

Diana Ellis

From Acting to Action

Transformative Learning for Sustainability through Global Storylines



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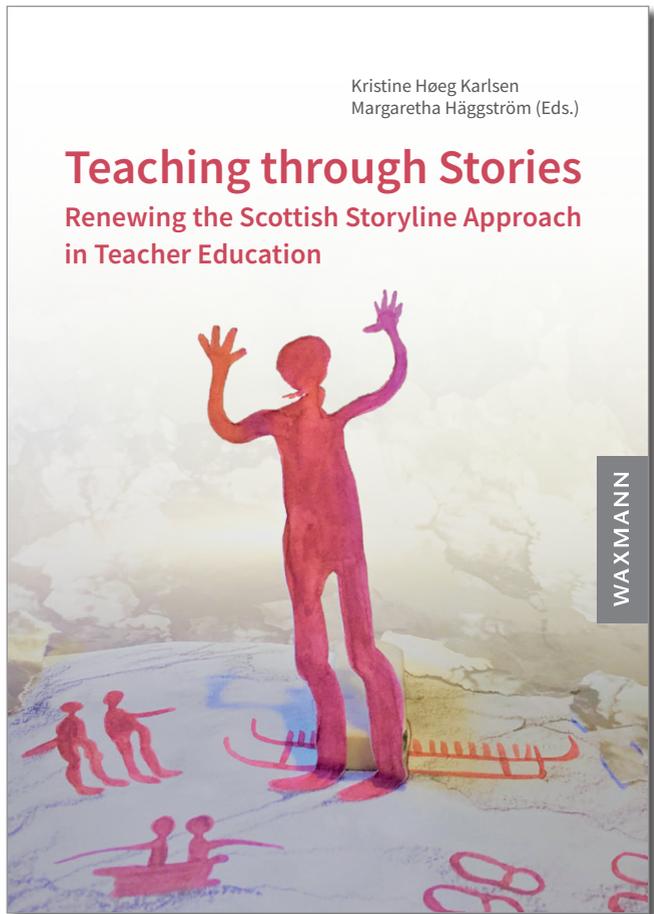
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Teaching through Stories

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Chapter 17

From Acting to Action

Transformative Learning for Sustainability through Global Storylines

Diana Ellis

Prologue. It was morning in the village. Mist hung over the valley and the tree-covered lower slopes of the mountain were only just visible, while the peak soared above the landscape. In the distance, the pink rock began to catch the light and seemed almost to sparkle. The sun had just risen and the people of this remote and self-sufficient community were preparing for the day. They live in an area of outstanding natural beauty, which provides a unique habitat for particularly rare plants and wildlife. The human inhabitants love and protect the precious place and all the life it supports, and they use one of the special local animals as the emblem to represent their community.

Over the years the community have developed many ways of living in harmony with the plants and animals with which they share this place, and they keep a close eye on the numbers, using the latest technology. Many years ago, they purchased the area of land where they live and work from the landowner who lives overseas. He still owns the surrounding forest where he makes money from logging, and they have a positive relationship with him. As well as their main work, as farmers or doctors, teachers or builders, each has a particular role in looking after and protecting the local ecosystem.

In many ways, life was uncomplicated, dictated by the seasons and the length of the day. But the people were not without sophistication and many ingenious technological solutions had been found to make the best use of local resources. On that morning, as usual, bird life was being monitored, fields were being planted and many other routine tasks were being undertaken. As usual, too, the islanders took time to stop and pass the time of day and to chat about the latest news and events. But this was not going to turn out to be a usual day. Indeed, on this day, the life of the community would change forever ...

Based on Episode 3 of *The Discovery Global Storyline*, 2018.

Introduction

This chapter builds on previous Global Storylines work by Dr Marie-Jeanne McNaughton and Diana Ellis (McNaughton & Ellis, 2016). It focuses on the development of new Global Storylines in response to new global concerns, and the accompanying new Professional Learning. The chapter is structured to address the following key questions:

- i) What are Global Storylines?
- ii) What new Global Storylines have been written?

- iii) How has our approach to training teachers in the Global Storyline methodology changed?
- iv) What are the challenges and next steps for Global Storylines in Teacher Education?

Based on a decade of working in this field, we think that a Global Storyline is one of the most powerful and transformative learning experiences that a teacher can facilitate in order to affect attitudinal and behaviour change towards a more just and sustainable future.

Humanity's 21st century challenge is to meet the needs of all within the means of the planet. In other words, to ensure that no one falls short on life's essentials (from food and housing to healthcare and political voice), while ensuring that collectively we do not overshoot our pressure on Earth's life-supporting systems, on which we fundamentally depend.
(Raworth, 2017)

Through Global Storylines, learners are able to understand, and empathise with, the plight of their people, in their story, and with those affected by the same issues in the real world: they had 'been' these people. This provides a frame through which to view highly complex issues and events. Each story ends on a note of hope, though not one of unrealistic optimism, and offers opportunities for learners to take real action on the issues they have explored so closely. Teachers say they are changed by the experience, and then see their role as educators through a different lens, incorporating drama and Learning for Sustainability into as much of their planned lessons long after the Global Storyline is finished. But what exactly do Global Storylines involve?

