

GLOBAL CITIZENSHIP ACTIVITY IDEAS: 7-11

Introduction

Education for global citizenship supports young people to explore and question the world around them. It promotes critical thinking, advocates social justice and encourages learners to apply their learning to real-world issues.

The following collection of activities¹ supports learners aged 7-11 to recognise how interconnected our world is and the importance of challenging stereotypes, as well as develop an awareness of events occurring in the world. The cross-curricular activities are designed to develop understanding of justice, equality and sustainability.

See Oxfam's other *Global Citizenship Activity Ideas* for creative suggestions to engage younger learners.

- 3-5 years

www.oxfam.org.uk/education/resources/global-citizenship-in-the-whole-school/early-years

- 5-7 years

www.oxfam.org.uk/education/resources/global-citizenship-in-the-whole-school/key-stage-one

Oxfam's *Curriculum for Global Citizenship* provides a useful outline for progression across the key elements for developing active and responsible global citizenship, from early years through to the 16-19 age range. For further details, see our *Education for Global Citizenship* guide:

www.oxfam.org.uk/education/resources/education-for-global-citizenship-a-guide-for-schools

Activity 1.1 (30 min+)

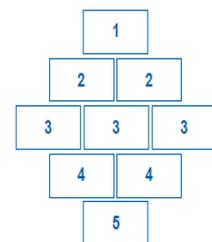
What is a global citizen?

Aim

For learners to realise their potential to change things; to accept and act on group decisions; to compromise; to gain a sense of importance and self-worth and a growing respect for difference and diversity; to hold a belief that things can be better and that individuals can make a difference.

What to do

- Organise learners into groups of three or four. Give each group a copy of *What is a global citizen?* (Activity sheet 1).
- Ask learners to cut out the statements (alternatively this could be done beforehand). Learners should then work in their groups to place the statements in order of importance. This could be done in the form of a diamond with the most important statement at the top and the least important at the bottom. Statements of equal importance could be placed alongside each other.



¹ This content (including the accompanying activity and resource sheets) was first published by Oxfam in 2007.

- Encourage learners to work cooperatively and give reasons to others in their group for their individual views.
- Once groups have decided on their rankings (allow around 10-15 minutes) discuss the activity together as a whole class. Invite each group to share their final layout and their reasons for this.
- Ask learners to discuss in their groups possible actions they could take to show that these things are important. For instance, under the first point, suggestions might include listening to others, asking others what is wrong or how they are feeling, or befriending others who are lonely.
- The most difficult one for learners to identify an action for is likely to be: “I am as important as everyone else”. It may be useful to provide some examples, such as “I am especially good at ...”, or “I help in the class by ...”.
- Learners could then use these suggestions to write and display pledges of actions they will take as global citizens.

Activity 1.2 (25 min+)

Our links around the world

Aim

- For learners to appreciate the contribution of different cultures, values and beliefs to their lives; to begin to understand trade between countries; and to have a growing interest in world events.

What to do

- Organise learners into pairs and give each pair a copy of *Think of...* (Activity sheet 2). Ask learners to discuss each question and write down their answers. In every case, there is more than one answer.
- Then, share and discuss learners’ answers as a whole-class activity. This gives you a chance to challenge stereotypes and to move learners’ thinking onwards. For example, a language spoken in the UK could of course be Welsh, Irish, Scots, Gaelic or English, but could equally be any of the hundreds of other languages spoken here. Similarly, there are a huge number of places where rice is eaten in the world, including the UK.
- This work could be followed up by different learners finding out more about one of the questions, for example, a charity that works overseas, or a country they have heard about. Learners could then share their findings with the rest of the class or school.
- Another version of this kind of activity, referred to as “Globingo”, involves learners moving round the room and finding people who can give an answer. Their name is then written in the box. For further details, see: www.oxfam.org.uk/education/resources/globingo

Activity 1.3 (25 min+)

Where is this place?

Aim

- For learners to gain an awareness of the nature of prejudice and ways to combat it; to be able to detect bias, opinion and stereotypes; and to feel empathy towards others, both locally and globally.



