you think the conditions are like where the products are produced? Do farmers get a fair price for their produce?
- ❖ Does importing so many goods have an impact on the climate?
- ❖ Were any of the products you looked at 'fair trade' certified? Do you know what fair trade means?

Hands Up for Fairtrade

<http://www.oxfam.org.uk/coolplanet/kidsweb/oxfam/campaigns/mtf.htm>

## Interdependence: Word Web

**Aim:** To make connections between issues and highlight interdependence

### Materials:

- \*String
- \*Post-It Notes

Skills: Literacy, understanding complex issues, interdependence, critical thinking and communication

Suitable for KS2 and KS3

- Invite students to choose an issue that came up in the map and pebbles Or spaceship earth activity (e.g. injustice/poverty/waste/consumerism/greed/climate change)
- Inviting the group to stand in a circle, ask them to shout out the first word that comes into their head when they hear their chosen issue e.g. 'Climate Change'
- Write each student word on an individual post it, and give each person their word to display on their person clearly
- Once everyone in the circle has a post it (and it is displayed clearly) give a ball of string to one person
- Ask the participant to explain how their word is related to another word in the circle, by passing the string to that person – the person passing the string should hold on to the end of it – the idea is to create an entangled web
- Continue to pass the ball of string around the circle until everyone has had contact, and each person should continue to hold onto their bit of the string (some people will be approached more than once)

### DEBRIEF QUESTIONS



- ❖ What do you notice about the web?
- ❖ What does the web tell us about your issue?
- ❖ What actions might we be able to take to begin to untangle the web and tackle the issue?

## Interconnectedness: Spaceship Earth

**Aim:** To understand how the world is interconnected, and how our actions have consequences for everyone in the world

Skills: Using the arts, building empathy, critical thinking, understanding our world, literacy, challenging unfair structures

Suitable for KS2 and KS3

-  Invite students to relax, clear their minds and close their eyes as you are going to tell them a story
-  Read the below story and follow with some questions, as outlined in the DEBRIEF SECTION

We are about to go on a journey on a big spaceship. It is the biggest spaceship that you can imagine. It is called 'Spaceship Earth' and it is beautifully adorned with colours of blues and greens. It was launched a long time ago. It has no launch-pad to return to for refuelling and repair, but it is capable of continually renewing itself and sustaining life on board way into the distant future – but WARNING – only if taken care of.

**Can you see it? What does your spaceship look like? Is it big?**

**Does it have different layers or sections? What noises does it make?**

**What does it smell like? What noises can you hear inside the spaceship?**

The Spaceship is divided into 3 sections: first class at the front, second class in the middle and third class seats right at the back. I want you to pick a seat and sit down.

**Are you sitting comfortably? What does your section of the spaceship look like?**

**Who else is seated around you? What do they look like?**

Now there is something very important I have to tell you about this spaceship. This spaceship is not fair for everyone. Some people are getting much better treatment than others. Some people are also very greedy, wanting more and more of the spaceship's resources for themselves. They want most of the heat. They want most of the food. They want most of the electricity. They also



want some people on the spaceship to make them lots of new stuff. Basically they want and want and want. If they keep wanting more and more, and keep demanding new stuff, then the spaceship will explode. Basically this is because they are creating lots of waste and causing pollution to happen on the spaceship. In fact, there is a hole that you could fit an elephant through on the side of the spaceship, and if the people don't slow down and stop demanding lots of stuff, then the spaceship will explode.

Now let me tell you a little more about where you are sitting on the spaceship. If you are one of the first and second class passengers, you are one of 20 passengers on the spaceship. These are the passengers that have access to almost all of the food, drink, heat, and light. These are the people who keep wanting more stuff.

**So how do you think the journey will be for you on this part of the spaceship?**

**Will your journey be comfortable and enjoyable?**

If you are one of the 80 third class passengers, you have to survive on the left-overs and scraps from the first and second class passengers. The heating and electricity are also limited on this part of the ship. You also work the hardest on the spaceship as you are the people who keep producing the resources for the first and second class passengers. You see, they depend on your ability to supply them with stuff so they can maintain a nice comfortable journey. You really wouldn't mind this at all if they gave you a fair share of the stuff you produce. They do not do that though. Instead they give you very little in return, and sometimes they give you a little charity now and again.

