



EIU Best Practices Series **No. 28**

# Shaping Student Behaviors Through Global Education for a Sustainable Future in Pakistan

Grammar School Rawalpindi, Pakistan  
**EIU BEST PRACTICES 2012**



**APCEIU**

United Nations Educational, Scientific and Cultural Organization  
 Asia-Pacific Centre of Education for International Understanding under the auspices of UNESCO  
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# Foreword

Faithful to its mandate, the Asia-Pacific Centre of Education for International Understanding (APCEIU) under the auspices of UNESCO has served as a regional centre to promote Education for International Understanding (EIU) towards a Culture of Peace in Asia and the Pacific region since its establishment in 2000.

As educators are faced with great challenges in the fast-shifting world of globalization, APCEIU is well aware of how collective efforts can form a greater force towards a Culture of Peace by learning from one another and from the past. On this account, APCEIU has been publishing the EIU Best Practices in order to provide a platform to share diverse experiences and perspectives among various professionals in the field of education.

The EIU Best Practices aims to promote a Culture of Peace by supporting local initiatives in 47 UNESCO Member States in the region and encouraging innovative EIU practices in different local contexts. The EIU Best Practices Programme advocates the idea of “Learning to Live Together” (LTLT), which encourages participatory learning and critical thinking to develop mutual understanding towards the relationship between selves and others. Thanks to continuous support from the National Commissions for UNESCO in the Asia-Pacific region as well as numerous efforts of EIU practitioners, APCEIU has published and disseminated a number of monographs of unique cases over the past six years. This year, four new cases are introduced with series number 27 to 30.





Issue No. 28 introduces a Global Education programme with its various activities from Grammar School Rawalpindi in Pakistan. It aims to enable and empower young people to become responsible and humane citizens to achieve a peaceful and sustainable future. It is targeted at all levels of students, including preschool level, to increase their awareness of social and civic values. The programme mainly focuses on EIU while equipping learners with conflict resolution skills, cultural and national identities and global citizenship. Also, it incorporates issues such as universal values, human rights, health, sustainable development, gender, multiculturalism, respect for minority groups, identity and self-worth, tolerance, etc. into the school ethos and curriculum so that the students will be able to perform positive changes on national as well as on international level.

May the cases in this year's publication continue to spread inspiration to construct further openness, equality and diversity in the Asia-Pacific region and beyond. I also expect that through this endeavor, various EIU Best Practices can be shared among educators, scholars, policy makers and activists who are committed to promoting a Culture of Peace in the region.

December 2012

A handwritten signature in black ink, reading 'Lee Seunghwan', is positioned above the printed name.

LEE Seunghwan  
Director

# EIU Best Practices is...

APCEIU has been committed to the promotion of a Culture of Peace since its inception, in line with one of the pillars of education “Learning to Live Together.” A Culture of Peace has been a key principle at the core of UNESCO’s ethical mission. It involves a set of values, attitudes and behaviours that can be taught, developed and improved upon to enhance mutual understanding and conflict resolution. Attaining a Culture of Peace requires transformation of institutional practices, as well as individual values and behaviours in which education plays a crucial role in the process. As a major educational tool aimed at promoting a Culture of Peace, EIU addresses issues related to cultural diversity, globalization and social justice, human rights, peace and sustainable development. It focuses on increasing the capacity of learners to deal with issues of everyday life, to resolve community conflict and to enjoy human, political and civil rights to a greater extent.

APCEIU launched EIU Best Case Studies in 2006 in cooperation with the UNESCO Member States in the region to encourage educators, scholars and activists to implement and share local initiatives on EIU. It is an outreach programme that invites them to share their efforts in promoting education for a culture of peace in different social and cultural contexts. Now renamed as EIU Best Practices in order to further encourage the participation of practitioners in the field, the programme seeks to promote and collect innovative practices based on optimal classroom conditions and activities, school climate, community and social atmosphere, and

disseminate them throughout the region.

The programme is conducted through the following steps: 1) Call for Applications: APCEIU sends announcement letters along with application forms and guidelines to the 47 National Commissions for UNESCO, UNESCO field offices, major National Institutes of Education in the region and APCEIU's MOU partners in the region; 2) Screening and Selection: Submitted applications are reviewed by the Screening Committee, composed of experts, who then select the best practices; 3) Field Visit: APCEIU staff undertake field visits to the programme sites of the selected cases to confer the EIU Best Practices awards, conduct field observation and interviews, and provide the selected applicants with the guidelines for the final report; 4) Submission of the Final Reports: Selected applicants submit the final reports to APCEIU based on the guidelines; and 5) Publication and Dissemination: Final reports are published as a monograph series and disseminated throughout Asia and the Pacific region.

Given the favorable and enthusiastic responses from the region, and support from the National Commissions for UNESCO, APCEIU wishes to expand the positive momentum built thus far and further its efforts for the coming years.

APCEIU encourages educators, scholars and activists from the Asia-Pacific region to apply and share their experiences and perspectives. The Centre expects that through the EIU Best Practices, diverse practices of EIU will be widely shared throughout the entire region and beyond, thus contributing towards achieving a Culture of Peace.

# Author



Nasreen Iqbal

Managing Director

Grammar School Rawalpindi & Centre for Peace  
and Human Rights Education, Pakistan



Nasreen Iqbal has been an educator for the last 33 years. A tenacious manager with a vision, she has demonstrated a commendable record of achievement and management. She has developed and disseminated a Peace and Human Rights Education Programme for schools since 1995 and has been a national and international teacher trainer since 1996. Furthermore, she has worked as a consultant for UNESCO in 2009 and 2010 for a cultural mapping project. She worked as a resource person for UNESCO, Oxford University Press, Idara- e –Taleem- o -Agahi (an NGO working for education) and the Federal Ministry of Education for the Government of Pakistan. Furthermore she is the senior-most member of the Board of Trustess for Literacy Development in Pakistan. Nasreen Iqbal has also developed a Teachers Resource Kit entitled as 'Heritage in Young Hands for UNESCO' with the assistance from experts in 2010.

