

Unit 12 Global issues, local action

**Citizenship
Years 10–11**

About the unit

In this unit, pupils find out about local action in response to a global issue by investigating local plans and priorities for sustainable development (Local Agenda 21). Through enquiry, they find out how local priorities are established and monitored, and how young people are consulted by the local authority. They appreciate the extent to which sustainable development is now a concept affecting different aspects of local and national government planning and policy decisions. They learn how to contribute to local decisions that will influence quality of life and the environment in the future. Other global issues that could be investigated include public health and control of disease, and trading policy and agreements.

This unit provides an opportunity to link with work on sustainable development in other subjects, including geography and science. It may be useful to plan teaching of this unit in conjunction with geography and science teachers to ensure progression and avoid duplication.

Where the unit fits in

This unit addresses the following aspects of the key stage 4 citizenship programme of study:

Knowledge and understanding about becoming informed citizens

Pupils should be taught about:

- 1f the opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally
- 1j the wider issues and challenges of global interdependence and responsibility, including sustainable development and Local Agenda 21

Developing skills of enquiry and communication

Pupils should be taught to:

- 2a research a topical political, spiritual, moral, social or cultural issue, problem or event by analysing information from different sources, including ICT-based sources, showing an awareness of the use and abuse of statistics
- 2b express, justify and defend orally and in writing a personal opinion about such issues, problems or events
- 2c contribute to group and exploratory class discussions, and take part in formal debates

Developing skills of participation and responsible action

Pupils should be taught to:

- 3a use their imagination to consider other people's experiences and be able to think about, express, explain and critically evaluate views that are not their own
- 3b negotiate, decide and take part responsibly in school and community-based activities
- 3c reflect on the process of participating

This unit builds on unit 7 'Local democracy' in the key stage 3 citizenship scheme of work. It also links with unit 9 'Consumer rights and responsibilities' in the key stage 4 scheme.

Expectations

At the end of this unit

most pupils: know about the local plans and priorities for sustainable development (Local Agenda 21). They recognise that global issues such as sustainable development are connected with local and national government policies and action. They can cite examples of how their local authority monitors aspects of sustainable development, and measures, reports and consults on policies. They suggest ways in which they can contribute to local plans, and communicate the findings of an enquiry they make to members of the school and local community.

some pupils have not made so much progress and: recognise ways in which the local authority makes decisions that affect the local community. They understand that some issues of global concern, *eg those that relate to the environment*, can be acted upon locally.

some pupils have progressed further and: recognise the links between global concerns and local actions, and the connections between international agreements, *eg Agenda 21*, and national and local government policies. They know that policies for sustainable development affect the planning and management of local resources and environments through Local Agenda 21. They understand that many factors, including people's values and attitudes, influence decisions. They evaluate the effectiveness of Local Agenda 21 and suggest ways of bringing about change, drawing on the results of their enquiry. They critically evaluate sources of evidence before using them in their investigations. They communicate their findings, drawing on a range of sources of information and using coherent arguments.

Resources

Resources include:

- *Citizenship – the global dimension*
- the local authority's plans and priorities for sustainable development, available on local authority websites

Many groups and organisations produce online resources that are relevant to citizenship. QCA has not printed these website addresses as it recognises that they can and do change, often at short notice. So that we can monitor and maintain a reliable and useful resource, the website addresses of the following organisations can be accessed through the key stage 4 citizenship scheme of work site at www.standards.dfes.gov.uk/schemes

- Education for Sustainable Development
- United Nations Sustainable Development
- Department for Environment, Food and Rural Affairs (see the section on sustainable development)
- Department for International Development (for a range of briefing notes and information on sustainable development)
- Sustainable Development Commission

Links with other subjects

In this section, references are made to the programme of study if there is one at key stage 4, or to the subject specific criteria on which GCSE courses are based. Some of these links have been included in the 'Points to note' section to illustrate these opportunities.

There are links and opportunities for work on sustainable development in many of the national curriculum subjects, and in other subjects. See the QCA website, www.nc.uk.net/esd.