**So, what is it like on this part of the spaceship? How will the journey be for you?**

**How do you feel?**

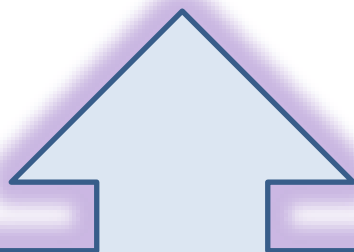
I have something very important to tell you about the unfair way that the spaceship travels. You see it isn't really the fault of each and every one of the first and second class passengers that things have become so unfair. They have been fooled by a fellow passenger into believing that having lots of stuff is the best way to travel. This passenger is called Mr Banks. Mr Banks has established himself as the richest and most comfortable passenger on the spaceship, and he knows that the only way to stay rich is to keep fooling the passengers that they need all the stuff on the spaceship. He also knows that

he relies heavily on the third class passengers working the hardest and getting treated unfairly. This is the only way he can maintain his comfortable place on the spaceship. He would prefer it if everyone on the spaceship just accepts the way things are. He would prefer it if they didn't start to demand that things become equal for everyone. So he continues to lure them into the belief that they need lots of stuff to be content on the spaceship. He gets the third class passengers to make lots of nice spaceship shoes for his first and second class passengers. He gets them to make spaceship clothes, and chocolate and nice aromatic coffee. But he never ever rewards the third class passengers in a fair and equal way. He doesn't even care that much about the hole on the side of the ship that you could fit an elephant through. He just wants everyone on the spaceship to accept their place and keep quiet.

The spaceship doesn't have to be like this though. There might be some people on it who will try to make things more equal for everyone. I am not sure if this will happen though. I wonder if you could do anything to help change things for the better on the spaceship. Maybe this is something you might like to think about.

Visualise yourself standing up and speaking out to all of the passengers. What are you saying? Picture a few other passengers standing up to agree with you. What do you all say together?

We are now going to come out of the visualisation slowly. I want you to wiggle your toes and your fingers and then slowly sit up and open your eyes.



#### DEBRIEF QUESTIONS

- ❖ Where were you sitting on the spaceship?
- ❖ How did you feel? Did anything shock/surprise you?
- ❖ Do you think a conflict could have broken out on the spaceship? Why?
- ❖ What did you visualise yourself saying when you stood up/What did the people who agreed with you all say?
- ❖ How does the spaceship relate to real life? What changes need to happen make things fair?
- ❖ If you think of the spaceship as real life, does everyone on it look the same/do they speak the same language?
- ❖ If you were in charge of the spaceship, what would you do?
- ❖ What issues on the spaceship would you like to learn more about?

Spaceship Earth can be developed in so many ways. It lends itself to many educational drama methods. It lends itself to art and design. It also lends itself to exploring universal values with young people, asking them to think about shared values that are needed for a peaceful spaceship. Think about how you might like to draw on this activity to suit your students.

## Inequality: The Biscuit Game

Aim: to help students better understand and feel the injustice of global inequality

Skills: critical thinking, numeracy, understanding our world, literacy, building empathy and communication

Suitable for: KS2, KS3 and KS4

Materials:

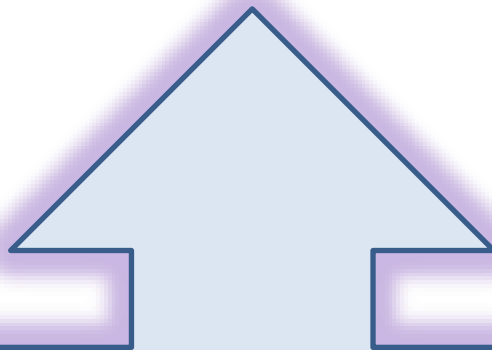
- \*Biscuits
- \*Distribution list
- \*table numbers
- \*world map



As students enter the room, instruct them to sit at tables numbered 1-6 as shown below. Each table should have a bag containing biscuits according to the below. At this point, do not let the students know which continent their table represents.