## **Achievements**

- Established the Grammar School Rawalpindi: 1985.
- Established two literacy centres and one vocational training centre for young girls: 2001.

## **Training workshops conducted internationally and nationally:**

- Conducted workshops for various UNESCO ASPnet schools.
- Conducted a workshop based on GSR's model of Peace Education in schools at a seminar on Integrating Shared Values for Intercultural and Interfaith Understanding in Adelaide, Australia: 2004.
- Conducted Peace Education training for Directors of Education in Kaboolanka, Sri Lanka: 2005.
- Conducted Peace Education training for Directors of Education for NCERT Delhi, India: 2008.

## **Other professional achievements:**

- Participated in a Human Rights Education Workshop by Hurights in Delhi, India and Osaka, Japan: 1998.
- Presenter in a seminar on Exploring The Theme Of Human Security in Istanbul, Turkey hosted by Sabanci University in association with Peace Education Centre, Teachers College, Columbia University, USA: 2004.
- Participated in training on conflict transformation across cultures in School for International Training, Brattleboro, Vermont USA: 2006.
- Conducted community events in Birmingham, UK: 1999, and in Keighley, UK: 2008.

## **Facilitated Peace Initiative between India and Pakistan:**

- Organized interactive session by Lalita Ram Das representing the Citizens Forum, headed by Admiral Ram Das and Mr. I.A. Rehman of Pakistan, for students and teachers on confidence-building measures between the two countries: 2001.
- Conducted workshops and meetings in Shri Ram School, Shri Ram

College, Guru Hari Krishan Public School, Amity School, Springdale's School, NCERT and USO, Delhi, India: 2005.

- Attended WISCOMP convention in Delhi, India: 2005.



# Acknowledgements

I would like to offer my sincerest appreciation to APCEIU and the publishers for providing the Grammar School Rawalpindi (GSR) with the opportunity to disseminate its practices in international education regionally and globally.

Our sincere hope is that this publication manages to inspire educational institutions to become involved in EIU.

GSR is committed to integrating universal humanistic values in the school curriculum in a holistic way. The ultimate objectives are to disseminate knowledge, develop skills and promote the upbringing of balanced, moderate and acceptable mindsets and attitudes, which would reflect the core values and competencies of EIU. This efforts would hopefully enable young people to critically think about learning to live together in an interdependent and multicultural world.

GSR, with its background of training at the national and global level and with technical assistance from APCEIU, is capable of providing a global networking and be a teacher training platform for EIU and Heritage Education, which is an important component of EIU.

I deeply appreciate the contributions made by the Deputy Director, principals, teachers and students of GSR for successfully incorporating International Education holistically in the school curriculum. They

have worked with great dedication and motivation to further the cause of education for international understanding and enthusiastically carry forward the flag of peace education with conviction and a sense of commitment.

Nasreen Iqbal  
Managing Director  
Grammar School Rawalpindi  
and Centre for Peace and Human Rights Education



“Oh Mankind, we have created you male and female and made you into nations and tribes in order that you know one another.”

Surah Hujrat verse 49  
Al Quran.

(Knowing one another is respecting one another and learning to live together in an interdependent world.)



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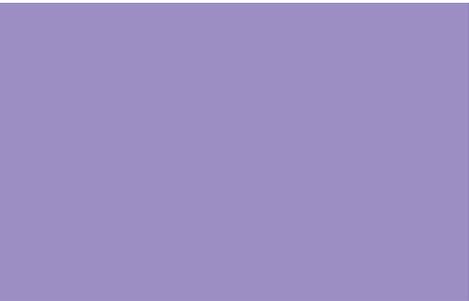
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# Shaping Student Behaviors Through Global Education for a Sustainable Future in Pakistan

## 1. Introduction

### 1.1 Background

It is crucial to motivate students to actively get involved in an interconnected world through their own cultural background and to develop a sense of identity, awareness and respect for diversity; familiarity with local and global issues and religions; fostering an understanding of sustainable development and to create responsible citizens of the world.

Locally and globally, intolerance, injustice, inequities and conflict have assumed alarming levels. In the last decade, the world and Pakistan have witnessed extreme levels of violence, lawlessness and natural disasters, leaving emotional scars on humanity, particularly on young people. Simultaneously, globalization, along with its benefits, has brought great economic benefits to the developed countries, creating imbalance between the north and the south and a divide between the rich and the poor. Rampant consumerism is playing havoc with the global eco-system and also causing drastic climatic change. Socially, the world and Pakistani people are facing challenges of growing mistrust within communities and nations due to poverty, illiteracy, ignorance and poor governance. Media at the local and global level disseminates disinformation, creating fear of “the other” instead of promoting mutual understanding between communities.

Information technology and the era of digitalization have bound the world closer than ever. It is imperative in this changing world to know, to understand and to respect diversity and to collaborate in order to build

equitable, just communities from the local to the global levels.

Educators are in a unique position to address some of these challenges by first identifying appropriate attitudes, then developing in students a world view that would foster inclusion and acceptability of others. For this, incorporating themes such as peace, compassion, diversity, human rights, democracy, citizenship, conflict transformation, environment and sustainable futures in educational programmes and settings would help to facilitate a culture of peace and mutual existence.

In Pakistan, the challenges, due to its geo-political situation and other external and internal factors, are alarming, requiring massive efforts to transform prevalent mindsets in order to replace extremism with moderation, to create peace instead of conflict and to live by the rule of law instead by a tendency towards anarchic behavior.

