



# Before we get started...

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- You can communicate with us via the **chat** for any technical assistance.
- For questions about the content of the presentation please utilise the **Q&A** function.
- There will be some time for questions at the end of the session.
- This session is being **recorded** and will be available to view again on demand.



# Your presenters



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# Demystifying Global Citizenship

Leah Hopkinson and Kevin Hiatt

# What is Global Citizenship?



# What does it mean to be a global citizen?

**Recognise shared belonging to  
arrange on communities on a  
local, regional and global scale.**

**Understand different  
perspectives.**

**Appreciate the shared social  
responsibility to the world and  
to people across the world.**



# What is Pearson Global Citizenship Y1-9?

**Schemes of work  
and lesson plans**

**Progress tests and  
markbooks**

**Digital and print  
workbooks**

**Clear, structured curriculum progression**

# Why does it matter?

# Why does Global Citizenship matter?

- Exam success
- Critical Thinking
- Transferable skills



## ***What jobs didn't exist 20 years ago?***

Sustainability Manager   Wellness Coach   FinTech analyst  
Social Media Manager   and many more...

## ***And in the (near) future... ?***

AI ethicist? Wave producer? (it's hard to predict!)



# Why does Global Citizenship matter?

- Teaches students to take their learning into the real world
- Think about values – and what matters to them
- Build an understanding of world events and how they relate to them
- Support students to get engaged in local, national and global communities
- Help students to understand what they can do to influence events at different levels

# Deep dive into topics

# Social Justice

# What does this topic cover?

**Understand the idea of justice and injustice – fairness and unfairness**

**Understand the idea of equality of opportunity**

**Understand how injustice can be challenged, and learn about some global movements that have done this**



# Benefits and outcomes

Develop a concept of justice and injustice, grow empathy, understand the role of international organisations and grow self-awareness through a recognition of the dangers of stereotypes and generalisations

Supports cross-curricular learning with opportunities for links in History, Geography and English

2	Here are some global movements that have...
8	This is a quote from Mitta Xinindlu: "The best time to show love is when life is forcing you to show hatred."
1	Discuss the three questions below with a Talk Partner and write down your thoughts. Who is Mitta Xinindlu? You may need to do some research. _____ _____ _____
2	What do you think Mitta meant by this quote? _____ _____ _____
3	How do people show love in the face of hatred? _____ _____ _____



# Identity and diversity

# What does this topic cover?

**Students are confident in describing their own identity**

**Understand equality in different forms of diversity, like ethnicity, gender, age or disability**

**Understand how prejudice and discrimination can be challenged**



## Benefits and outcomes

**Develop a positive sense of self and identity, understand that different people have different life experiences that may affect their outlook, effectively evaluate bias in different sources**

## Supports cross-curricular learning with opportunities for links in History, Geography and English

9 Read the newspaper article and answer the questions that follow.

In exploring how important it is to research and assess how

In this session, you have explored prejudice and discrimination, and seen how people are protected in law from discrimination. Although prejudice can be difficult to challenge, when it leads to discrimination, it can be challenged effectively.

Even an individual can challenge discrimination. One way to do this is to 'make a pledge' - a commitment or promise to do something either to help change things in general or to challenge a particular discrimination problem.

7 Think about your own school or community. Identify a discrimination issue you could challenge and, working either on your own or with other people, make a pledge to improve the situation. Could you, for example, be a role model or an equality and human rights champion? Set out your pledge below, explaining:

- 1 what your pledge is
- 2 what discrimination problem it will help to tackle
- 3 how you are going to make it happen.

3 how you are going to make it happen.