Table	Continent	No. Of Students	No. Of biscuits
1	Australasia	5	5
2	Asia	6	4
3	Europe	5	8
4	South America	5	2
5	Africa	8	1
6	North America	1	10

- ▣ Students are given a few minutes to eat all their biscuits. The teacher should not interfere



#### DEBRIEF QUESTIONS

- ❖ How did you feel about receiving a large/small amount?
- ❖ How did the other tables respond to you?
- ❖ Is this distribution fair? Why/ why not?
- ❖ Why do some have so much and some have so little? What would make it fair?
- ❖ Could this cause a conflict to happen?
- ❖ What do the 6 tables represent?
- ❖ Discussion points may arise depending on the students' reactions. E.g. If there was sharing this could be used as a metaphor for discussing aid, or if there was bargaining, maybe trade could be addressed

- ▣ To conclude each table should pin their table number on a world map to whichever continent they think they are

## Exploring an Issue Further: Stakeholder Graph

**Aim:** To identify stakeholders in any given issue, e.g. trade injustice, climate change etc, and consider citizen action and participation for social change




**Materials:**

\*Flip Chart

\*Markers

Skills: learning to take action, citizenship, participation, critical thinking, communication, learning to use graphs and building empathy

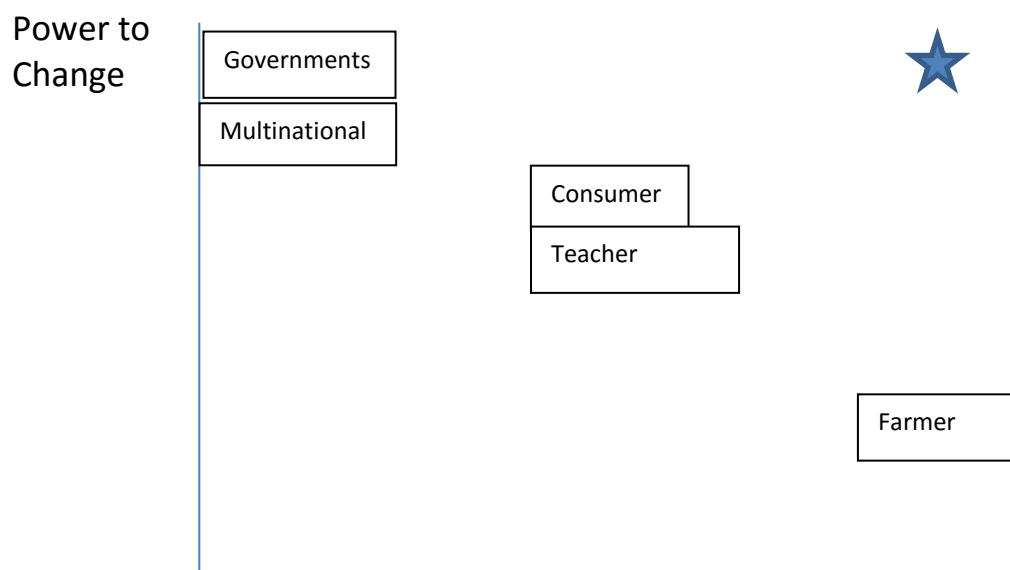
Suitable for KS2, KS3 and KS4

-  Divide students into smaller groups of six, and invite each group to identify an issue that they feel strongly about
-  Students should consider all the stakeholders who play a part in this issue (Eg: in the issue of trade injustice it may include governments, farmers, supermarkets, consumer etc)
-  Once all the stakeholders have been identified, they should draw a graph as shown below