The Grammar School Rawalpindi (GSR), in its model for Education for International Understanding and through its peace, values, sustainable development and heritage education, is working towards disseminating knowledge, developing skills based on this knowledge and then finally facilitating the fostering of appropriate attitudes. All of this will hopefully enable young people to become sensitive, responsible and concerned citizens of their communities and the world. Such concepts as social justice and equity, diversity, democracy, citizenship, interdependence, sustainable education and peace and conflict are also some of the major themes of GSR's model for Education for International Understanding.

This model was conceived to enable and empower young people to bring about a positive change in their mindsets and to build trust and engagement in them.

GSR has incorporated the Four Pillars of Education for the twenty-first century in its model for Education for International Understanding:

Learning to Know, Learning to Do, Learning to Be and Learning to Live Together.

GSR realizes that the future of our world depends on people of all cultures and nations living and working together on the basis of mutual understanding, respect and trust. Consequently, GSR has been working with schools at the local, national and global level through UNESCO's ASPnet, British Council's Global School Partnership and Connecting Classrooms Project, iEARN, Asian Youth Forum, Peace Initiative with India and NGO schools in order to promote these objectives. By sharing GSR's experiences, the school hopes to co-opt and inspire others to work on a similar programme.

## **1.2 Social/Community Context of the Programme**

The outreach of global education (GE) is first and foremost to students and faculty members of schools, then parents, neighborhoods, local politicians, elders, professionals, media, etc. An important aspect of EIU is to engage the community to bring about a perceptible and positive impact by co-opting and sensitizing it through awareness-raising and hands-on programmes in social welfare projects. This results in achieving a major goal of EIU, which is to bring about an appropriate world view reflected in moderate behaviours.

## **1.3 Creator of the Programme**

The foundations of the Education for International Understanding Programme of GSR have been laid by Nasreen Iqbal, GSR's faculty and the Board of Directors of the Pesh Raft Foundation.

## **1.4 Initiation of the Programme**

For the last two decades GSR has been engaged in promoting EIU and has been a pioneer in Human Rights and Peace Education and Education for Sustainable Development (ESD). GSR has been recognized by UNESCO as one of the leading ASPnet schools. It received the Peace Pillar Award

from UNESCO in 2001 for its outstanding model of Peace and Human Rights Education. In 2010, GSR was recognized as one of the Nine Best Practicing Institutions for ESD by APCEIU and in 2012, it received the British Council's first International School Award.

### 1.5 Resources Needed to Make the Programme Possible

GSR has been sharing their model of ESD and EIU with ASPnet schools locally and globally. GSR networks with NGOs, communities, foundations, the government and army-administered schools. Nevertheless GSR faces the challenge how to continue the support of its network and initiate capacity building of teachers due to financial constraints. Therefore GSR is looking for technical assistance and partnership with APCEIU and other organizations to support its programme and to maintain its network of educational institutions.

## 2. Description of the Case / Programme

### 2.1 Goals and Objectives

The questions usually asked about this education are:

- What is the goal and purpose of GE?
- How can GE be good for our school?
- Will this education be effective for our teaching and learning standards in school?
- Who should be participating and who will benefit from this education?
- For how long will the engagement in these educational activities last?
- Will there be other partner schools and organizations working with us?

### 2.2 Goals and Purpose

To provide GE through relevant information, knowledge, skills and transformation of attitudes, simultaneously equipping young people with

a socially relevant education for global citizenship, the programme focuses on strengthening Education for International Understanding, based on UNESCO's Four Pillars of Education for the twenty-first century. It also seeks to provide skills of dialogue and conflict management across cultures to schools, educational institutions and interested organizations.

### 2.3 Specific Goals and Objectives of the Programme

Education plays a vital role in helping children and young people recognize their contribution and responsibilities as citizens of a global community and equipping them with the skills to make informed decisions and take responsible actions.

Throughout all levels, including early childhood level, all learners are exposed to and experience the reinforcement of social and civic values. Conflict resolution skills are demonstrated and modeled. Awareness is created of cultural and national identities, and responsibility for citizenship and the environment is encouraged and facilitated.

### 2.4 EIU and its Relevance

EIU does not exist simply to serve the market, but to serve the society, and that means instilling in pupils and students a broad sense of values that can only emerge from a balanced exposure to the humanities as well as to the sciences. Enriching an individual in this way means to further enrich the society. EIU is the most potent tool of creating and sustaining a just society. It is a human endeavor that is aimed towards:

- a) the development of a rational understanding of the world,
- b) the development of sensitivity towards others and
- c) the development of the 'capacity-cum-ability' to transform an idea into action.

Global Education weaves together the separate threads of economy, environment, society and technology and thus their different meanings to

the world. It is needed as support to fully realize people's interdependence with all life forms and to understand that ultimately, survival in isolation is neither possible nor desirable. The dangers of education without a global perspective have resulted in the turmoil the world is witnessing today from national to global levels.

This education does not have a limited time frame. It is an ongoing programme which has to be incorporated in the whole curriculum of the school, thereby enriching the content of the disciplines taught and ensuring the personal development of the students and all the faculty members.

It is recommended to share this programme with the following educational institutions: UNESCO ASPnet, neighbouring NGOs, government, private cluster and other schools at the local, national and global levels. Some organizations and platforms that support such forms of education are: UNESCO, British Council, DFID, US Public Affairs Section, iEARN and Asian Youth Forum among others.

The objectives of GE and EIU are anchored in peace, citizenship, democracy and sustainable future education. They deal with the understanding of local and global issues, of how they are interconnected, of how educators can be helped to develop their capacities to actively engage in their community and educational settings, in order to create awareness of these issues and to collectively find local solutions.

