

## **Pupil-led global learning in citizenship at Key Stage 3**

### **What was the aim?**

A teacher at a school in Newent, Gloucestershire encouraged her pupils to consider the theme of human rights, which aspects of this theme they knew least about and how they would go about addressing this. She adhered to the idea that citizenship must be authentic learning and connected to the real world, in particular the pupils' world. She presented no barriers to their learning, sought to encourage cross-subject skills use and thinking and set no specific time frame for the work. The impetus for the work was driven by pupils' interest and innovation.

### **What was the link from citizenship to global learning?**

- Exploring aspects of human rights and justice, specifically human trafficking.
- Learning about becoming an informed and active citizen.
- Looking for opportunities for individuals to take action and bring about change locally, nationally and globally.
- Researching a topical, political, moral, social or cultural issue or problem or event by analysing information from a variety of sources.
- Presenting, justifying and defending orally or in writing a personal opinion about such issues.
- Taking part in group and class discussions and debates with community members, including expert witnesses.

### **How did the work set about achieving this?**

The teacher began by asking pupils which aspects of human rights learning they knew least about and what they might like to investigate more. Pupils discussed and then voted on a number of choices, deciding finally on human trafficking. This was a theme they had heard of but knew little about in detail. Pupils then created brainstorm charts to pin down their current knowledge. They then decided they needed to find out more from experts and specifically wanted to put this into a local context; how did trafficking affect their local area. They invited police officers from a specialist unit on human trafficking, Operation Pentameter 2, to talk to them about the scope of human trafficking locally and also nationally. They conducted a question and answer session that led to the teacher asking what they then wanted to do with the information. After analysing their new found information and knowledge they debated a range of options and chose to develop a series of posters and information cubes that could be used at ports of entry to the UK to alert arrivals about the dangers of trafficking. Using a range of cross subject skills, pupils then produced products for display and devised a presentation event to share the journey the work had taken them on.

### **How well did the activity work?**

The activity was highly successful. The pupils took their learning in the direction they wanted. They linked together a global issue at a local level and having researched this decided on practical action that would address an authentic problem. They were so professional in their presentations that they attracted the support of a major airport. Pupil understanding about human trafficking as a global but also local issue was raised to a very high level.

### **What happened next?**

The pupils invited an audience to hear their findings and actions. They specifically invited guests from the police and from local airports. Managers at one airport were so impressed that they asked the pupils to consider how their promotional information about human trafficking might be used at the airport to raise awareness of the issues and dangers.

### **More information and links**

A video of the story of this work can be seen at <http://vimeo.com/29849003> which details how the teacher planned the activities with pupils. Information about Operation Pentameter 2 can be found at the BBC <http://news.bbc.co.uk/1/hi/uk/7024646.stm> Statistics relating to human trafficking in UK can be found via this link <http://www.soca.gov.uk/about-soca/about-the-ukhtc>

There are some very good resources to help explore human trafficking issues in the context of citizenship and other subject. A very comprehensive and useful source is <http://humaneconnectionblog.blogspot.co.uk/2012/01/resources-for-teaching-about-human.html> whilst UNICEF also provide good support <http://teachunicef.org/explore/topic/child-trafficking> and also resources with a focus on child trafficking can be found at <http://teachunicef.org/explore/topic/child-trafficking> and also at <http://www.freedommatters.org.uk/projects/fighting-trafficking.html>