Developing Global Citizens - Pupils talk about participation - Transcript

**Male pupil:** Well I am in third year, so we have got a pupil council that we could literally talk to the representative from each class for them, and they would go to the teachers who would then take into consideration and see what they could do about it.  So that will be running through all the years, so that every year and every class has a chance to air their opinion.

**Female pupil:** I am part of a student forum, where all the schools in Inverclyde talk about education, and how we are affected by the thirty-two period week that has been introduced.  And I think that is quite beneficial because it gives the young people a voice, an opinion.  There are lots of school committees as well, like ...

**Interviewer:**Maybe the Eco?

**Female pupil:** Yeah, eco committees and stuff like that.

**Interviewer:** The council maybe?

**Female pupil:** Yeah and pupil councils as well, we get a voice for the schools.

**Male pupil:**We have committees as well, as was touched on there; we have an eco-committee which goes out into the community and does litter picks, and engages with the community.  And we also have an indie-group which raises awareness of diversity in the school - as there are lots of people from different backgrounds in the school – and raises awareness of the differences as well as showing the similarities between different cultures as well.

**Female pupil:** Being part of the indie-group, inclusion and diversity in education, we work in teams, but you also learn to celebrate other cultures and the diversity that is around you within the school, within other schools, and how to help everyone.

**Female pupil 2:** I think that helping makes a good citizen, and not quitting; you need to be reliable and you need to stick in, and you need to check if someone is okay, but also you need to compromise.

**Interviewer:** I see you have learned what your rights are, can you tell me them?

**Male pupil 2:** Well we have a right to be cared for, a right to play, we have got a right to a decent education, the right to decent shelter and warmth.

**Interviewer:**How did the school win the award that you were involved with?

**Male pupil 2:** We have been doing quite a lot of things, like the pupil council with all these charity fund raisings, we are giving other people their rights.  The school are also giving the children our rights, so I think that really actually gave us the award.

**Female pupil 3:** I was part of the steering group for the rights respect in the school, and part of it, me and another primary 6 pupil – and this was when we started it – went to another primary school who had already got the award, and we looked at their work, an we looked how we could improve on that; if we did the same as them, how we could give ideas and share with them, so we could become greater, because little ones find it hard to understand what is the difference between a need and a want.  So we shared ideas and in the end it got us to the award, and now we are going for grade two of it.

**Male pupil 3:** First of all we got the eco-committee; we have had two eco flags that means we have got two green flags.

**Interviewer:** So what do you do that makes the world a better place?

**Male pupil 3:**What we do is a green flag, that means we don’t drop litter, keep the school tidy, we save energy, we actually went to a park last year and we put up baskets and flowers.

**Interviewer:**Oh, to make it a nice environment?

**Male pupil 3:**Yeah, I have got one other quick one.  Mary’s Meals, she sent life supplies to Malawi, and the P4s organised that last year, and that will make a big difference in Malawi.

[End of Recording]