

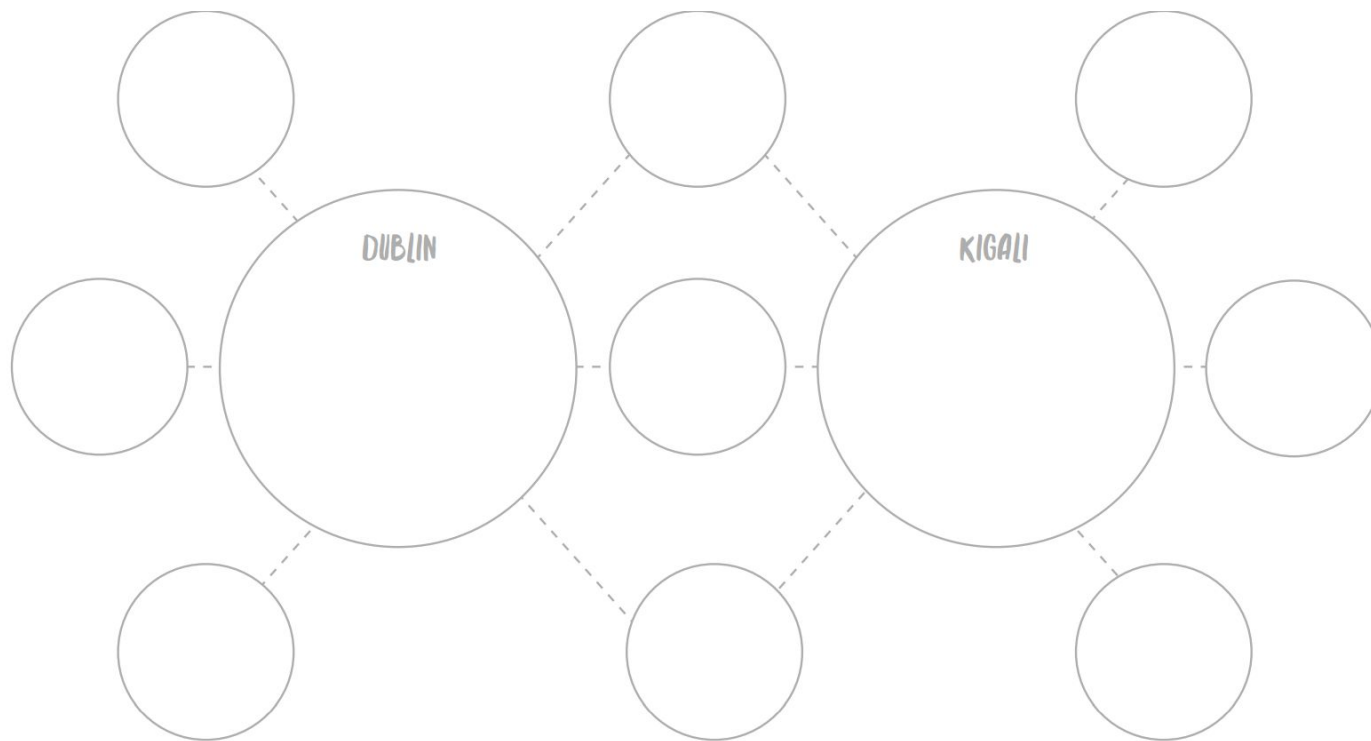
Session aims



By the end of today, you will:

- Be able to use case studies more effectively to build understanding of how GCE themes intersect
- Better understand the goals and importance of student-led action projects and the teachers' role in facilitating them
- Experience the process of planning and taking action by doing a mini-action project

Dublin & Kigali



Dublin & Kigali



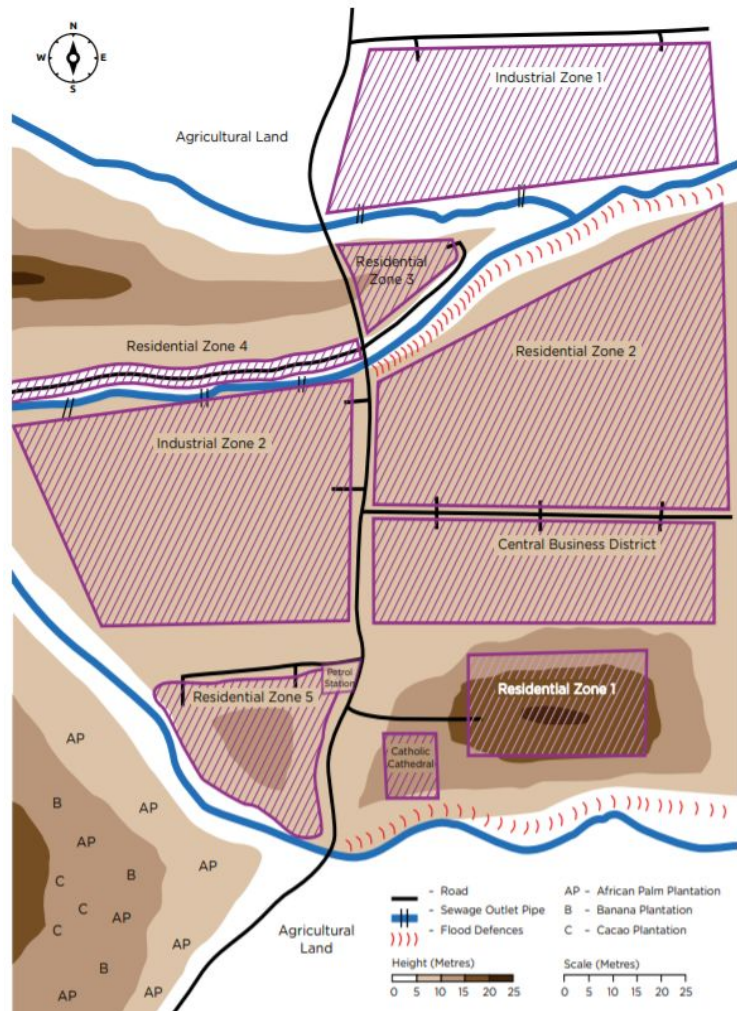
INDIVIDUAL ACTION

SCHOOL ACTION

COMMUNITY ACTION

NATIONAL ACTION

Cortes,
p. 39



Campaign boom or bust?



- Why was there a need for the campaign?
- What was the overall goal?
- What was their strategy and what tactics/tools did they use?
- Who is the campaign aimed at?
- How did they engage the people or institutions that have power to make change?
- How have they utilized media and publicity?
- What have they achieved so far?
- What is there left to do?
- How can they fully achieve their aims?
- Where did they source their funds?
- What was the budget? Did they use it effectively?

Other action projects



- What do these actions aim to achieve?
- Would you consider these 'soft' or 'critical' GCE? Why?
- How could you make these actions more powerful? More useful?

- What action projects is there a need for in your school?
- What do you think your students are motivated to do?

Wrap up



Today's activities

- Case Study: Dublin & Kigali, p.28-29
- Case Study: Honduras, p.37-39
- Campaign Boom or Bust?, p.41-42
- Writing postcards, p.34
- Walk for water, p.40
- Planning an action project , p.43-46

Reflection



HEAD

What did you learn about power and privilege?



HEART

Do you feel differently about teaching this topic?



HANDS

What skills did you develop? How will you use them?