Power to  
Change

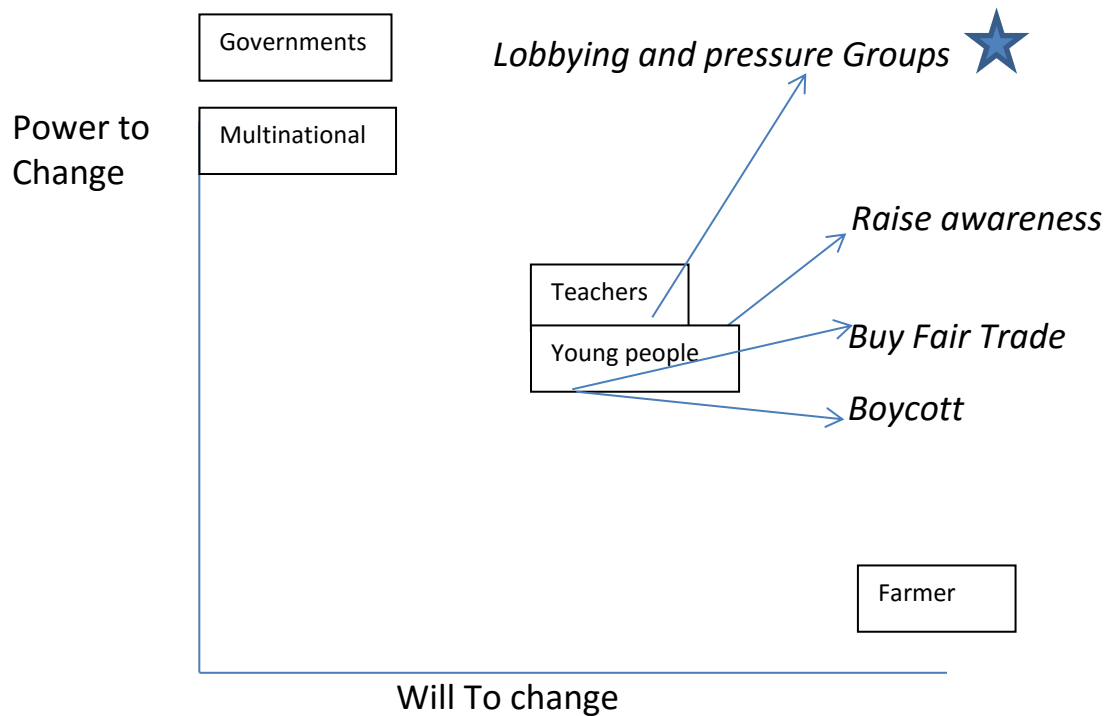
Will To change

- Invite students to plot on the graph where each stakeholder should be placed in relation to having the will to change for the better and the power to change (example below)



- When completed, ask students to imagine they have a magic wand. What would need to magically happen to ensure every stakeholder reaches the optimum point as highlighted with the star in the graph
- Explain to them that we do not have a magic wand but we should consider some actions we can take to help the situation
- Invite them to plot on the graph where they might be situated

- Adding arrows, as shown below, students should identify some of the actions that they can take to make the issue more fair and just (eg: raise awareness, lobby governments, buy fair trade goods)



#### DEBRIEF QUESTIONS

- ❖ How do you think the actions you have identified can help change things?
- ❖ Will these have any impact on any of the stakeholder groups?
- ❖ Do you think we can take any action together as a class to deal with this issue?

## The Why-Why-Why Chain

**Aim:** To understand and explore the root causes of an issue and foster critical thought

Materials:

\*Flipchart

\*Markers

Skills: Understanding complex issues, building critical thinking and empathy, using the arts, communication, participation

Suitable for  
KS2, KS3  
and KS4

- Students should identify an issue, and explore the question around why this issue is happening (e.g. poverty)
- They should write the word poverty on the left hand side of the flip chart, and ask the question why does this happen
- They should build a linked chain of words and statements until they have exhausted exploring the causes of poverty