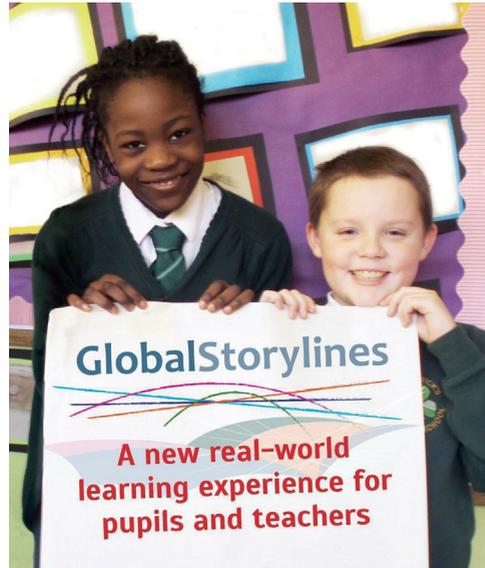
What are Global Storylines?

The Global Storylines methodology was originally developed in 2010 through a three-year project funded by the UK Department for International Development. The project delivery partners were the West of Scotland Development Education Centre (WOS-DEC), specifically Diana Ellis, and the Education Department at Strathclyde University, specifically Dr Marie-Jeanne McNaughton, who had worked alongside Steve Bell and Sallie Harkness during the early development of the original Storyline methodology.

Global Storylines use a unique drama-based pedagogical approach which enables learners to deeply engage in specific universal human rights and global sustainable development issues.

Each Global Storyline takes the traditional format of a Storyline (Bell, Harkness et al., 2007), however, there are two key differences between a traditional Storyline and a Global Storyline:

1. The character development and narrative within each episode is driven by Educational Drama rather than pictures on a frieze
2. 'Out of character', learners explore how real-life communities tackle the fictional issue using Critical Global Citizenship methodologies.



Img. 1:
Promotion Photograph from 2013.
Credits: St Patrick's Primary School, Glasgow.

Although these two could each be added to a Storyline without the other, their combined use is particularly powerful. The text used above to open the chapter is the narration into an episode (scene) in which the teacher plays the role of a member of the community who discovers a rock containing sparkling hues never seen before ... what could it be? What could this discovery mean for the community?

Using Process Drama, the Storyline characters 'step out of the picture' (McNaughton 2007). Teachers employ specific theatre conventions that harness the natural ability of young people to improvise and pretend to be in the shoes of others. The teacher also plays the part of a character in the story, using the 'Teacher in Role' drama technique:

The strategy of teacher-in-role allows the teacher to take part in the improvisation with the learners, often in a low-status role, seeking help or advice from the learners' characters, or playing devil's advocate. (McNaughton & Ellis, 2016)

These additions to the traditional storyline approach mean that learners connect with the narrative more deeply, and, in parallel, are exploring the issue in the 'real world' more deeply in order to bring their learning back to their character's role for the next episode:

A key feature of educational drama, and one that is central in Global Storylines, is reflection time, which allows the participants to look back, out of role, and critically reflect on their characters' actions and responses during the drama activities. (McNaughton & Ellis, 2016)



Img. 2 Learners creating a machine in drama, 2012. Credits: Wallacewell Primary School, Glasgow.



Img. 3: Learners debating which direction the story should go, 2012. Credits: Corpus Christi Primary School, Glasgow.



Img. 4: Learners protesting about the mining company. Credits: Scotstoun Primary School, Glasgow.

The episodes are written with clear ‘post-drama’ instructions for participative methodologies that develop critical thinking, creativity, empathy and a passion for social and environmental justice when learners explore the issues outside of the story (see Appendix 2). Crucially, each Global Storyline provides next steps for taking action on the specific issues explored, empowering learners and developing their sense of agency and political voice.

Throughout the initial project, written, oral and photographic evidence had been collected, including teachers’ reflective logs; recordings from teachers’ reflective focus group discussions; interviews with groups of pupils; interviews with head teachers; pupil’s written and drawn work; and photographic and video evidence of pupil involvement. Analysis of this research data demonstrated that:

The [Global Storylines] approach can contribute to an alternative environmental education paradigm, one that provides more positive, optimistic, action-oriented views of environmental issues. (McNaughton & Ellis, 2016)

Additionally, an independent assessor was appointed to scrutinise the project implementation and to look, in particular at the potential impact of the project on all parties involved:

It is evident that not only has the experience changed participants’ way of teaching, for some it has changed their outlook, beliefs and actions. The teachers now are passionate about global learning and recognise that children’s learning is deeper with Global Storyline compared to previous approaches they have used. They are enjoying teaching in this way (Warren, 2013)

The Global Storylines developed during this initial project phase were:

The Giant of Thistle Mountain

The Water Source

Our Crop, Our Land

The Giant of Thistle Mountain

This was our first Global Storyline, and we based it on a storyline that had already been written by Dr Marie Jeanne McNaughton to include drama. During the update process and the incorporation of Global Citizenship activities out of character, we changed some content to the original story.