What to do

- *Note: This activity is adapted from Speaking for Ourselves, Listening to Others, published by Leeds Development Education Centre (www.leedsdec.org.uk).*
- You will need:
 - Copies of *Where is this place?* (Activity sheet 3)
 - Some photographs and information about a country you have chosen, preferably one learners do not know much about.
- In a whole-class session, ask learners to describe the country you have chosen. Discuss what evidence or information their ideas are based on, and if they think these sources are reliable and true. Ensure you counter negative stereotypes if they arise.
- Then share some interesting facts about the country, along with a collection of images. Discuss any differences between learners' initial views and the reality.
- Now, organise learners into pairs and give each learner one of the sets of statements (A, B, C or D) from *Where is this place?* (Activity sheet 3). Each learner should be given a different set of statements to their partner.
- First, ask each learner individually to decide which country is being described in their statements. Encourage them to think of reasons for their decision. Learners should then swap statements with their partner, and individually decide which country is being describe in this set of statements. Again, they should be encouraged to identify reasons for their decision. Finally, learners should compare and discuss their country choices and reasons with their partner.
- In a whole-class plenary session, ask learners to share their thoughts. When each group has been heard, tell them that all the phrases represent views of England (use the UK if you prefer). Explain that the statements came from Kenyan girls (A) and boys (C), and Greek boys (B) and girls (D).
- Discuss learners' responses.
 - *Is anyone surprised? Why?*
 - *Do you think any of these statements correctly describe England (the UK)? Which ones? Why do you think this?*
 - *Where do you think these young people's views came from?* Possible sources might be the media, films, tourists and school textbooks.

Further idea

- Ask learners to work in pairs or small groups to think of eight to ten photographs and descriptions they would you to give an accurate picture of their locality to someone living elsewhere.
- Allow time for learners to share and discuss their ideas.
 - Would you include a deprived area? A stately home or richer area? A homeless person sleeping on the street? Busy roads? A park or woodland? A shopping centre?
 - What are the reasons for your decisions?
- If possible, enable learners to take photographs of some of the areas in their locality that they think should be included. Use these images to create a Locality Book, either computer or paper



based. These could be swapped with a partner school, either within or outside Britain, via email or post.

Activity 1.4 (60 min+)

Sustainable living sourcebook

Aim

- For learners to begin to understand the relationship between people and the environment, to be aware of finite resources, to present a reasoned case, and to feel a sense of responsibility for the environment and the use of resources.

What to do

- This activity could continue over several sessions.
- You will need:
 - Copies of *Concepts of sustainable development* (Activity sheet 4)
 - Some information on ideas for sustainable living (more can be gathered as the activity progresses)
- As a whole-class, explore the definitions of sustainable development provided in *Concepts of sustainable development* (Activity sheet 4)
- Discuss the meaning and implications of this for humankind and more specifically, for every individual in the class.
- Introduce the idea of producing a class *Sustainable living sourcebook* - a resource full of ideas and information about how we can all live more sustainably.
- Divide the class into three groups. Give each group responsibility to find out about how we can live more sustainability for one of the following situations:
 - *At home*
 - *At school*
 - *In the local community*
- Here are some ideas that could be explored:
 - *At home and at school*
 - Ways of saving resources such as paper, electricity, water
 - Ways of promoting healthy eating
 - Ways of reducing waste, such as buying snacks with less packaging on them, composting fruit and vegetable remains
 - Ways of reusing and recycling materials, containers, toys, books - for example, washing out and decorating used tins for plant pots, storage containers or sculptures, taking unwanted saleable items to charity shops or jumble sales
 - Ways of travelling to school that use fewer resources like petrol



- *At home*
 - Ways of buying less - use the library instead of buying books, buy second-hand items from charity shops, mend and make things
- *At school*
 - Information about the present biodiversity of the school habitat, and how it could be improved
 - Information about the sustainable development policy of the school, or if there is not one in place, ideas for what could go into one
 - Information about a local scrap project for the provision of art materials
- *In the community*
 - Information about the practices of local businesses on sustainable development issues such as fair trade, waste management and carbon emissions
 - Ways of stating opinion about and raising public awareness of local issues such as the local environment, road-building or house-building schemes, provision of green areas and waste management
 - Information about local sustainable development initiatives
 - Information about renewable forms of energy such as solar and wind power.
- This information could be collected by learners in a variety of ways - for example, from books, websites, newspaper or magazine articles, or by learners sending emails to relevant organisations, individuals or businesses. Try introducing the topic by inviting a local expert, such as someone from the local council, Development Education Centre or environmental group.
- The *Sustainable living sourcebook* could be produced electronically in the form of a blog or web page. Alternatively, learners could create a scrapbook, with printed information and images, and hand-written articles and drawings.
- The finished sourcebook could be exchanged with another school (either in the UK or overseas) to compare local approaches to sustainable living. Alternatively, it could be displayed locally, perhaps at the local library. Contact local media to raise awareness of the venture and invite them to interview representatives of the class about their ideas and concerns.

