



The EthCo Interdisciplinary Tasks

Your future role: An Ethical Scotland in the Global Economy

1. Developing countries: What and where?

Aimed at a Curriculum for Excellence First level but may be adapted to any level

Developing Global Citizens through An Interdisciplinary Approach

EthCo sets out to provide a task-based framework to allow young people to explore the United Nation's Millennium Development Goals, and how they impact on world poverty and growth. The concept of ethics in business is also investigated, and pupils will contextualise that within Scotland's place in the world economy. Through EthCo, pupils will be encouraged to see how the choices made by individuals within businesses, organisations and communities impact on economic life in their own and other countries. Using action-based enterprise activities they will take the first steps towards 'making a difference', through positive challenges to existing practices, illustrating that consumer and citizen power can impact on poverty reduction and economic success. Pupils will learn about, and raise awareness of, the 'Millennium Development Goals' to their families, their communities and local businesses. Young people are the employers, employees, and community activists of the future and EthCo hopes to embed a global perspective for the longer term. They, along with their teachers and their communities, hold the key to implementing actions which impact on the Millennium Development Goals. It is hoped that their energy and hope for the future may be harnessed, and their actions and attitudes affected, by learning global Citizenship through these tasks.

EthCo will provide approaches and materials within a 'Curriculum for Excellence' to link together Development Education, Enterprise Education, Financial awareness, understanding of business, citizenship education, education for sustainable development, and other cross-cutting themes. These are brought together in the EthCo interdisciplinary Tasks and, since the tasks contribute to many of the Learning Outcomes in the Curricular Areas of CfE, can be built in as part of the on-going curriculum to help develop Global Citizens.

Pupil Led—Teacher Prompted: EthCo is not a topic, but rather an open ended process which teachers are free to adapt to their own curricular needs. It is envisaged that EthCo will run as an enterprise activity based on a real task, and is set up to provide appropriate learning outcomes within ACfE. As such EthCo encourages interdisciplinary learning between, and across the Curricular areas. It is focused on international education, and is designed to fit in with a range of existing initiatives available to schools, such as Eco Schools, financial education, social enterprise and others. Each task facilitates learning via a thinking/discussing phase, a research phase and a doing phase, and finishes on a demonstration of learning outcome. Timescale for the task is at the discretion of staff.

The EthCo tasks are not set to any particular Curriculum for Excellence level and Teachers may adapt them to suit their purposes. In all cases this is best done by matching the learning to the curricular level being taught, however it is perfectly acceptable to adapt the task content, or reduce or extend the scope of the task, as long as the EthCo learning outcomes for the task and your aims are met.

The tasks are numbered only to ease identification and not to indicate an order of work.

Hints, tips and resources are detailed for each task in tandem with suggested links to existing initiatives.

Our website containing additional information and resources is available at www.EthCo.org.uk

The Queensland Rich Task project is acknowledged for the inspiration for this task format.



EthCo Interdisciplinary Tasks

Developing countries: What and where?

Aimed at a Curriculum for Excellence First level but may be adapted to any level as required.

Global Awareness. What is a company and what are the 'Millennium Development Goals'?

Pupils will work together to explore work styles experienced in different parts of the World. They will compare and contrast Scottish work styles with others, and be introduced to the role of business. They will be introduced to the Millennium Development Goals and will consider their own individual responsibility in relation to at least one of them.
They will demonstrate their learning to a chosen audience.

Pupils will be introduced to the eight Millennium Development Goals. They will be given the background to the creation of these goals and enabled to discuss their purpose and why they are important to developing countries. They will consider how business might interact with these goals, and the ethics involved.

Pupils should research the geography of the World. They should find out where the developing countries are in relation to Scotland and investigate the nature of trade between them.

A local business should be contacted to allow research and discussion to take place on how the ethics of this business can impact on the development goals.

Have speaker(s) visit the school, or go on a visit to a local company.

Pupils should research the work styles and conditions in Scotland and in their chosen developing countries and collect evidence to support their conclusions on the employment conditions experienced by different people in the different countries.

Pupils and teachers may wish to develop a school project for further study.

Pupils will develop a demonstration of their learning by analysing the contrasting work styles and conditions of people in developing countries and in Scotland. They will show the nature and geography of Scottish trade with developing countries, and emphasise the impact of ethical business practice. They should focus on what the individual can do to make a difference.

Pupils and teachers will decide on the nature of their learning demonstration and the target audience. The presentation of the learning will detail at least one Millennium Development Goal and highlight how individual responsibility and business conduct can impact on its achievement. Each group may choose to concentrate on different Millennium Development Goals.