The major focus of EIU is to implement UNESCO's Four Pillars of Education for the twenty-first century. At GSR this is done by practicing the skills of dialogue, conflict management and resolution, by forging equal and dynamic national and international school partnerships through project work, the Internet, video conferences and exchange visits. By integrating such issues as universal values, human rights, (core and related values), health, sustainable lifestyles, gender, multiculturalism, respect for minority groups, identity and self-worth, tolerance, etc. into the school

ethos and curriculum, a positive and moderate world-view is strengthened. Furthermore, by being pro-active in participation in youth and teacher global networks and by providing a platform for disseminating training and holding events, GSR extends exposure to a significant segment of the educational community and not just to the GSR community.

Understanding GE/EIU and its relevance: Education needs to be relevant to the learners' current and future needs. It has to support them in making informed and ethical decisions and help them contribute to create a more sustainable and equitable world. This is what EIU entails. In practice, this means that learners should be enabled to envisage, think critically and creatively, practice the skills of negotiation and conflict resolution, participate in decision-making and practice and reaffirm values and attitudes to develop robust world views.

**We must become the change we want to see in the world.**

(Mohandas Gandhi)

## 2.5 What is EIU?

EIU seeks to question and develop critical thinking skills; to equip young people with knowledge, skills, attitudes and values; to participate as active citizens; to acknowledge the complexity of global issues and to exhibit global understanding in everyday life, whether in a small village or in a small city. EIU basically seeks to understand people's relationship to each other as members of the human family and to be cognizant of the fact that there is a deep relationship between human beings behaviour, their life style practices and the natural environment.

EIU is about provision of knowledge and about values of peace, compassion, justice, rights, citizenship, democracy, identity, environment, conflict transformation and sustainable lifestyles. Learners need to go through a process of critical thinking and gain further relevant skills that would hopefully result in a moderate and a balanced mindset.

EIU is a holistic and multidimensional education initiative by UNESCO to promote a culture of peace and facilitate responsible and peaceful behaviours. GSR, as a member of the ASP network of UNESCO, is bound to focus on the objectives set for this programme.

### **3. Ways to Incorporate the Holistic Nature of GE/EIU in the Programme**

GSR's model of GE has incorporated the principles of peace education and the values of peace and compassion, human rights, democracy, citizenship, heritage, environment and sustainable future across the curriculum. Those principles and values resonate with the holistic and multidimensional educational initiative of EIU. GSR shares this programme widely with its network of educational institutions and organizations at the local, national and global level.

GSR has a four-pronged pedagogy/teaching methodology, in which all aspects of EIU are incorporated across the curriculum through lesson planning for all subjects; in which the themes of all co-curricular activities, including debates, dramatics, assembly presentations and parents' day programmes are rooted in EIU; in which special classes on EIU are conducted on a weekly basis from class five to secondary level and in which teacher development programmes including workshops on EIU are conducted (teachers being the ultimate messengers for the holistic incorporation of relevant knowledge, skills and attitudes.)

#### **3.1 Aspects/Sub-themes of GE/EIU Pursued in the Programme**

GSR's EIU programme incorporates values of peace and compassion, human rights and responsibilities, heritage and cultural understanding, knowledge of other cultures, respect for diversity, knowledge regarding citizenship, democracy and social justice, problem solving, decision-making, an understanding of how sustainable development requires proactive responsible behaviours and a positive world-view that focuses on

inclusion rather than exclusion.

The EIU programme must be conducted with the intention to attain a long-lasting, positive impact on attitudes by providing knowledge and upon this develop skills all across the education system.

Potential benefits for teachers, while preparing for and delivering this programme, would be their own growth and development on a professional and personal level due to their involvement in the programme at varying levels and of different degrees.

Since it is not possible to conduct the programme in any kind of isolation (whether it is integrated into the curriculum, disseminated in special classes or incorporated into the school ethos), it must be developed with EIU as its reference point. Therefore the accruing benefit is a whole school development. In fact, due to innovative teaching methodologies, there is a greater likelihood of increased learner motivation and team building between students and teachers.

### **3.2 Pedagogy/Teaching Methods**

Thus the main teaching pedagogies being used are participatory, in which a student is at the heart of the teaching and learning process. Hands-on activities make the learning experiential in nature, and for effective learning to take place in all students, it is project-based, involving individual, pair and group activities.

EIU themes are incorporated in the subject contents during lesson planning. Students are engaged in projects on EIU themes, such as citizenship, environment, rights, culture and social responsibility from the very early grades to the secondary level. Topics of assembly presentations, parents' days, community events, debates and dramatics are rooted in EIU themes. Also, students are encouraged to think critically, analyze and evaluate situations and social issues in their communities and present

realistic solutions.

### 3.3 Pedagogical Principles of the Programme

The dissemination of EIU is carried out through teaching and providing knowledge about relevant themes, so that skills and attitudes develop in pupils and teachers as well as a mindset which is both open and favourable to the themes of EIU. Attitudes and behaviours, thus, are conducive for the understanding of diversity and uniting communities and people in an interdependent world.

The pedagogical principles should be based on UNESCO's Delores Report, the so called Four Pillars of Learning for the Twenty First Century, which are:

- Learning to know: Appropriate and relevant knowledge is imparted, with learners being enabled to understand the world around them.
- Learning to do: The students undergo practices for developing the skills of social behaviour, personal initiative, interpersonal and intrapersonal skills, teambuilding, critical thinking, evaluation, analysis and creative solutions.
- Learning to be: Learners acquire skills for understanding others and resolving issues and conflicts through dialogue and discussion.
- Learning to live together: This is the most challenging principle when the concepts of peace, citizenship, democracy and sustainable futures are internalized and practiced in everyday life to promote dignity and harmony in one's own life and in the lives of others.