Activity 1.5 (*Ongoing*)

Peace and conflict in the news

Aim

- For learners to begin to understand some causes of conflict and some strategies for tackling conflict and for conflict prevention; to be able to detect bias, opinion and stereotypes; to find and select evidence; to have a growing interest in world events.

What to do

- This activity could continue over several weeks. You will need a selection of newspapers, both tabloid and broadsheet, for the duration of the activity.

- Ask learners to keep a diary of peace and conflict news items for the benefit of the whole school. These could be displayed in a prominent place in school, for example along a corridor or in the reception area.
- Include local and international events, initially by finding reports in the newspapers you have brought in. Then, encourage learners to bring articles in from home, write up things they have heard from television or radio, or print articles from news websites. Both successful conflict resolutions and continuing disputes should be included.
- It is important that reports are taken from different types of papers, and for learners to look for media bias, for example by comparing two reports of the same event. Learners could take it in turns to change the news items and manage the display over the duration of the activity. If this activity is set to run for the term, appoint a committee with an editor.
- Encourage the whole school to become involved, with representatives from different classes, the office, lunch-time supervisors and others bringing items in for the board.
- See *Oxfam's Teaching Controversial Issues guide for advice and practical strategies for exploring controversial issues, fake news and media bias in the classroom*:

www.oxfam.org.uk/education/resources/teaching-controversial-issues

Terms of use

Copyright © Oxfam GB

You may use photographs and associated information from this resource for educational purposes at your educational institution. With each use, you must credit the photographer named for that image, as well as Oxfam. You may not use the images and associated information for commercial purposes or outside of your educational institution. All information associated with these images relates to the date and time that project work took place.



What is a global citizen? Statements

Activity sheet 1

I try to understand what other people are feeling.

I am as important as everyone else.

Everyone else is equal to me, but different from me.

I know what is fair and not fair, and try to do the right thing.

I look after the environment and don't waste things.

I try to help others and not fight with them.

I have my own ideas, but can alter them if I realise they are wrong.

I want to learn more about the world.

I think I can change things in the world.



Think of...

Activity sheet 2

<p>A fruit or vegetable that was grown in the UK</p>	<p>A language spoken in the UK</p>	<p>Something that comes from the rain forest in Brazil</p>
<p>A charity that works overseas</p>	<p>A country where rice is eaten</p>	<p>Something you know about a country in Asia</p>
<p>Something you are wearing that was not made in the UK</p>	<p>A country you have read about or heard about</p>	<p>A famous person from a country in Africa</p>



Where is this place?

Activity sheet 3

A

They eat frogs and snakes. There are no pickpockets.

There are no black people. Guns come from there.

B

There are big forests. They have large roads.

They have beautiful coins. They have very tall mountains.

C

Their policemen wear red and black uniforms.

They live in flats. There are many factories.

There are lots of churches and hospitals.

D

There are lots of old things. They have a nice climate.

There are many shops. It has a large population.

The people speak a beautiful language.



Concepts of sustainable development

Activity sheet 4

Seven key concepts of sustainable development (Panel for Education for Sustainable Development, 1999)

1. Interdependence

Understanding how people, the environment and the economy are inextricably linked at all levels from local to global.

2. Citizenship and stewardship

Recognising the importance of taking individual responsibility and action to ensure the world is a better place.

3. Needs and rights of future generations

Understanding our own basic needs and the implications for the needs of future generations of actions taken today.

4. Diversity

Respecting and valuing both human diversity (cultural, social and economic) and biodiversity.

5. Quality of life

Acknowledging that global equity and justice are essential elements of sustainability, and that basic needs must be met universally.

6. Sustainable change

Understanding that resources are finite and that this has implications for people's lifestyles and for commerce and industry.

7. Balance

Understanding of uncertainty and of the need for precautions in action.

Cardiff Council's view of sustainable development:

"Our collective activities and behaviour contribute to international problems such as global warming, climate change and deforestation. Our local actions, for example in what we buy can have positive and negative consequences for communities living elsewhere in the world where these goods are produced."

Cardiff Council, Local Sustainability Strategy for Cardiff, 2000