Global Citizenship Issue:

The need to belong and feel valued within a community is vital to our wellbeing. Understanding our interdependence and developing our ‘interconnectedness’ is a key factor in building thriving communities: it allows us to become more resilient and ‘bounce back’ from adversity, prejudice and discrimination. Studies have demonstrated how a deep sense of ‘interconnectedness’ with our immediate communities motivates us to actively participate in promoting social justice and equity for marginalised groups both locally and globally.

Context for Interdisciplinary Learning:

A mountain community enter a competition for ‘best village’. However, their plans are thwarted by the presence of a troublesome giant who is making a big mess when no-one is looking. How do they cope? First they are scared of the giant, then they realise he is just ‘different’ and frightened – can they integrate him into their community?

The Water Source

Global Citizenship Issue:

Environmentalists and scientists agree that water security is a key global environmental and social issue of the 21st Century. 1 out of 10 people still lack access to improved water sources and 2.5 billion people still lack access to improved sanitation (WHO/UNICEF Joint Monitoring Programme for Water Supply and Sanitation, 2012).

Context for Interdisciplinary Learning:

A community in the future offer refuge to people who have become displaced as their water supply has dried up. How do the new community share the resources? What happens when the new community also begins to suffer from water shortages?

Our Crop, Our Land

Global Citizenship Issue:

The 2008 spike in food prices triggered a rush in land deals. While these large-scale land deals are supposedly being struck to grow food, the crops grown on the land rarely feed local people. Instead, the land is used to grow profitable crops—like sugarcane, palm oil, and soy—often for export. Two-thirds of these agricultural land deals are in countries with serious hunger problems. Some of these deals are what’s known as land grabs: land deals that happen without the free, prior, and informed consent of communities that often result in farmers being violently evicted from their homes and families left hungry. The term “land grabs” was defined in the Tirana Declaration (2011) by the International Land Coalition, consisting of 116 organizations from community groups to the World Bank. Protecting and expanding indigenous land rights and community ownership of land is vital in combating poverty and hunger, and for the preservation of cultural diversity. (Oxfam, 2016).

Context for Interdisciplinary Learning:

The story takes place in an imaginary farming community where everyone farms the same imaginary crop. Each year around harvest families budget for their needs for the following year. They take their crop to market and experience the vagaries of fluctuating prices. This is the driver for learners to explore how trade operates and how vulnerable farmers are. At this point, younger learners can explore Fair Trade and the potential for their characters to become a Fair Trade Co-operative. For older learners, a potential solution then occurs in the story when a developer wants to farm their land for another crop, offering the farmers jobs with a stable income. Out of character learners explore how land grabs marginalise the land rights of local communities, compromise food security of host countries and ultimately deprive them of their own natural resources. Vtally, the out-of-character learning also explores how some communities affected have won their land back through peaceful protest and civil courts. With this knowledge, the learners plan how their characters will empower themselves and take action.

What New Global Storylines Have Been Written?

At the beginning of the project, Scotland was getting to grips with the new ‘Curriculum for Excellence (CfE)’, which was a move back to integrated topic planning across disciplines. Through feedback from our project teachers we spent the few years following the project revising the original stories to take on board new planning guidance for curriculum developments in Scotland (Appendix 1). We were also conscious of the Syrian refugee crisis and the rise in Islamophobic racism in 2015, which gave urgency to our updating of the Giant and Water stories to reflect the global and local contexts more accurately.

By 2017 Dr Marie Jeanne McNaughton had retired, handing over the mantle of the drama expert to WOSDEC. We were keen to offer a new story in order to widen the

choices of stories on offer for teachers already trained in the methodology, as well as the opportunity to pick up on other global issues and connect with new educational initiatives. At this point in time we were conscious of the Scottish Government's commitment to renewable energy, as well as the growth of digital and STEM learning (Science, Technology, Engineering and Maths) in schools.

Further education initiatives in Scotland were being rolled out to schools. An appetite was growing for Teacher Education that equips practitioners with the practical tools to deliver '*Learning for Sustainability*' (LfS) within the curriculum. LfS was named by the Scottish Government as an 'entitlement for all learners' (Scottish Government, 2016), and this is reflected within the self-evaluation framework used for school inspections (Education Scotland, 2015) and within the General Teaching Council of Scotland's Professional Standards (GTCS, 2015), against which all teachers in Scotland must reflect annually with their line manager in order to maintain their place as a registered teacher, qualified to teach in Scotland.