The objective of these themes is for individuals to develop self-respect and respect for others at home and in the community.

### 3.4 Effective Teaching Methods in Achieving the Goals and Objectives

The most effective teaching method for achieving the objectives of the

programme is one which enables students to take a significant and leading role within the programme. They have to be involved in selecting the themes of EIU and the related social issues of their communities. They have to be completely involved in the process of the programme through participatory and experiential methodology. The local community has to be engaged, along with the elders of the community, professionals and other stake-holders. The media has to be co-opted for greater awareness-raising and dissemination. Local politicians, businessmen and government officials who can lobby and support the programme should also be co-opted. All of this can be done by involving as many colleagues as possible from an early stage on. Doing so will generate wide interest in EIU and helps building consensus about its objective. A hub of teachers can become the focal group that can disseminate and share responsibility, and it must be ensured that their understanding of EIU aims at the goals as well as their activities and future directions are made clear.

Engaging staff effectively and motivating them would enhance the benefits of the programme and ensure its success. This would lead to professional and personal growth, and when new staff is recruited, they may enthusiastically become involved. School events to celebrate and showcase EIU activities should be organized, and the parents, community and media should be engaged in this.

## 4. Activities in Detail

(Sample Lesson Plans are attached in Appendix A)

### 4.1 Activity: Environment and Energy

*Themes: Sustainable Development, Environment, Citizenship, Peace*

This activity was conducted along with a Global Schools Project Partner school in Scotland. Students researched eco issues within the school and local community, created PowerPoint presentations in order to bring them to their own school and community's attention, and learned how to tackle these issues effectively. Eco issues affect Pakistan, Scotland and the world,

so information was shared with the partner school, which resulted in knowledge about the same issues with different perspectives and exchange of views. The children and young people also created recycling displays, and photographs were exchanged.

Participants:

Grades 6 and 7 (aged 11 to 13)

Teachers, parents and friends within the local community.

This activity belongs under the heading of 'Active Citizenship and Intercultural Dialogue.' Hence, it allowed children to examine eco issues both locally and globally, further developing what was started in year 2009.

#### 4.2 Activity: Water Conservation

***Themes: Sustainable Development, Rights, Citizenship, Environment***

Both schools commenced this project with a role-play on 'The Story of Water' to generate spontaneous realization of the water crisis.

The Australian traditional folk tale "Tiddalik the Thirsty Frog" was used by teachers to teach lessons about water conservation, the importance of sharing and community life.

Students examined the importance of water in everyday living and how water can be conserved. They 1) created graphs to show rainfall amounts in a year, 2) drew a diagram of the water cycle and 3) formulated a water conservation plan.

Students made diaries over a weekend to discover how much water they actually wasted and investigated how they could save water in the bathroom, kitchen and garden. They then made a group mural on "Water Conservation." Each student collected a pledge from three families. A live performance of a play was shared with the local cluster schools. In addition, a video and photographs of the play were sent to the partner

school in Glasgow, Scotland. Kids' activity booklets were also made to complement school curriculum, community cohesion efforts, school and community outreach and sustainability messages.

Participants:

Grades 1 to 8 (aged 6 to 14)

Teachers, students, neighbours, additional help from the community, Area Council, Local Councilor and the media.

(January to April 2010)

### 4.3 Activity: Chatter Books Reading Sessions

***Themes: Rights and Responsibilities, Environment, Sustainable Development***

Children and young people worked with a group of pupils from the Annette Street School, Glasgow, Scotland to read and enjoy fiction books, such as “This Morning I met a Whale” and Clarice Bean’s “Which Planet are you From?” based on the environmental theme of climate change. The children and young people completed art activities, shared their expressions through booklets and drawings, wrote letters to authors and contributed to a ‘Chatter Books’ display of work. Photographs of the ‘Chatter Books’ session were also exchanged with partners.

Participants:

Grades 4 to 7 (aged 9 to 12)

6 class teachers.

This activity promoted reading for pleasure as well as literacy. Children from local schools in Pakistan and kids from partner schools in Scotland were both encouraged to share reading experiences addressing environmental themes.

(On-going activity)

#### 4.4 Activity: Clean Up the Earth

##### *Themes: Citizenship, Environment, Sustainable Development*

Students in the Connecting Classrooms cluster of schools worked on the issue of garbage crisis (solid waste management). An awareness visit was conducted to sensitize the neighbourhood community. The additional assistance helped working in the community and families were interviewed door-to-door. Students caught their family members' attention on the use of different bags for disposal of glass, paper and kitchen waste. Interviews of garbage collectors elicited useful information and provided an interesting perspective.

Awareness was raised by placing color coded bins in the schools' neighbourhood community. Research on the quality of the daily production of garbage and its whereabouts was conducted. The 3 Rs (Reduce, Reuse and Recycle) were highlighted through arts and craft projects, focusing on crafts recycled from the children's home. Both clusters of schools illustrated learning on bulletin boards, titled "The Planet in Peril", and exchanged photos and videos.

Participants:

Grades 1 to 8 (aged 6 to 14)

Teachers, school support staff, literacy class students (held after school hours for the underprivileged community), families and neighbours and local Area Councilors.

(April to May 2010)

#### 4.5 Activity: Bullying

##### *Themes: Human Rights, Compassion, Peace, Citizenship*

The children and young people were given the opportunity to create an anti-bullying video, allowing them to write the script, act out scenarios, become involved in all aspects of filming/performing and using ICT equipment. This video was shared with partner schools in Pakistan and Scotland. As the issue of bullying is common in all schools, students from

the partner school were able to compare and review the content.