Planning and developing the task:

Staff are free to develop this task in a manner which suits the individual needs of the school, as long as the EthCo learning outcomes are achieved. The planning can include any CfE curricular area which has a natural link with the task, and can be designed to suit the strengths of the school.

The Exemplar materials have been produced to provide one possible means of tackling the task.

The Ethco Learning outcomes for this task are :

- To learn about the 'Millennium Development Goals', their development and implications for the world community.
- To learn about 'Ethical Trading' and develop the ability to recognise and demonstrate ethical behaviour.
- To learn about Scotland's contribution to the Millennium Development Goals and Ethical Trading.
- To develop skills in presentation, discussion and argument.

Resources, hints and tips:

Resources to use, web sites for reference, sources of information, are listed as an addendum. Open web searches can be very fruitful sources of information but the results need constant critical support and supervision from the teacher to ensure suitability.

Some notes on the use of 'Philosophical Inquiry' are also provided.

There are clear links to 'Enterprising approaches to learning and teaching', 'Entrepreneurial learning', 'Vocational and work based learning', and 'Careers education'.

Some issues which might be explored are: Reference to the nature of the discussions, ethics to be considered, nature of trade, fair-trade etc, consideration of work styles, child labour, Involvement of local company, etc., etc.

Individual responsibility: what can **you** do to make the change. What to look for when out shopping.

Class organisation: Whole class teaching can be used as appropriate to present the major issues. To provide the teams for the demonstration, it is generally preferable to work in groups. Best results often come when the principles of cooperative or collaborative learning are employed. Use of 'Philosophical Inquiry', or similar can assist the discussion of the issues involved. Adequate encouragement, time, resources and teacher support should be given to facilitate a high level of research, discovery and sharing by the pupils. The sections in the full bold outline should be taught by the teacher to ensure coverage and understanding.

The demonstration of learning: this should be decided between the teacher and the pupils. Examples being: a straightforward presentation by the group, using ICT, web images, video, etc; the setting up of stands in the school to present to a passing audience; or the creation of a video presentation with the group taking questions, the imagination of the teacher and pupils being the resource. Prizes may be awarded by the school as appropriate.

This presentation can be live in front of peers, or a wider audience, or may be videoed then shown to and analysed by a larger audience. Other variations of the presentation are possible depending on the aspirations of the school.

The assessment of performance of the task should be made by staff using the criteria below. The assessment of the individual should also include assessment of their contribution to the task and individual performance in class work, related to the appropriate CfE Learning Outcomes.

CfE Curricular Areas , Levels, and capacities.

Many of the CfE curricular areas : Expressive Arts, Health and Wellbeing, Languages, Mathematics, Religious and moral education, Science, Social Studies, and

Technologies, etc., have CfE learning outcomes which can be contributed to by completing this task and are shown on the back page.

The full extent of this contribution, and indeed whether the outcome can be satisfied entirely, depends on the teacher's individual planning,

When planning a task the appropriate learning outcomes for the level being taught should be applied: in this case for first level. It is however possible to develop the task to apply at other levels if desired.

Assessment of the task:

The demonstration of learning in the task is assessed as 'high quality', 'quality', 'acceptable' or 'fair' using the following descriptors.

In a group demonstration, all members are given the same task award. Individual performance should be assessed and reported in a formative manner using the appropriate CfE learning outcomes. The individual contribution to the task should also be commented upon.

A high quality demonstration of learning is evidenced by:

Clear identification of the chosen Millennium Development Goal, reference to the other Goals, and where they originated.

Detailed presentation of the purpose of the chosen Goal, what it is intended to achieve, and how individual and business conduct can influence the achievement of the Goal.

A detailed demonstration of the differences between the work style of Scottish people and those in a selection of identified developing countries, (use of images, video, web info etc can be encouraged).

An excellent demonstration of knowledge of the relevant geography, trade and relationships between Scotland and developing countries.

An acceptable demonstration of learning is evidenced by:

Identification of the chosen Millennium Development Goal and where it originated.

Presentation of the purpose of the chosen goal, what it is intended to achieve, and how individual and business conduct can influence the achievement of the goal.

Demonstration of the differences between the work style of Scottish people and those in an identified developing country, (use of examples and images.)

A demonstration of knowledge of the relevant geography, trade and relationships between Scotland and developing country.

A quality demonstration falls between these, a fair demonstration falls below.

Relating to a 'Curriculum for Excellence'

Every area of the curriculum can make an important contribution to the EthCo learning outcomes.

This EthCo Interdisciplinary Task can contribute to the coverage of the 'Curriculum for Excellence outcomes and experiences'.

The impact in each case is dependant on the specific focus given to the task, and in many cases to the choice of topic studied within the task by the individual pupil, and this should be considered when determining coverage.