Schools were also beginning to work with curricular materials for the UN Sustainable Development Goals, launched in 2015. There was clearly a strong mandate for Global Storylines moving forward. We revised our existing stories to incorporate an exploration of the goals and emphasis the goal(s) for which each story particularly focused. We then wrote two new stories.

Whose Water, Whose Power?

Global Citizenship Issue

The first new story we wrote together was 'Whose Water, Whose Power?', for teachers on the 2016–17 Professional Learning Programme with us. This story explores how dams are frequently portrayed as the panacea needed for raising living standards globally. However, many large-scale dam building projects violate the human rights of indigenous communities, destroy livelihoods and irreparably damage the environment. They are often built in areas of the world where the rule of law is weak or where affected people have little power in decision-making (International Rivers, 2014). Empowering citizens is key to achieving Goal 10 of the Sustainable Development Goals (Reduced Inequalities).

Context for Interdisciplinary Learning:

The story takes place in an imaginary mountain community where everyone is dependent on water from the river. The community are responsible caretakers of the water they take from the river and understand its importance to their community's well-being. However, developers want to build a dam to meet the supply for clean water in the nearest city. How will this affect the mountain community? Learners explore the advantages and disadvantages from multiple perspectives, including those who risk losing their mountain homes if the dam goes ahead.

The Discovery

The second new story we wrote together was ‘The Discovery’, for teachers on the 2018–19 Professional Learning Programme with us.

Global Citizenship Issue:

Raw materials mined and quarried from the Earth underpin everything we do and everything we need to survive and enjoy life – particularly now we have such a strong relationship to digital devices. However, mining often takes place in the least economically developed countries, exploiting people (including children), causing extensive damage to the ecosystem and in some cases funding armed conflict. Can the mining industry respect human rights and operate sustainably? This is key to the achievement of Goal 12 of the UN Sustainable Development Goals (Responsible Consumption and Production).

Context for Interdisciplinary Learning:

The community is set in a unique habitat which supports some very rare wildlife. The community live well and the people are proud and protective of their special ecosystem. One day a mineral discovery is made which changes their lives. A large development is proposed for extracting the mineral, but this could cause untold damage – what do the community do? Out of character, learners explore the supply chain for mobile phones and how Fairphone have managed to demonstrate that there is a demand for a digital industry that respects Human rights and promotes sustainability within a circular economy.

How Has Our Approach to Training Teachers Changed?

We now have over 10 years of expertise in developing these stories, training teachers to implement the approach with their learners, monitoring impact and reflecting with us and each other on progress. What we have found through the years of both formal research and informal practitioner enquiry is that Global Storylines help both teachers and learners to explore their own values, deepen their understanding, extend their skills and overall their commitment to play a positive role in “*transforming some of the big environmental, social and economic issues facing humanity in the 21st century*” (McNaughton & Ellis, 2016).

Background to Our Global Storylines Professional Learning Programme

Over the three years of the original funded research we piloted the first three Global Storylines with a total of 75 teachers across 43 schools, reaching 2156 learners (McNaughton & Ellis, 2016).



Img. 5: Frieze from *Whose Water, Whose Power?* Credits St Denis's Primary School, Glasgow.

The original idea was that a cohort from these project teachers would provide peer support and training for new, interested teachers after the project. However, this proved not to be a viable approach. Firstly, the teachers involved had very little extra time to commit to this, and there were no resources available to allow them time away from their teaching commitments to take up a 'tutor' role. Secondly, the teachers themselves professed to not feeling ready for this role. We recognised that developing a new Global Storyline and training new teachers involves a particularly deep understanding of the unique combination of global issues, Global Citizenship methodologies and Education Drama pedagogies. The agreed legacy therefore emerged as a year-long training course for teachers, to be delivered by WOSDEC in partnership with Dr Marie-Jeanne McNaughton, until Marie-Jeanne's retirement in 2016.

Since completion of the original pilot in 2013 we therefore delivered annual Global Storylines Professional Learning programmes for teachers in Scotland, both in Glasgow and neighbouring municipalities. These programmes run for a full academic year. Participating teachers have Professional Reading to undertake, as well as the face to face training in the method, and structured reflection sessions during and after their implementation of the Global Storyline with their learners. All participating teachers submit their own Learning Journal with their final reflections.

I don't believe that any other approach to teaching the topic would have had such a commanding impact on the learners. I have been given the skills to lead learning in directions

I had previously feared, and now realise what a powerful tool drama is for engaging learners and providing them with a voice. [My students] have become more reflective and [our dialogue] is now much more meaningful (Teacher participant on 2017 Global Storylines Professional Learning Programme).

