

Laidlaw Scholars – Extracurricular School Programme

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Title	Know Your World
Aim	To study current local and global extracurricular initiatives to understand how can such activity clubs achieve global citizenship and SDG awareness among students from disadvantaged areas in Oxford?
SDGs	<p>4.7- by 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development</p> <p>17- Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development</p>

Objectives

Compile a database of similar activities carried out locally, nationally, and globally.

- Collect information and compile database on how extracurricular activities are implemented in schools in Oxford and elsewhere.
- Identify areas of improvement and gaps in current initiatives with Oxford, the UK, and the world and key differences between the local and global efforts.

Rationale

Oxford is ranked as the second most unequal city in the UK. Under a third of the households within the city see at least one dimension of deprivation. As per the Oxford City Council, 10 of Oxford's 83 neighbourhood areas ('Super Output Areas') are among the 20% most deprived areas in just England. These include two of the areas we conduct extracurricular sessions in- Rose Hill and Leys. The council also states that these neighbourhoods suffer from other issues such as low skills, low incomes and relatively high levels of crime.

Even as students living in the city centre, one of the more prosperous areas of the city, we did want to explore not the cause of such inequalities, but more so the solutions to such a malady. The Laidlaw Scholars Programme and the Oxford SDG Impact Lab gave us an opportunity to do just that.

Moreover, we were driven by a passion for research, and not just that, but research that is connected to the lives of the communities around us. Therefore, this project provided us with the perfect opportunity to do the same.

The observation of this problem prompted the lab and us to physically conduct extracurricular sessions in schools in East Oxford- where most of the deprived neighbourhoods exist. Secondly, we will be working with other groups in our cohort to author a comprehensive guide for those interested in leading similar interventions.

Programme Summary

Advantage: Helps us gain a global understanding of similar initiatives allowing us to understand points of improvement and learning gaps in the initiatives locally, globally, and those run by us.

Limitation: Irregular information about initiatives and restriction to certain linguistic zones might introduce some selection biases.

Summary: As a group of international students, we have found our time in Oxford a fun introduction to a new country with a bit of a steep learning curve. We aim to give students in local schools the same fun of exploring the world without the challenge of moving away from home through our 'Know Your World' programme. This programme consists of weekly meetings, each centred around a topic relevant to local or global citizenship. These topics will be explored through a series of guided interactive activities in which we will guide the students through the process of making their own country. We hope that students will not only find this to be a cool way to learn more about the world around them, but also that the lessons they learn set them up to be more active global citizens.

Our experiences running this club will also guide our effort to make a database of other extracurricular activities, both locally and from around the world. It will be interesting to look at what other organisations have done to promote extracurricular development in children. We will look at the research published online and try to analyse what went right and what went wrong. This will help us make an informed strategy for Oxfordshire.

Research Methods

The primary research task is the creation and analysis of a database that lists similar extracurricular initiatives for students in/from relatively deprived areas in Oxfordshire, in the UK, and the world. We will first conduct an online study of such events and characterise them as per certain indices on an excel sheet. We will make a total of two databases- one for the UK (demarcating initiatives in Oxfordshire within that database), and one for the rest of the world. Such a decision will greatly simplify our investigations. This is because while cultural and educational contexts are more similar within the UK, they may vary greatly across the world. For example, almost all of the UK follows a similar differentiation of high schools between state run and private schools- a differentiation that may be much more obscure or qualitatively unclear in other countries.

Given these databases, we will analyse our results in brief studying what trends are significantly visible. This will primarily be a qualitative analysis based on the study of extracurricular activities in general. Second, if the database ends up having a numerical component, or has a large number of entries, a quantitative analysis might be conducted as well. Things of note might be studying which entities lead such campaigns, which type of activities or initiatives see greater support, what contexts are better replicable in most contexts, and who do these campaigns primarily serve to.

