



# The EthCo Interdisciplinary Tasks

*Your future role: An Ethical Scotland in the Global Economy*

## 2. Exploring the 'Millennium Development Goals'

*Aimed at a Curriculum for Excellence Second 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](http://www.EthCo.org.uk)

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



# EthCo Interdisciplinary Tasks

## Exploring the 'Millennium Development Goals'

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

**How a company and individual behaviour impacts on ethics and the 'Millennium Development Goals'**

Pupils will work together to explore the 'Millennium Development Goals', their creation, what they are designed to achieve, and their contribution to the peoples of the World. Issues of world poverty will be considered in relation to ethical trading. The concepts of fair trading, ethical trading, and the ethical company will be explored, and in particular the influence of individuals and what contribution they can make. The application of ethical standards will be considered using the school as an example of what represents ethical behaviour in an organisation. The style of the presentation of learning will be decided between the teacher and the pupils but must allow the pupils to showcase the impact of the Millennium Development Goals and ethical trading.

*Pupils will investigate* the eight Millennium Development Goals. They will be given the background to the creation of these goals and enabled to discuss their purpose and impact on the peoples of the World.

Fair trading, ethical trading and the concept of the ethical company will be investigated along with the impact of having an ethical policy in an organisation. *The role and responsibility of the individual will be investigated to show how individual behaviour can impact on world poverty.*

*Pupils will research ethics* as applied to the behaviour of persons within an organisation, and their rights and responsibilities, using their school as the base model, to allow pupils to have personal experience of ethical issues and behaviours.

*Have a speaker visit the school to contribute to developing the discussion, or make a visit out of school.*

Resources will be made available to allow pupils to research and develop their understanding of the integral nature of all of these areas. *Internet research will be a part of this. Pupils will be expected to develop their own research questions.*

*Pupils will contact individuals or organisations who can contribute to the research on the Development Goals and on ethical standards within a company or organisation. Discussion should also take place on world poverty, distribution of wealth and ethical trading.*

*Pupils and teachers may wish to choose one of the goals which deals with, for example, the entitlement to "Universal Primary Education" and develop a school project around it.*

Scotland's contribution to the achievement of these goals should be highlighted, with examples from large companies, small companies and/or individuals. Materials and assistance will be provided as appropriate, and further research to develop all aspects of the task should be encouraged.

*Pupils and teachers may wish to develop the concept of the ethical school and apply it to their own school.*

The demonstration of learning will show all eight Millennium Development Goals, their intended purpose, and their current impact on reducing world poverty. Scotland's contribution to the Goals should be demonstrated. Fair trading, ethical trading and ethical standards will be highlighted with examples from Scottish companies. Ethical positions will be made clear along with the role and responsibility of the individual. The demonstration of learning should be aimed at the wider school community including parents and other school partners.

## 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 their 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 and 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:** environmental issues, sustainable issues, world poverty, wealth, profits and profit distribution, waste, recycling, pollution, organic, transport, human rights, selling, the entrepreneur, ethical standards, individual behaviour, organisational behaviour, schools and the rights of the child, etc., etc., etc., etc.

**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 powerpoint, 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

## 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 second 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 millennium goals, where the goals originated and their purpose.

Clear recognition of fair trading, ethical trading and the concept of the ethical company, demonstration of the importance of these on reducing world poverty, giving examples.

An excellent presentation of ethical standards and examples of ethical behaviour which will make a difference, with examples from Scottish companies and individuals.

An excellent demonstration of the contribution of Scotland to these issues. With suggestions on how this might develop further.

An excellent and confident performance in the demonstration of the learning.

### **An acceptable demonstration of learning is evidenced by:**

Clear identification of the millennium goals, where the goals originated and their purpose.

Clear recognition of Fair trading, ethical trading and the concept of the ethical company, showing how this might reduce world poverty.

An excellent presentation of ethical standards and examples of ethical behaviour which will make a difference, with examples from Scottish companies and individuals.

Good demonstration of the contribution of Scotland to these issues.

An good performance in the demonstration of the learning.

**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 2-01a; 2-02a; 2-03a; 2-04a; 2-05a; 2-07a.

EXA 2-09a; 2-10a, 2-11a. (if dance is explored)

EXA 2-13a; 2-15a. (if drama features)

EXA 2-18a; 2-19a. (if music features)

### 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 2-01a; 2-02a; 2-04a; 2-05a; 2-08a; 2-09a;

HWB 2-10a; 2-11a; 2-12a; 2-13a; 2-14a; 2-19a;

### 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:

If a consideration of the language of developing countries is given, then:

MLAN 2-01abc; 2-02a; 2-03a; 2-04a; 2-05a.

### 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 2-02a; 2-04a; 2-05a; 2-06a; 2-07a; 2-08a; 2-09a; 2-10a; 2-13a; 2-14a; 2-15a; 2-16a; 2-18a; 2-20a; 2-21a; 2-22a; 2-23a; 2-24a; 2-25a; 2-26a; 2-28a; 2-29a.

ENG 2-03a; 2-12a; 2-17a; 2-27a; 2-30a

### 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 2-09abc; 2-20ab

MTH 2-12a; 2-17c; 2-21a.

### 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 2-04a; 2-05ab; 2-06abc; 2-07a 2-09abc

RERC 2-25a; 2-26a; 2-27ab.

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 2-03a; 2-04ab; 2-20ab.

### 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 2-01a; 2-02a; 2-04a; 2-06a; 2-07ab; 2-08ab; 2-09a; 2-12a; 2-13a; 2-14a; 2-15a; 2-16abc; 2-17a; 2-18a; 2-19a; 2-20a; 2-21a; 2-22a.

### 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 ICT developments across the world on individuals, communities and society. Impact of ICT on day to day living.

Considers business activities, organisation and ethics.

Can contribute to the following CfE outcomes:

TCH 2-01ab; 2-02ab; 2-03ab; 2-04ab; 2-08a; 2-15ab.