The vast majority fulfil our requirements and meet the criteria for us to award them Professional Recognition in LfS on behalf of the General Teaching Council for Scotland. Each year the Professional Learning Programmes focus on a different story. These have included adaptations of the original six stories and a new story exploring the advantages and disadvantages of mega dams. Through these programmes we've worked with a further 220 teachers, reaching approximately 6000 learners. We continue to gather evaluative data within our Professional Learning Programme through a combination of teacher surveys and focus group discussions.

Further afield, we trained teachers and teacher educators in other countries, including Iceland during the 2012 Storyline International Conference, and the Czech Republic between 2013 and 2015. The Czech Education Ministry funded Nazemi, our sister Development Education Centre in Brno to commission us to train the centre staff, project teachers and University ITE lecturers through a scaled down version of the original Scottish project. This was also highly successful and has left a legacy of Storyline teacher education ongoing within Brno and beyond.

Updating Our Professional Learning Programme

Following consultation with teachers, in 2018 we introduced a new requirement for the course that reduces workload at the end of the school year. We now ask participants to complete a series of short formative assessments within a teacher Professional Learning Log rather than a large essay submission at the end of the course (Appendix 3).

The content of our training days has also changed in recent years. We make much stronger connections with the UN Sustainable Development Goals and the UN Convention on the Rights of the Child. We take more time to give participants the opportunity to practice their 'Teacher in Role' parts and give much clearer guidance on how to implement this key drama technique. We also make clearer connections to the skills development throughout the story within the planning documents, as well as opportunities for assessing progression of learning.

There is something enduring about the Global Storyline approach. Even through changing education priorities at local and national levels, a flow of passion has persisted, meaning that teachers who are trained each year encourage their peers and the 'word of mouth' continues. We know that this can partly be explained by the integrity of the method itself. However, for us, like all good pedagogy between facilitator and learner, we feel that the continuing interest and enthusiasm for the approach ultimately comes down to the training and support that goes along with the story itself – this is the building of positive professional relationships. These positive relationships are not only between ourselves and our teachers, but also with those senior managers within municipality Education Services who promote us as key partners in Career-Long-Professional Learning for their staff. The Professional Learning programme we offer is unusual in that face-to-face small group mentoring and support is integral.

In both 2017 and 2018, WOSDEC were presented with an ‘Excellence in Professional Learning Provision’ award from the General Teaching Council for Scotland for our continued work on Global Storylines.

What are the Challenges of Global Storylines within Teacher Education?

As many readers will know, Storyline began in Scotland, yet it is now more widely used in countries outside of Scotland. There are many reasons for this, including curriculum change and the move towards a Masters Level Profession in Scotland. However, we observe the primary cause to be the retirement of key University staff such as Dr Marie-Jeanne McNaughton, who not only taught Storyline within Initial Teacher Education, but also delivered ongoing Continued Professional Development as an outreach Storyline tutor across schools in the West of Scotland. The tutors involved at this time built strong relationships with Local Authority personnel who promoted the approach. Sadly, these key municipality advocates have also retired.

So, we find that new teachers are qualifying without experiencing Storyline at University, and with very limited opportunity to experience this beyond University. 10 years ago, almost all our teachers came to us with an understanding of The Storyline Approach, excited to see how this could be enhanced by Drama and the participative methodologies of Education for Global Citizenship. In 2020 we find that almost all our teachers have no experience at all of Storyline. This requires that we educate our teachers in the principles and practice of the traditional approach before we begin supporting them to incorporate the enhanced model.

As WOSDEC are now one of the few deliverers of Storyline for experienced teachers in Scotland, we are aware of our responsibility to promote the method as far and wide as possible within our country, where the storyline journey began.

Moving forward with Global Storylines in the next decade, if funding allows, we hope to provide a new bank of evidence that we hope will have a wider influence on the rest of the country and extend the reach of Global Storylines. Although Learning for Sustainability is a current priority, it is often overlooked in favour of the Attainment agenda – which focuses on closing the poverty-related attainment gap (Scottish Government, 2015¹). Explicit in this agenda is the pro-active development of children’s Health and Wellbeing, given 1 in 4 children living in Scotland are living in poverty (Scottish Government, 2017²).

We have amassed considerable anecdotal evidence that while focusing on developing the skills of Global Citizenship, Global Storylines also have a noticeable positive impact on the wellbeing of learners. In particular, teachers report that the sense of agency young people experience through active engagement in real world issues has a meaningful impact on self-esteem. We want to be able to present more robust, empirical evidence of the positive impact on Health and Wellbeing. With research funding

1 <https://www.gov.scot/policies/schools/pupil-attainment/>

2 <https://www.gov.scot/publications/child-chance-tackling-child-poverty-delivery-plan-2018-22/>

we will focus on the potential of Global Storylines to improve Health and Wellbeing outcomes, specifically relating to communication, relationships and participation.