To assist our research, we will conduct two types of interviews. The first of the two will be interviewing organisations (and their managers) who run the extracurricular programmes in the UK and around the world. The selection of these interviews will be a combination of opportunist and stratified sampling from all the cases that are available to us. Once again, the reason we will use this combination is that we may not be able to interview all cases of our choice- as it will be contingent on the potential interviewee if they want to be interviewed in the first place. That brings forward the opportunist element. Furthermore, we will not have enough time to interview everyone on our database, so, we will have to be selective about our choices. Since we expect great variance in the types of extracurricular campaigns run, we would want a similar diversity in our interview selection.

The second type of interview will be interviewing personalities holding public office noting if they can provide us with the contacts of any significant extracurricular campaigns that we may have missed via the extensive online search. This will be carried out via a different group that are concentrating on policy measures.

Lastly, great attention will be given to presentation of our analysis results in the form of maps and graphs. This will be accomplished via the use of primary coding software.

Programme Design

	Week 1	Week 2	Week 3	Week 4
Session A (age 10-11)	<p>Theme: Travelling with Passport</p> <p>Objective: To learn about various cultures worldwide and acknowledge diversities</p> <p>Activity Summary: Session 1: Ice-breaking questions + Drawing own passport</p> <p>Session 2: Learning about culture, food, holidays, etc. from different countries through word search</p>	<p>Theme: Creating your own nation</p> <p>Objective: To build comprehensive understanding about local communities and global communities</p> <p>Activity Summary: Starting with identifying things students like and dislike about their community, then proceed to create their own</p>	<p>Theme: Creating country postcards</p> <p>Objective: To build confidence in public speaking and within group communications</p> <p>Activity Summary: Students create unique postcards for their own countries, then they can send their postcards to each other and introduce their countries to other students, persuading other</p>	<p>Theme: Understanding global citizenship</p> <p>Objective: To help students understand the concept of local and global</p> <p>Activity Summary: Help students learn the definition of local and global through discussion and reflection on previous activities in the past three weeks; gather students' reflections on what they</p>

	<p>activities in groups (simpler word search)</p>	<p>country (eg. food, culture, activities, holidays); design flags; draw posters to represent scenic spots, etc. (focus more on visual drawings and inspire creative thoughts and presentations)</p>	<p>students to visit their country; guide them to recognize how each country is a unique and beautiful place and guide them to appreciate differences and diversities</p>	<p>like most about the activities, etc.</p>
<p>Session B (age 13-14)</p>	<p>Theme: Travelling with Passport</p> <p>Objective: To learn about various cultures worldwide and acknowledge diversities</p> <p>Activity Summary:</p>	<p>Theme: Creating your own nation</p> <p>Objective: To build comprehensive understanding about local communities and global communities</p>	<p>Theme: Model International Negotiations</p> <p>Objective: To help students understand how international agreements and partnerships are formed between countries</p>	<p>Theme: Understanding global citizenship</p> <p>Objective: To understand what global citizenship means and why it is important to have global perspectives</p>

	<p>Session 1: Ice-breaking questions + Drawing own passport</p> <p>Session 2: Learning about culture, food, holidays, etc. from different countries through word search activities in groups (slightly harder word search) + discussion between groups about the differences between culture</p>	<p>Activity Summary:</p> <p>Session 1: Start with identifying things students like and dislike about their community, then proceed to create their own nation</p> <p>Session 2: By looking at different local, national, and international constitutions, understand the basic mechanism of human society, then proceed to create their own constitutions for their countries (would keep the discussion simple and story-based)</p>	<p>Activity Summary:</p> <p>Each student's country is given a certain number of different resources, such as water, vaccines, different crops, and food. Students need to negotiate and trade with other nations to gather all the resources their own nation needs for survival.</p>	<p>Activity Summary:</p> <p>Session 1: Introduce each other's country and reflect on what they have done in previous week's activity</p> <p>Session 2: Introduce the concept and definition of partnership and global citizenship; discuss how global perspectives are important for our local and global communities (would keep the discussion in simple words and make the concepts tangible through connecting with previous activities)</p>
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