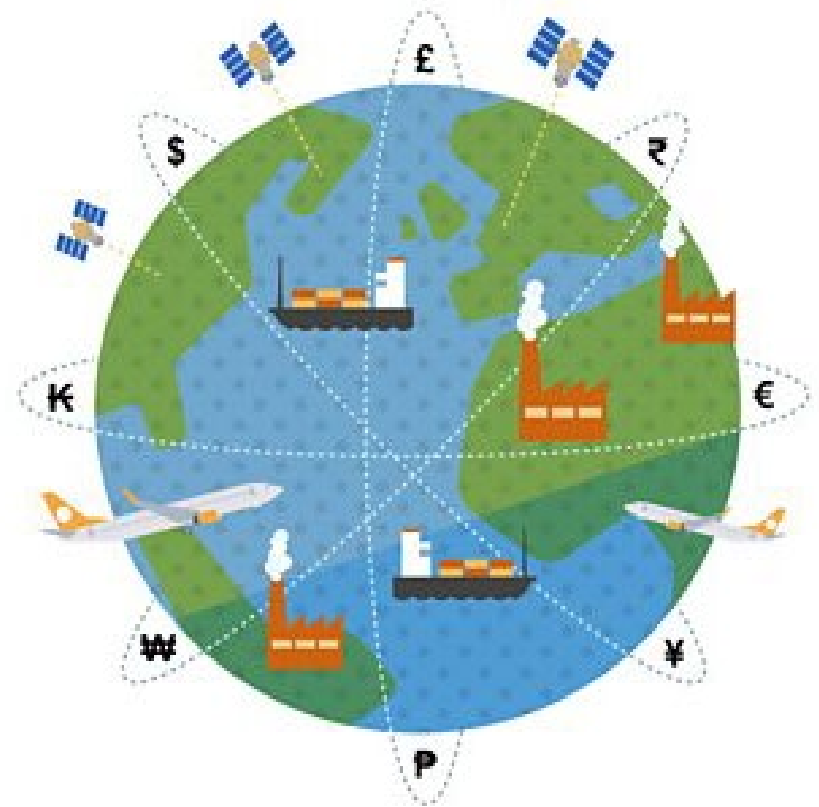
# Globalisation and interdependence

# What does this topic cover?

**Understand the sheer breadth of different communities around the world and understand their own place in the global community**

**Understand how things like trade, advertising, work, health and culture reach across borders**

**Understand the impact of global differences, including tackling inequalities and poverty**





# Benefits and outcomes

Be able to identify the similarities of people around the globe and identify what links them (including to their own communities) and know about key international organisations and initiatives

Supports cross-curricular learning with opportunities for links in History, Geography and Science

1 Draw a picture of some of the food

1 Read the text and then tick why you think humans travelled.

The earliest record of our species dates back 200,000 years ago to Africa. Since then, humans have travelled and migrated around the globe. First, they headed to Asia and Australia. Then they travelled to Russia and Europe. When the great ice came down from the North, this connected what is now Europe to the Americas, so humans then began to travel to the Americas.

8 Draw a flow chart that gives an example of how the internet helps knowledge and skills flow in all directions around the world, helping us to learn from each other.



- |   |  |
|---|--|
| <input type="checkbox"/> For work               | <input type="checkbox"/> For adventure-seeking thrills               |
| <input type="checkbox"/> For food               | <input type="checkbox"/> For suitable weather                        |
| <input type="checkbox"/> For water              | <input type="checkbox"/> To be the first to circumnavigate the world |
| <input type="checkbox"/> For friends and family |  |

2 Pick any **two** options you ticked and explain your reasons for ticking them.



# Peace and conflict

# What does this topic cover?

**Causes of conflicts between individuals, communities and nations**

**Examine conflict resolution methods and why working together is important**

**Impacts on peoples' lives**

**Organisations which seek to overcome conflict**



# Benefits and outcomes

Develops empathy, negotiation, conflict resolution and communication skills

Supports cross-curricular learning with opportunities for links in History, Geography and English

3

Read the text below and then answer the questions.

During the Second World War, a British Army officer called Eric Lomax was captured by the Japanese and became a prisoner of war. He was one of thousands of prisoners who were forced to build a railway between Burma and Thailand. Lomax and other prisoners lived in terrible conditions and were tortured by the Japanese soldiers.

After the war, Lomax was extremely traumatised but became involved in tracking down the torturers to bring them to justice. He sought to bring to justice one particular soldier, Takashi Nagase, for his cruelty and the torture he had inflicted.

Decades later Lomax managed to track him down and they arranged to meet. Lomax was intent on revenge and justice. However, when they met, Nagase was full of remorse, sorrow and apology for what he had done. The men found they were both haunted by the events of the past in similar ways and that they had shared hobbies and interests. Remarkably, the two men became friends for the remaining 18 years of their lives, even inspiring a film, *The Railway Man*, to be made of their remarkable story and unlikely **friendship**.

1 What do you think makes this story unusual and remarkable?

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2 How do you think it was possible that these two men could become friends?

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3 What do you think happened to enable Lomax to forgive Nagase?