Participants:

Grade 9 (aged 14)

(November 2008 to January 2009 and reinforced in March 2010)

#### 4.6 Activity: Smoking

**Themes: Peace Compassion, Citizenship, Human Rights, Responsibilities**

Smokers, identified and interviewed through questionnaires, revealed substantial information about why people started smoking. Reasons for smoking were constructed and deduced by the students. Collection and compilation of data on the hazards of smoking, highlighting the link between smoking and a range of health problems and diseases was done, as well as research on the effects of secondary/passive smoking.

The role of family and peers in a smoker's life was demonstrated through role-plays in the morning assembly. Pupils learned how the media plays a role in glamorizing smoking and attracting minors. Helpful websites to suggest ways on "How to quit smoking" were suggested to smokers, especially considering to address those already being parents.

Participants:

Grades 1 to 8 (aged 6 to 14)

(October to November 2010)

#### 4.7 Activity: Health and Well-Being Week

**Themes: Human Rights, Peace, Sustainable Development**

A Health and Well-Being week allowed a variety of activities to take place across the curriculum and year groups. A local female doctor was invited to GSR to give lectures about health and hygiene problems particularly addressing girls in Pakistan and how those might be prevented. A sports day was held during which girls enthusiastically participated in sports such as cricket. This activity was strengthened by a Chatter Books group reading the book "Soccer Squad", which focused on the lines of "girls can be as

good as boys in being good team players in sports.”

This, again, was recorded and sent to the partner school in Glasgow, Scotland. Photographs were shared. The Glasgow school, in turn, worked on raising awareness on the creation of a girl’s fitness club to encourage more Asian girls, their mothers, etc. to think about health issues. This, again, was recorded and detailed. Information and pictures were exchanged with partner schools.

Participants:

Children and young people from grade 4 to grade 1 (aged 6 to 9)  
(November 2010)

#### **4.8 Activity: My Country, My Pride**

***Themes: Identity, Democracy, Heritage, Culture, Diversity***

Students exchanged presentations and booklets on how they can make a difference towards the development of their country, and what aspects make them proud of their motherland. Each cluster exchanged PowerPoint presentations, pictures and illustrations on UK and Pakistan.

Participants:

Grades 1 to 8 (aged 6 to 14)

Students, teachers, grandparents and/or community members to share experiences and memoirs.

(August to September 2009)

#### **4.9 Activity: Languages**

***Themes: Identity, Heritage, Culture, Diversity***

This project celebrated world languages and featured dual language poetry, featuring powerful similes designed by pupils. The intention was to create original, concrete poems wrapped in the shape of, for example, a rose (“My love is like a red, red rose”) using the similes as the model for an extended project. From the starting point of Pakistani poetry, pupils constructed

different poems/similes in English and in other languages. With this activity Pakistani children can connect with the intercultural dialogues theme shared with their Scottish friends.

Participants:

Grades 4 to 8 (aged 9 to 13)

(February 2011)

#### 4.10 Activity: Fair Trade

**Themes: Democracy, Compassion, Peace, Sustainable Development**

Students researched fair trade issues to promote their individual and global importance. This topic was introduced as a role-play in the morning assembly.

Participants:

Grades 6 to 10 (aged 11 to 15)

This activity not only helped promote Active Citizenship/Intercultural Dialogue, but also helped develop Skills for Employability.

(September 2010)

#### 4.11 Activity: Spices and Benefits

**Themes: Multiculturalism, Heritage, Diversity**

Schools of both countries exchanged information on commonly used spices, their brief history and their purpose in cuisines, health, medicine, and beauty products. Exchange of recipes of traditional, multicultural cuisines within the school cluster took place through PowerPoint presentations, e-mail and recipe books. This activity enabled students to explore the wider use of spices in health, medicine and beauty products. It allowed children to experience and appreciate the distinct traditional cuisine of different countries.

Participants:

Grades 4 to 8 (aged 9 to 13)

Students, teachers and volunteering parents.

(July to August 2009)

#### 4.12 Activity: Dances of the World

*Themes: Heritage, Culture, Diversity, Identity, Peace*

GSR conducted research on different countries of the world to briefly explore their history, culture, lifestyle, geographic location, traditional costumes and music. The objective was to compare, contrast and deliberate on the overlapping similarities in costumes, culture, music, etc. while appreciating the richness of diversity. The Scottish Highland dance was done to perfection by Pakistani students while exchanging it with the Pakistani Bhangra performance done by the partner school.

Participants:

Grades 4 to 8 (aged 9 to 13)

Students, teachers and parents

(November 2010 to January 2011)

## 5. Outcomes and Reflections

### 5.1 Outcomes

GE/EIU can support learners in acquiring the values, competencies, skills and knowledge that will help them to develop appropriate attitudes and become pro-active global citizens committed to making the world a more sustainable, equitable and just place. One way in which schools can disseminate EIU with a large network of schools is through the UNESCO ASPnet, British Council's Global School Partnership and Connecting Classrooms project and iEARN.

"We live in one world, and whatever we do affects others. To recognize that we are all members of a world community and that we all have responsibilities to each other is not a romantic rhetoric, but a modern economic, social and scientific reality."

## 5.2 Students Responses of GSR about EIU:

“We have become active citizens who can take action to improve things.”

“We have learned how to bring awareness in our communities through our community projects, such as human rights, water conservation, literacy, pollution and greening the environment.”

“We have learned the skills of research, discussion, working in pairs and groups, analyzing situations, identifying problems, asking questions and coming up with practical solutions.”