Given that Glasgow will host COP26 in 2021 for world leaders to move forward on global agreements to tackle the climate emergency, it is no surprise that the context for our 2020–2021 story has to be Climate Change. This particular Global Citizenship issue will present our most challenging yet in terms of writing. All our previous Global Storylines include examples of how communities have taken action themselves, often in partnership with global movements working in solidarity, in order to emancipate themselves from their situations. Communities affected by increasingly extreme weather events have very little opportunity to make their voices heard on a world stage to influence the decisions required by governments and transnational corporations if we are to achieve climate justice. As in all our Global Storylines, we must be very careful not to simplify the issue, ensuring we support teachers and learners to:

...recognise how we are implicated or complicit in the problems we are trying to address: how we are all both part of the problem and the solution (in different ways)...if we want to work towards ideals of justice, we need to understand better the social and historical forces that connect us to each other (Andreotti et al., 2018)

Through this approach we must therefore also be careful not to promote ethnocentrism, ahistoricism, Salvationism or paternalism – all of which exist within some of the existing school material exploring Global Citizenship issues. Our task is to honour the truth of the climate situation whilst also providing hope for the future, which can be difficult for adults but is often much easier for children. Greta Thunberg and the school strikers around the world continue to inspire the younger generations. WOSDEC have a duty to harness this particular energy at this precious moment in time when teachers and learners can join with the global civil society movements calling for action while the eyes of the world are on Glasgow. We passionately believe that Global Storylines build the skills, values and attitudes needed to face this challenge.

Acknowledgements

We would like to finish by extending our gratitude to Marie-Jeanne for her vision and leadership, and now for her support as a Trustee of our charity. We continue with the integrity, commitment, humour and creativity modelled by Marie-Jeanne, without whom Global Storylines would not exist.

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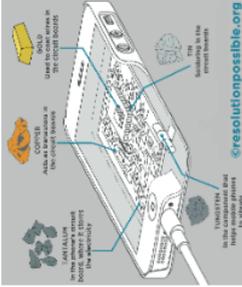
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Appendix 1



2018: The Discovery...what's yours is mined



Raw materials mined and quarried from the Earth underpin everything we do and everything we need to survive and enjoy life – particularly now we have such a strong relationship to digital devices. However, mining often takes place in the least economically developed countries, exploiting people (including children), causing extensive damage to the ecosystem and in some cases funding armed conflict. Can the mining industry respect human rights and operate sustainably?

Context for interdisciplinary learning:

The community is set in a unique habitat which supports some very rare wildlife. The community live well and the people are proud and protective of their special ecosystem. One day a mineral discovery is made which changes their lives. A large development is proposed for extracting the mineral, but this could cause untold damage – what do the community do?

CfE Experiences and

Outcomes

First Level:

- SOC 1-16a; SOC 1-18a
- TECH 1-06a; TECH 1-07a
- EXA 1-13a;
- HWB 1-09a

Second Level:

- SOC 2-08b; SOC 2-20a
- TECH 1-06a; TECH 1-07a
- EXA 2-13a;
- HWB 2-09a

Benchmarks for both levels:

- Describes the basic needs of human beings.
- Identifies needs and wants using examples from their own experience
- Draws valid conclusions as to why some countries can meet these needs better than others.
- Describes at least two advantages and two disadvantages of a land use development proposal.
- Makes informed decisions on an issue having listened to others.
- Demonstrates an understanding of how technologies affect and impact the environment.
- Conveys a character using characterisation techniques such as hot seating and thought tracking.
- Creates a short drama using improvisation, from a given stimulus, and working collaboratively.
- Presents an informed opinion on rights and responsibilities using their own experience.

Appendix I continued

Key Experiences and Outcomes:	Learners will... <i>(including skills development in bold)</i>
<p>HWB 1/2-09a As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.</p>	<p>...investigate, describe and record wants versus needs and relate to the UNCRC as well as technology.</p> <p>...investigate the Fairphone model of the circular economy and meeting the needs of those who mine and make our mobile phones.</p>
<p>SOC 1-16a I can contribute to a discussion of the difference between my needs and wants and those of others around me.</p> <p>TCH 1-07a I understand how technologies help provide for our needs and wants, and how they can affect the environment in which we live.</p> <p>SOC 2-20a Through exploring ethical trading, I can understand how people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others.</p>	<p>...investigate the social justice and environmental issues inherent in the mining industry</p> <p>...compare and contrast how miners can be disempowered or empowered depending on where they live</p> <p>...explore and evaluate different types of sources and evidence around legal and illegal mining operations</p> <p>...extract and analyse relevant information, think critically, discuss and hold an informed debate in character about whether to sell the land to the mining company or not.</p> <p>...investigate multiple perspectives to develop their own reasoned point of view on what is 'sustainable development' and our relationship to digital devices, including the linear economy and 'e-waste'</p> <p>...develop their oral, written and multimedia presentation skills to demonstrate interdependence and the technologies supply chain</p>
<p>TCH 1-06a I can take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment.</p> <p>TCH 2-06a I can analyse how lifestyles can impact on the environment and Earth's resources and can make suggestions about how to live in a more sustainable way.</p> <p>TCH 2-07a I can make suggestions as to how individuals and organisations may use technologies to support sustainability and reduce the impact on our environment.</p> <p>SOC 1-18a I have participated in decision making and have considered the different options available in order to make decisions.</p> <p>SOC 2-08b I can consider the advantages and disadvantages of a proposed land use development and discuss the impact this may have on the community.</p>	<p>...apply their creative skills to improvise and produce complex pieces of process drama</p> <p>... evaluate constructively their own drama work and that of others, suggesting how it can be improved</p> <p>...demonstrate respect and empathy for each other, the characters in the story and the lives of miners in the real world.</p>
<p>EXA 1/2-12a I enjoy creating, choosing and accepting roles, using movement, expression and voice.</p> <p>EXA 1/2-13a Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.</p> <p>EXA 1/2-15a I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comments on my own and others' work.</p>	