## The Issue Tree

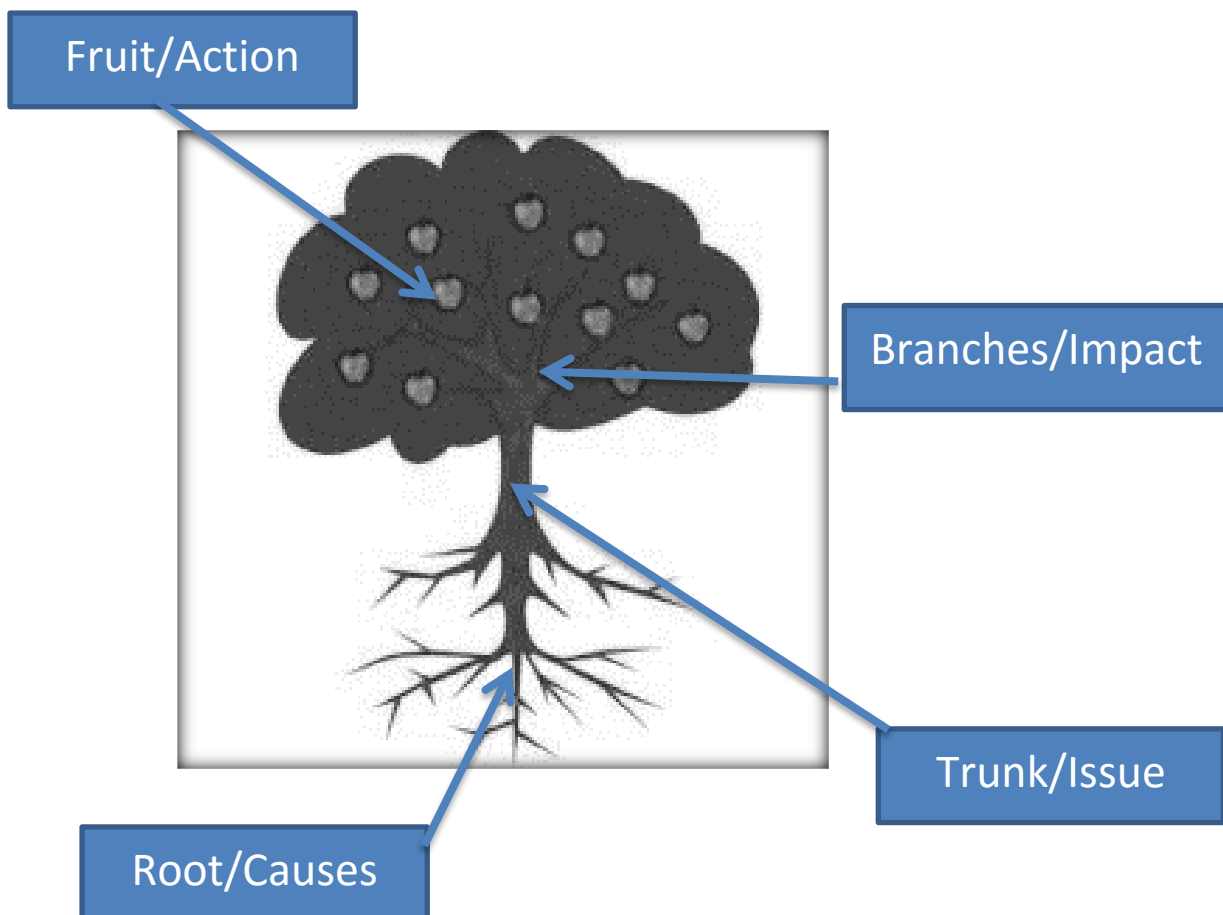
**Aim:** To understand an issue in depth and identify and encourage actions for change

Materials:  
\*Flipchart  
\*Markers

Skills: critical thinking, learning to take action participation, literacy, building empathy, using the arts.

Suitable for  
KS2, KS3 and  
KS4

- Draw the outline of a tree
- Explain to students that the roots of the tree will display the 'Root Causes'
- The Trunk will display the chosen Issue
- The Branches will display the impact of the chosen issue
- The fruits will display solutions or actions to the chosen issue





THANK YOU