Goal: To explore the function of a well-chosen ‘curriculum artefact’ and the main elements of ‘curriculum making’.

Assumption: The teacher participating in this workshop have already been introduced to the main ideas of Module 1: the capabilities approach; powerful disciplinary knowledge; Future 3.

Guiding Questions:
1. What is the difference between curriculum planning and curriculum making?
2. How do individual teachers enact their school/department’s geography curriculum?
3. What is a ‘curriculum artefact’? What is its role in the curriculum making process?
4. What kind of curriculum is a ‘Future 3’ curriculum, and is it achievable?

0 - 5 minutes: Overview of Module 2: Aims, Content, and Activities
   - Brief orientation to the GeoCapabilities website, highlighting the organization of Module 2

5 - 25 minutes: Small group activity
   - In groups of 3-4, teachers will be given a copy of Figure 1 (on the Module 2 page ‘Getting started’). They discuss the following questions:
     ◦ In what ways does this pictorial summarise a ‘capabilities approach’ to teaching?
     ◦ How does the idea of powerful disciplinary knowledge (PDK) pervade this pictorial of teaching?
     ◦ Who ‘owns’ powerful disciplinary knowledge (PDK)?

25 - 35 minutes: Group reporting
   - Each group gets a turn sharing what they discussed.

35 - 55 minutes: Whole group activity
   - Teachers undertake the main activity in the case study of international migration: “Kilkelly”
     This requires a blank piece of A4 paper or an outline map of the North Atlantic Ocean and the facility to listen to the song “Kilkelly”. See the Powerpoint slides 5 – 7 (on the Module 2 page ‘Into Practice’)

     Organized a whole group debate on what can be learned from this song (which tells a story)
     ◦ How can the analysis of the Kilkelly story enable us to discuss and build complexity onto a simple ‘push-pull’ model of migration?
     ◦ Can we see how this learning material (the song) is made into rich ‘curriculum artefact’?

55 - 60 minutes: Plenary summary: examples can be cited from the website, especially the video case studies in Module 3, which show teachers talking about their ‘curriculum making’ work.