Appendix 2

Drama Scene 3: The Discovery

It is several weeks later. While working in a remote part of the local area, a community member finds a rock with unusual markings/veins of a shiny substance running through it. As s/he explores finds more of this substance. There seems to be much more below the surface. A community meeting is called to discuss what to do next. They decide to send the material off to a science laboratory to be identified. Until the substance is identified, the community will keep the discovery to itself.

Roles/Conventions	Drama Activities
<p>Learner roles: People of the community</p> <p>Conventions: Overheard/seen character (TIR); Gossip/overheard conversation Whole-group improvisation with teacher in role Meeting in role Still image Narration</p> <p>Teacher-in Role (TIR): Community member who makes discovery</p>	<p>● Explain that this scene will take place in a remote part of the local environment, almost at the edge of the community's land. Explain that you will be in role as someone from the community - use a different signifier. They will watch you, but your character won't know s/he's being watched, so learners should not speak to you.</p> <p>● Narrate in your own words "It was a typical day in the community and all of the people were going about their daily tasks and taking time to also look after the environment." As TIR you should mime working, cutting down excess growth under trees/shrubs. After a few seconds, bend down to examine something that is lying on the ground (a rock/stone, perhaps). Pick up this imaginary something and, speaking to yourself, describe/admire it ("What strange colours. I've never seen anything like this. I wonder if it's valuable. etc"). Use one of your tools to scrape away foliage and scrape at the rock - exclaim that there seems to be a lot more under the surface. STOP THE DRAMA. Discuss what just happened. What might have been found? What should the community member do next?</p> <p>● Explain that the class are going to create a community gossip scene where all of the community are speculating about what the discovery might be and what it might mean for the community. They must walk around the room and then meet someone and talk about the discovery (pairs improvisation). What is it? How did it get there? What does it do? What might we do with it? They must spread any news/gossip they have heard. Narrate: "Soon the news of the discovery spread around the whole community. Everyone was gossiping about what it might be and what it's discovery might mean for them." Pairs talk for a few seconds then, on your instruction, move on and meet someone else. After several "encounters", and in the middle of one, say "freeze". Explain that you will circulate and when you touch a pair on the shoulder they must bring their conversation to life for a few seconds. You will signal for them to stop and move on to another pair/trio. STOP THE DRAMA. Discuss the reactions of their characters. Decide (with prompt if necessary) to hold a community meeting to allow ideas and reactions to be aired.</p> <p>● Set up the space for a community meeting. Narrate in your own words: "All week the discovery was all everyone was talking about. The finder had promised to bring it to the next community meeting. It was the first thing on the agenda". Bring the scene to life! As TIR, pass the imaginary discovery around and ask for reactions and suggestions about what should be done next. After a while introduce the idea, if it hasn't been suggested already, of seeking advice from a specialist mineral laboratory. Seek agreement that this should take the form of an email from the community leader, and that the community should keep quiet and tell no-one of the discovery until more is known. STOP THE DRAMA.</p>

Appendix 2 continued

Global Citizenship	K&U: Social justice & equity	Identity and diversity	Globalisation and interdependence	Sustainable development	Peace and conflict	Human rights	Power and governance
	V&A: Self-esteem	Commitment to fairness	Value diversity	Concern for the environment	Value participation and inclusion	Belief people can bring about change	
	Skills: Critical and creative thinking	Empathy	Self-awareness	Communication	Co-operation & conflict resolution	Manage complexity & uncertainty	Informed & reflective action