Science: links with the impact of humans on the environment (Sc2, 4b) and contexts through which science is taught, including: environmental; applications of science; and benefits and drawbacks of scientific and technological developments (breadth of study 1a, 1b, 1c in the programme of study for single science)

Geography: this unit builds on the geographical enquiry skills developed at key stage 3, as well as on knowledge and understanding of environmental change and sustainable development (1a–d, 2c, 2e, 6k in the programme of study and unit 23 'Local actions, global effects' in the key stage 3 geography scheme of work). At key stage 4, links with the GCSE subject criteria for geography include: aspects of enquiry (3.1x); study of the interrelationships between people and the environment and the ways in which considerations of sustainable development affect the planning and management of environments and resources (3.1v)

History: GCSE SHP (History Around Us) or modern world history – building on pupils' understanding of aspects of local and global political history

RE: Locally agreed and GCSE specifications offer opportunities for the study of and coursework on environmental and related issues, using local and global examples where religious beliefs and teachings are relevant

PSHE: 4a, 4c, 4d, 4e in the non-statutory guidelines

LEARNING OBJECTIVES
PUPILS SHOULD LEARN:

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES
PUPILS:

POINTS TO NOTE

What is Local Agenda 21?			
<ul style="list-style-type: none"> • about Agenda 21 and where it originated • about local action plans for sustainable development (Local Agenda 21) and priorities set by the local authority • to devise an enquiry into local priorities and plans for sustainable development • about the ways in which the local authority consults young people on its policies 	<ul style="list-style-type: none"> • Pupils brainstorm/concept map what they already know about local action plans for sustainable development (Local Agenda 21), drawing on their general knowledge and previous learning in geography and science. • Using a range of information sources, <i>eg school-based sources, the local library, websites (including the local authority site), visits from local authority or Local Agenda 21 representatives</i>, pupils investigate: <ul style="list-style-type: none"> – where did Agenda 21 originate? Pupils find out about the Agenda 21 agreement drawn up at the Rio Earth Summit in 1992. They could also find out about how international agreements on sustainable development signed up to by national governments impact on both national and local government policies, <i>eg by investigating how the UK government is implementing the 1997 Kyoto Protocol on greenhouse emissions, which takes effect in 2002</i> – what are the plans and priorities for sustainable development in their local authority? How is their success being measured, ie what are the criteria for and indicators of their success? Are young people consulted on policies? How? • Pupils share their findings as a class, and agree on related issues and areas to be investigated further by small groups. 	<ul style="list-style-type: none"> • describe what sustainable development is and identify a range of local priorities • recognise the impact of international agreements on national and local government • use skills of enquiry to undertake research • recognise that global issues can be addressed by local action • identify how the local authority consults young people on its policies • communicate their findings to the class 	<ul style="list-style-type: none"> • Link with geography: this section builds on the knowledge and understanding of environmental change and sustainable development acquired at key stage 3. It also links with work in GCSE geography on the interrelationships between people and their environments, and on planning and managing environments and resources (3.1v). • The local authority may have a Local Agenda 21 representative with a specific remit to work with schools. • For information about Agenda 21, refer to the United Nations Sustainable Development website (see www.standards.dfes.gov.uk/schemes). Chapter 39 of the Agenda 21 agreement deals with assisting states in promoting sustainable development at both a national and international level, through enhancing the effectiveness of legal instruments and mechanisms.

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PUPILS:

POINTS TO NOTE

What is Local Agenda 21? (continued)			
			<ul style="list-style-type: none">• Sustainable development is about ensuring a better quality of life for everyone, both now and for generations to come. This means meeting four objectives at the same time, in the UK and worldwide:– social progress that recognises the needs of everyone<ul style="list-style-type: none">– effective protection of the environment– prudent use of natural resources– the maintenance of high and stable levels of economic growth and employment• Further information about sustainable development is available at www.nc.uk.net/esd.

LEARNING OBJECTIVES
PUPILS SHOULD LEARN:

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES
PUPILS:

POINTS TO NOTE

How is our community more sustainable?			
<ul style="list-style-type: none"> to devise a survey of use of products, services and resources to compare with the local authority's published priorities for sustainable development to carry out a survey, draw conclusions and present results 	<ul style="list-style-type: none"> Pupils work in groups to undertake an enquiry into different areas affected by Local Agenda 21, <i>eg food, transport, waste</i>. They consider the impact of policies for sustainable development on individuals and organisations by carrying out an audit of products, resources and services. A focus for the enquiry should be selected. Taking the food they consume as an example, pupils consider which foods are produced locally and which are produced elsewhere. They also consider what has happened to the food during its preparation for sale. Has it been processed, packaged or transported? How far has it been transported to the shops (the number of miles an item of food is transported can be referred to as 'food miles')? What are the points of sale of food products in the local area? Are there any new developments, <i>eg farmers' markets, organic food shops or locally sourced goods in supermarkets?</i> Pupils assess the services that members of the group have used during the past week, <i>eg transport, health, recycling, leisure</i>. How many services were provided by the local authority, by commercial organisations or by public/private partnerships? On a local area base map, pupils mark the location of features related to locally sourced food, <i>eg markets, shops, farms</i>, and of the services that they have used, <i>eg leisure facilities, local libraries, recycling centres, community centres</i>. The survey could be broadened to compare the groups' findings with those from a wider section of the school/local community. Pupils devise a questionnaire to find out what products, services and resources are used and to take views on the impact of sustainable policies. In groups, pupils use case studies to investigate the impact of Local Agenda 21 on organisations in their community, <i>eg a local industry, the local council, a shopping centre, their school</i>. What does each organisation do? Where is it located? What resources/services does it use? What does it produce? Does the organisation have a policy on sustainable development? What measures have been introduced to make it more sustainable? Are these monitored and evaluated? If appropriate, pupils could invite members of the organisation to discuss changes within their industry/service and the policies and legislation that have had an impact. 	<ul style="list-style-type: none"> demonstrate enquiry skills as they develop a set of questions appropriate for use in interviews, questionnaires and discussions identify examples of how Local Agenda 21 policy is impacting on individuals and the community, and assess whether their community is more sustainable as a result choose and use appropriate statistical and graphical techniques (including ICT) to record, store, retrieve and present data identify and compare the views of different members of the community summarise key findings and draw substantiated conclusions communicate key findings to their target audience in a presentation which uses ICT 	<ul style="list-style-type: none"> Link with geography: a geographical enquiry into the percentage of food, resources and services provided locally (as opposed to sourced from abroad) will involve numeracy, statistical techniques, data handling, mapping (including GIS), reaching conclusions and presenting key findings. This builds on 1a–d, 2c, 2e and 6k in the key stage 3 programme of study; and links with GCSE criteria: aspects of enquiry (3.1x). This section can be linked to or used to build on unit 7 'Local democracy' in the key stage 3 citizenship scheme of work.

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POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES
PUPILS:

POINTS TO NOTE

How is our community more sustainable?			
	<ul style="list-style-type: none">• Pupils compare their findings with the published targets in the Local Agenda 21 Plan and consider how the situation has changed since the Plan was published. They present a 'progress update' comparing their own findings with those of the local council. They draw conclusions about how sustainable the local area is and whether there have been improvements in the last three years.		

LEARNING OBJECTIVES
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POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES
PUPILS:

POINTS TO NOTE

What do we now know about local action and policies for sustainable development?			
<ul style="list-style-type: none">• to reflect on what they have learnt and on the process of enquiry• how to share their findings with the school, local community and local authority• how they could influence future policy• how the school community could participate in, and contribute to, future Local Agenda 21 priorities	<ul style="list-style-type: none">• In one or more of the following ways pupils present the results of their findings to other pupils and members of the local community:<ul style="list-style-type: none">– writing posters to explain the local issues and options– writing leaflets/newspapers to explain the issues locally for sustainable development policy and encouraging other pupils to join the debate– creating a website or page on the school website which updates pupils, parents and others on the local issues and school involvement/events– organising school assemblies to explain the local issues and inform other pupils– holding debates with Local Agenda 21 member organisations– writing proposals for discussion in class and at the school council– sending proposals which have been discussed at the school council to the Local Agenda 21 group/committee, suggesting how the school could be involved in discussing future priorities and planning future action• Pupils reflect on what they have learnt about the impact of local policies and priorities for sustainable development, and on how they use their right to be consulted by the local authority to contribute responsibly to local decision-making.	<ul style="list-style-type: none">• practise and improve their skills of reflection and self-assessment• communicate their learning to others in the school and to the wider community• plan practical steps towards implementing priorities	<ul style="list-style-type: none">• Link with geography: this builds on unit 23 'Local actions, global effects' in the key stage 3 geography scheme of work; and GCSE criteria: values, attitudes and future decision-making (3.1vii).• The Local Government Act 2000 requires local authorities to consult with young people during policy- and decision-making.