Following are some questions on the issue of human rights, which occurred within the community and were edited into a database:

- Why is it important to have rights?
- What rights do we have as citizens of our society?
- What rights do children have?
- Should we all have the same basic rights?
- Do people with disabilities enjoy their rights?
- Do we have to have some responsibilities as citizens?
- What responsibilities do we have in our home, at school and as members of the community?
- Where do our rights end?
- Are we right in encouraging our students to be more global?
- Is doing nothing a good choice? Should we ourselves not be active global citizens if we are encouraging young people to be amongst them?
- Did we ensure that the picture we give children in school about the wider world is fair, when our own knowledge and understanding is limited?
- Did we help avoid the issue of the “rich school” helping the “poor school” cope with injustice?
- Did we provide balance in school to the many influences in the society which worked against our values?

### 5.3 Reflections

The key elements of success for GE/EIU is changing perceptions of the staff and getting them motivated and involved. Staff has a lot to gain from and a lot to offer when they get involved in EIU, as it is a great opportunity for their professional and personal development. However, motivating the staff and keeping them focused on EIU themes and ensuring that they incorporate these themes in their classrooms as well as into the total environment of the school is the challenge.

The issue of staff mobility can create hurdles in dissemination of EIU. However, if policies and procedures about integrating EIU in the whole curriculum are firmly in place, then training new inductee is not a challenge. If the major themes of EIU are embedded in the curriculum, it becomes an essential and robust element of school life. Inclusion and the concept of taking the journey together are important ways of approaching EIU.

GSR has had an external review of its EIU programme by the British Council. The projects of GE which have their foundation in the themes of EIU were thoroughly evaluated along with similar projects by other schools. GSR projects were judged as one of the best, which helped GSR to win the third International School Award in Pakistan in March 2012.

“Diyare Ishque main apna maqaam paida kar, nayee dunya nayewee subh sham paida kar.”

In the realm of love, create a new place, with a new dawn and a new twilight.

ALLAMA IQBAL

## 6. Suggestions and Conclusions

### 6.1 Suggestions for Educators Interested in Implementing a Similar Programme

Educators interested in implementing a similar program may network with GSR and APCEIU. The following plan of action is recommended for interested educators:

1. School management level: All policies and procedures, including the standard operating procedures for the school management and teaching staff, must ensure that an ethos of human rights, fairness and justice prevails in the school community. Regular evaluation and feedback will reflect the clear intention to implement EIU in the school.
2. Staff development level: All capacity building of management and teaching staff must reflect the principles of EIU.
3. Curricular level: EIU must be integrated into the curriculum and be reflected in all lesson plans. EIU can also be manifested in special classes on value, peace, human rights, heritage, sustainable development, etc.
4. Co-curricular level: EIU can be manifested in all school activities, such as in presentations, sports, art activities, field trips and in all school events.
5. Code of conduct and behaviour level: The environment of the school as regards to the classroom management, fairness exercised in school rules and rules of conduct of teachers would reflect tolerance, discipline, fairness and respect.
6. Community involvement level: Frequently reaching out to the parental and extended community can ensure greater impact for EIU.

## 6.2 Some Activities for EIU

### ***Water Conservation***

This activity, which includes disseminating knowledge regarding water sources, spreads realization of the threateningly low water reserves in the world and the urgency for water conservation.

### ***Chatter Books Reading Sessions***

This activity promotes reading for pleasure, and students gain improved literacy skills and greater knowledge about a range of environmental issues.

### ***Clean Up The Earth!***

The impact garbage has on the environment as well as further kinds of pollution are examined. For focusing on sustainability, the three Rs (Reduce, Reuse and Recycle) are emphasized along with reinforcement activities.

### ***Bullying***

This activity makes pupils aware of the hazards of bullying, while at the same time analyzing the reasons why bullying is done.

### ***Smoking***

Awareness is created about how smoking can become a gateway to drugs, while parents are guided to become appropriate role models for their children.

### ***Health and Well-Being Week***

For this activity, children and young people examine the spectrum of their own health and well-being, and analyze different procedures and solutions how to improve those fields.

### ***My Country, My Pride***

The activity requires students to collect meaningful content about what

they think makes their country great, so that pride in their own identity as citizens can be reinforced.

### *Languages*

Encouraging intercultural dialogue through raising awareness of knowing each other's languages could lead to greater tolerance through understanding.

### *Fair Trade*

This activity aims at promoting active citizenship and intercultural dialogue, and will also help students to develop skills for employability.

### *Spices and Benefits*

In order to explore the use of spices in various cuisines and the health benefits that accrue from them and their use in the pharmaceutical and beauty industries, this topic offers a wide range of different activities. Students learn that spices form an important part of a country's economics.

### *Dances of the World*

This activity creates appreciation of the uniqueness, and yet honours similarities of each culture and their traditions of music and dance.

The overall impact of EIU is visible tangibly and sometimes intangibly in many areas of behaviour. Some of the major benefits of EIU may be apparent when learners become aware of their rights and responsibilities; when they develop the habit of critical thinking and analyzing issues, events and situations in a logical sequence; when they are able to communicate effectively with people of their own and other cultures; when they begin to be cognizant of the fact that if they can deal with small issues, they would be paving the way to dealing with the big issues (that the small things are the big things); when awareness is created that positive change can be brought about by individual and collective participation; when life skills and attitudes are developed that lead to respecting one's own and

others' identities and when the realization is developed that tolerance and understanding of the other can lead to a global culture of peace.

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# Appendix A

## - Sample Lesson Plans

### LESSON PLAN

#### BULLYING

**NOTE: This project was initiated in order to create awareness of a critical issue.**

*The aim was to raise awareness in*

- *Grammar School, Rawalpindi*
- *Cluster schools GSR is linked with in the Connecting Classrooms Project of the British Council of which GSR is a member*
- *UNESCO's ASPnet of which GSR is a member*
- *British Council's Global Schools Partnership schools whom GSR is linked to*
- *Schools of GSR's own area celebrating Global Youth Services Day.*

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<b>Theme</b>	: Human Rights, Peace, Compassion
<b>Subject</b>	: English Language
<b>Topic</b>	: Bullying
<b>Resources</b>	: Internet; newspaper/magazine articles; and interviews of students, teachers and parents
<b>Class</b>	: 8
<b>Time required</b>	: Eight weeks

## **Objectives:**

- To enable students to become aware of the various aspects of bullying:
  - types of bullying
  - the profile of a bully
  - the consequences of bullying
  - how bullying can be prevented.