Storyline	Key Questions	LIs	Learning activities	Assessment
Episode 3 THE DISCOVERY	<ul style="list-style-type: none"> What has been found? What could it be? How do we find out what this is? What are metals and minerals? Where are metals and minerals found and how are they removed from the ground? 	<p><i>Teachers to add as appropriate</i></p>	<p><i>Teachers to adapt as appropriate</i></p> <ul style="list-style-type: none"> Facilitate Drama Scene 3 Learners compose a class email to be sent from the community leader to laboratories asking for advice, giving details about where it was found, etc <p>First level</p> <ul style="list-style-type: none"> Classify objects as natural or manmade? Use feely bag objects or the simple materials sorting activity at www.bbc.com/bitesize/articles/zzbjjxs Match the metal/mineral to its use in everyday life– bring in objects to represent tin (thin coating on cans of food), copper (wiring in plugs), gold and silver (jewellery), cobalt (batteries) etc. www.bbc.com/bitesize/articles/z2pgcdm Explore rocks and minerals using: www.dkffindout.com/uk/science/materials/metals/ www.dkffindout.com/uk/earth/rocks-and-minerals/metals-from-rocks/ <p>Second level</p> <ul style="list-style-type: none"> Explore virtualquarry.co.uk/ and digitmining.com/metals-your-everyday-life Each family grouping should investigate one of the following metals or minerals: tantalum, copper, tin, gold, tungsten, silver, cobalt. They should create a presentation for the class, including the scientific name, and how it is used in everyday life. www.nms.ac.uk/minerals www.resolutionpossible.co.uk/our-work/research/minerals Learners write second entry in the character diaries 	<p>How do learners demonstrate their skills in analysing and selecting information they need and presenting to others?</p>

Appendix 3



Global Storylines



Professional Recognition in Learning for Sustainability (Global Citizenship)

Outcomes

By the end of the course, you will be able to:

1. articulate your personal and professional understanding of Global Citizenship within Scottish Education
2. demonstrate a critical understanding of current national and international drivers behind policy and practice
3. critically analyse academic perspectives on Global Citizenship within Education
4. implement and critically evaluate the impact of a series of new experiences for learners which explore key themes of Global Citizenship (the Global Storyline)
5. demonstrate how the course has challenged your own values and assumptions, and informed new approaches to planned curricular learning experiences
6. demonstrate greater confidence in leading whole school Global Citizenship initiatives
7. share professional learning and course experience with your wider school community, supporting next steps planning for whole school development.

Assessment

Participants will be assessed against the seven outcomes of the course through the following methods:

Formative: Professional dialogue supported by Portfolio of Pupil Work

Summative: Learning Journal Entry 3 (January submission) and 6 (June submission, including notes from Professional Discussion with Line Manager)

These assessments will be undertaken by the course mentors and moderated by David Hughes (HT Thornlie Primary) and Jane Cerexhe (HT Oakgrove Primary), appointed External Evaluators of the course to ensure quality in the Professional Recognition process.

A minimum of 80% attendance is required. Where a course participant is facing challenges in meeting the course requirements, course mentors will, through dialogue and one-to-one support, provide tailored guidance as far as practicable. If the quality of a summative assessment does not meet our criteria, we may ask for submission of the full Learning Journal. If, after this, any participant is still unable to meet course requirements, the award of Professional Recognition will be withheld.

Appendix 3 continued

<p>Entry 4 Jan – Feb</p>	<p>Record your reflections during the implementation of the Global Storyline. Please make notes at the end of each episode in the space provided in the planner, then use these to answer these questions that will be asked at the first reflection session in February:</p> <ul style="list-style-type: none"> • What have you enjoyed so far about the Global Storyline? Why? • What do you think the pupils have gained so far? Why? • What has been a challenge so far? Why? • Have there been any surprises so far? • What would you do differently if you were to teach up to this point again? <p>Please also record your thoughts after you have attended the reflection twilight in February.</p> <ul style="list-style-type: none"> • What did you discuss during the professional dialogue with colleagues? • Did your conversations challenge any of your assumptions or give you new ideas? 	<p>Core reading McNaughton, M.J. & Ellis, D. (2016) Global Storylines: The World in the Classroom; The Classroom in the World in Mitchell, P.J., & McNaughton, M.J. (Eds), Storyline: A Creative Approach to Learning and Teaching, Cambridge Scholars Publishing</p> <p>Emo, W & Wells, J (2013) Storyline: Enhancing learning and teaching through co-constructed narrative Paper for 2013 Storyline Conference.</p> <p>Further reading McNaughton, M.J. (2014) From Acting to Action: Developing Global Citizenship Through Global Storylines Drama, <i>The Journal of Environmental Education</i>, 45:1, 16-36</p>	<p>GTCS Standards for CLPL</p> <p>3.3.1 Develop and apply expertise, knowledge and understanding of research and impact on education</p> <p>3.2.3 Lead and work with others to ensure effective practice in the assessment of learning, including a deep knowledge and understanding of the policies and practices of assessment as required by awarding bodies.</p> <p>2.2.5 Critically engage with a range of educational literature, research and policy to make meaningful links to inform and change practice, where appropriate.</p>
	<p>So far, the Global Storyline has been...</p>		