Expressive Arts

Explores how global issues and themes such as identity, shared humanity, difference, diversity, conflict and justice are represented in art, music dance and sporting activities.

Considers how the expressive arts are used to express protest at social injustice and promote visions of positive change.

Provides opportunities to learn about and from different cultures through the arts.

Can contribute to the following CfE outcomes:

EXA 1-01a; 1-02a; 1-03a; 1-04a; 1-05a; 1-07a
(if a consideration has been made of the arts of the developing countries and artistic expression used in the presentation.)
EXA 1-10a (If dance across cultures is featured.)
EXA 1-13a; 1-15a (If drama used in the presentation.)
EXA 1-18a (If performing music from different cultures is part of the presentation.)

Health and Wellbeing

Develops appreciation of diversity and encourages critical thinking through the exploration of similarities and differences between people and the discussion of social and moral dilemmas. Explores wellbeing in all senses, from physical health to financial wellbeing and key factors in this, both local and global.

Can contribute to the following CfE outcomes:

HWB 1-01a; 1-02a; 1-04a; 1-05a; 1-08a; 1-09a;
HWB 1-10a; 1-11a; 1-12a; 1-13a; 1-14a; 1-19a;

Languages

Explores issues of identity and diversity by considering similarities and differences between peoples, places, cultures and languages. Develops awareness of global interconnectedness in that languages are continually evolving and borrowing from each other. Provides opportunities to explore global issues while developing language skills.

Can contribute to the following CfE outcomes:

(there are no first level outcomes in modern languages)

Literacy and English

Explores values, beliefs, and experiences of different groups of people, and themes common to people the world over, through texts from a range of cultures and traditions.

Develops empathy, communication skills, the ability to argue effectively, critical thinking and media literacy.

Can contribute to the following CfE outcomes:

LIT 1-02a ; 1-04a; 1-05a; 1-06a; 1-07a; 1-08a; 1-1-09a; 1-10a; 1-13a; 1-14a; 1-15a; 1-16a; 1-18a; 1-20a; 1-21a; 1-22a; 1-23a; 1-24a; 1-25a; 1-26a; 1-28a; 1-29a.

ENG 1-03a; 1-12a; 1-17a; 1-30a

Numeracy and Mathematics

Provides opportunities to illustrate mathematical concepts and processes by means of issues in local, national and global society. Promotes opportunities to consider the influence of different cultures on mathematics and the history of development of maths. Develops critical thinking around use, presentation and manipulation of data.

Can contribute to the following CfE outcomes:

MNU 1-09ab; 1-20ab;

MTH 1-12a; 1-17a; 1-21a.

RME and RERC

Explores issues of justice, equality, care for others and for the planet, and peace and conflict from different perspectives. Develops awareness of diversity through exploring different values, beliefs and attitudes. Develops empathy, critical thinking, respect for others and the ability to argue effectively. Explores the role of religious belief in global issues and perspectives.

Can contribute to the following CfE outcomes:

RME 1-04a; 1-05a; 1-06ab; 1-07a; 1-09abc.

RERC 1-25a; 1-26a; 1-27ab.

With careful consideration there may be opportunities to contribute appropriately to other outcomes

Science

Engages with the social, cultural and economic contexts in which scientific enquiry takes place. Explores ethical issues surrounding science and its pursuit and uses, considers the contribution of science to the debate on sustainable development, develops appreciation of interdependence within the natural world and between people and planet. Provides opportunities to explore the contribution of different cultures to science.

Can contribute to the following CfE outcomes:

SCN 1-03a; 1-04a; 1-13a; 1-20a.

Social Studies

Questions, investigates and critically engages with issues affecting peoples lives throughout the world, develops understanding of global interdependence. Explores differences and similarities between events, people, places, cultures and environments through time. Considers significance Of individual and collective action, critical thinking and interpretation. Explores the shaping of society, political, environmental and economic.

Can contribute to the following CfE outcomes:

SOC 1-04a; 1-06a; 1-07a; 1-08a; 1-09a; 1-12ab; 1-13ab; 1-15a; 1-16a; 1-17a; 1-18a; 1-20a; 1-21a; 1-22a.

Technologies

Considers the impact of technological development on society and on quality of life. Addresses sustainability issues in product design, food production and consumption. Considers the manufacturing and production methods across the world and the ethics involved. Considers the impact of lct developments across the world on individuals, communities and society. Impact of lct on day to day living. Considers business activities, organisation and ethics.

Can contribute to the following CfE outcomes:

TCH 1-01abc; 1-02a; 1-03ab; 1-04ab; 1-08a; 1-15a.