## **Methodology:**

### **Brainstorming questions:**

- What do you think bullying refers to?  
(Possible answer: it is an aggressive, persistent and continuous physical and emotional hurt caused by one individual on another.)
  
- Who is the person that typically is a bully and whom do you think he bullies?  
(Possible answer: someone who appears strong physically, etc. and bullies people not so strong physically and those who appear to be weak in other aspects; peers.)
  
- What would a bully do to the person he is bullying?  
(Possible answer: pushing, shoving, punching, kicking, threatening, insulting, spreading rumours about victims, gossiping about them, vandalizing or stealing their possessions and sending obnoxious emails and text messages.)
  
- When bullying is taking place, do people who are watching get involved?  
(Possible answer: usually not, as they are afraid they may become the target of the bully and do not help or try to stop it; some of them may enjoy the bullying session.)

### **Action research**

1. Class is divided into four groups, with each group assigned to research on one of the following areas:
  - types of bullying
  - profile of a bully and why they bully
  - consequences of bullying
  - how bullying can be prevented
2. Groups collect information on their given areas.
3. Groups create a questionnaire and interview selected students, teachers, parents and the school principal regarding the area they have been assigned to.

### **Role-play presentation**

1. Groups collectively write a script for the area assigned to them.
2. They practice and rehearse their role-play during free time.
3. On four consecutive days, a role-play is presented to the student body at the morning assembly.

### **Possible findings of action research on which the role play is based**

1. Types of bullying
  - Physical: pushing, shoving, kicking and punching.
  - Verbal: name-calling, threatening, insulting, spreading rumors and gossiping about the victim.
  - Cyber: e-mails, websites, MSN messages, through social networks and text messages.
2. Profile of a bully and why they bully:
  - Bullies are often insecure and may come from homes where they do not receive attention, love and care.
  - Parents of bullies may be abusive towards them physically and verbally.

- Bullies may come from broken homes.
- Bullies are often defiant towards authority and have the tendency to break rules.
- Bullies are often those who themselves have been bullied or have learned this behaviour from their parents.
- Bullies want revenge on a sub-conscious level for the way the world-at-large has treated them.
- Bullies feel envy and jealousy towards those who may be better off than they are, in any way.
- Bullies are pressured into bullying by their hanger-ons.
- Bullies are people who are socially isolated, have low self-esteem and remain anxious.

### 3. Consequences of bullying:

- On the victim:
  - Children who are bullied become moody and sullen and withdraw from family interaction.
  - They become depressed and lose interest in their school work, and their grades drop.
  - They suffer from loss of appetite and sleep.
  - They often come home from school with their clothes torn and defaced and with signs of having been hit.
- On the bully:
  - Bullies often experience legal or criminal problems as adults.
  - They normally under-perform in their academics and are not well-liked by teachers.
  - They are more likely to use drugs and alcohol as adolescents do.

### 4. How to prevent bullying:

- Children should avoid being an easy target by using better posture, voice and eye contact.
- Bullies use isolated places to victimize, so such areas may be avoided.
- Children should be guided to stay away from the bully.

- When bullied, they must inform a teacher or a parent.
- Friendships made by children must be positive.

### **Outcomes :**

- By conducting research and doing presentations, instances of bullying within the school will come to light.
- By involving students, teachers and parents of concerned students, the issue may be effectively dealt with.



## PROJECT PLAN

### SMOKING

<b>Topic</b>	: The disastrous effects of smoking
<b>Classes</b>	: 7
<b>Resources</b>	: Internet, magazine and newspaper articles
<b>Time required</b>	: Four weeks

### Objectives:

- To enable students to:
  - investigate all they can find out about peer pressure
  - use their creativity and skills to understand how peer pressure can be dealt with
  - inquire as to why teenagers and adults start smoking
  - understand how smoking can be given up
  - study the harmful effects of smoking and passive/secondary smoking.

### Methodology:

#### **Brainstorming questions:**

- How many people do you know who smoke?
- Define in one word as to what kind of activity smoking is.  
(Possible answers: harmful, risky, damaging, unhealthy, etc.)
- If it is harmful as you say, what is the worst effect that smoking can have on a person?  
(Possible answers: lung diseases; cancer of the mouth, lungs, and esophagus; leukemia; etc.)

#### **Action research:**

- Students may be divided into groups of five.
- Each group investigates one of the following areas:

1. Find out what peer pressure is and how it works by interviewing peer groups.
  2. Find out how peer pressure can be dealt with by interviewing peer groups.
  3. Find out why teenagers and adults start smoking and continue to do so by interviewing teenagers and others from other age groups who smoke. The focus should be on curiosity to experiment and/or on acting older than one really is.
  4. Research the ways in which smokers can quit, perhaps by passing laws prohibiting smoking in all public places, etc.
  5. Inquire the harmful effects of smoking and those of secondary/passive smoking by interviewing a doctor if possible.
- Brochures and posters may be made by each group related to their topic.
  - Morning assembly presentations may be prepared to create awareness regarding this harmful addiction.

### **Outcomes:**

- Students would understand the dangers of smoking and passive smoking.
- Students would become aware that public policy on the issue can deter smoking.
- Students would become aware of how peer pressure should be dealt with.





# APPENDIX B

- Photo Gallery