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4 Do you think you would be able to forgive someone who had treated you in a way to deny your human rights? Explain your answer.

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# Human rights



# What does this topic cover?

**Meaning and importance of human rights and how they are interpreted**

**Organisations that defend human rights**

**Respecting people from many different backgrounds and cultures**



# Benefits and outcomes

**Develops reasoning skills, case study analysis and persuasive writing**

**Support cross-curricular learning in English and History**

2

People move permanently to a new country for many different reasons. The reasons can be organised into four groups: economic, political, social and environmental.

Sort the following reasons into their groups, writing each in the correct box.

- Earn more money
- Drought
- Better job
- Escape conflict and war
- Flooding
- To feel safe
- Be with family and friends
- Earthquakes
- Healthier life
- Escape persecution

Economic

Political

Social

Environmental

# Power and governance

# What does this topic cover?

**Understand what good governance means and why it is important**

**Explore participation and inclusion, teamwork and leadership**

**Develop understanding of how considering many views and ideas best represents the communities we live in**



# Benefits and outcomes

Develops understanding of leadership, collaboration, decision-making, debate skills

Support cross-curricular learning in English and History (can help form foundation for Economics/Politics)

6

Imagine your school is holding its elections for the school council representatives. You would like to represent your class.

Design a poster for your election campaign to persuade students to **vote** for you. This should include something from your mission statement and reasons why you are a good **candidate**. Your messages need to be clear.



# Sustainable development

# What does this topic cover?

**Understand more about the diverse habitats, resources and life on earth and how our actions impact future generations**

**Acknowledges shared responsibility to reverse threat**

**Highlights international collaboration as essential to protecting the Earth and life on it**



# Benefits and outcomes

Develops critical thinking, research, data analysis and problem-solving skills

Supports cross-curricular learning in Science and Geography

3

Read the definitions of **freshwater** and **saltwater** habitats. Then write each water habitat in the correct column of the table.

- A freshwater **habitat** has less than 1 per cent salt.
- A saltwater habitat has over 1 per cent salt.

stream

sea

lake

river

pond

coral reef

canal

ocean

Freshwater	Saltwater

# Benefits and outcomes

## Transferable skills

- Critical thinking
- Teamwork
- Leadership
- Communication
- Decision-making
- Problem-solving
- Research

## Spoken language practice of English

- Low-stakes classroom environment
- Debate and discussions
- Partners to discuss ideas
- Lesson plans and workbook activities

## Cross-curricular learning opportunities

- Other Primary and Lower Secondary subjects like English, History, Maths
- Also prep for next steps in education and beyond

# Progression to IG



# iProgress Pathway



Qualifications and exam  
support services

Curricula and published  
resources (digital and print)

Training and Professional  
Development

# iPrimary and iLowerSecondary Achievement Tests

- Across all five core subjects (English, Maths, Science, Global Citizenship and Computing)
- Exam support services – ResultsPlus, Access to Scripts and ExamWizard
- Provide certified recognition of a student's study and treated with same rigour as International GCSE and International A Level
- Outstanding Pearson Learner Awards recognise top-performing students worldwide who achieved the highest marks across iPrimary and iLowerSecondary (Country, Region and World)



1

SD1.7C Know that there are many different creatures and plants on the Earth that need different habitats.

3

SD3.7C Understand how plants and animals support each other in the food chain.

6

SD6.7C Explain how the disappearance of one species affects other species.

7

SD7.7C Understand the causes of the crisis of species and habitat loss and how humankind can address this.

9

SD9.7C Know that the illegal wildlife trade is responsible for causing, endangering and the extinction of some species and how humankind is trying to combat this.

IG

The impact of global economic development on the Global Commons, including rainforest removal, biodiversity loss and ocean pollution

# International GCSE Global Citizenship

- Citizenship in Action – the community action project
- Economic development and the environment
- Politics and government
- Culture and community
- Technology

Students will have developed key research skills, an ability to engage with new content and ideas, and built key transferable skills that will support them whatever subjects they have chosen at International GCSE



# Key Takeaways

**Active and engaged global citizens**

**Transferable skills**

**Culturally sensitive, appropriate and relevant**

**Written specifically for international schools**

**Spoken language practice of English**

**Supports cross-curricular learning**

**Understand and engage with differing opinions**



**Thank you for listening!**  
**Any questions?**