

BACK TO SCHOOL WITH GLOBAL CITIZENSHIP

Introduction

Global citizenship is all about encouraging young people to develop the knowledge, skills and values they need to engage with the world. Ideal for use at the start of the academic year or a new topic, the following activities support learners aged 7 to 14 to develop some of the key elements of responsible global citizenship: to ask questions, make connections, and explore viewpoints and values.

Activity 1.1 (25 min)

Globingo

What is it?

A fun way to help learners to get to know each other at the start of the academic year. This brief starter activity can be used to energise and engage learners, at the same time stressing the degree to which we are all globally interconnected. The questions can be adapted to make them easier or more difficult, according to the ability and age of the group.

Classroom set-up

- This activity is best carried out in a large, open space where learners can move around freely. If using a classroom, it might be useful to push the desks and chairs to one side first.

How is it done?

- Give each learner a copy of *Globingo* (Activity sheet 1). Explain that the aim of *Globingo* is for learners to interact with each other and complete the question sheet as quickly as possible. They do this by collecting a different learner's name in response to each question. There is space on the sheet to write a person's name against each question. The learner who collects answers to all the questions in the fastest time is the winner of the game.
- Follow up discussion should focus on what learners have discovered by playing *Globingo* and what they believe the purpose of the game is. Emphasise the point that we are all globally interconnected. More information searching for "*Globingo*" on the internet will quickly reveal how flexible and adaptable this simple activity is.

Activity 1.2 (20 min+)

Opinion continuum

What is it?

This activity is a simple way of encouraging learners to think through their position on two opposing views about an issue. It could be used at the start of the year to help establish a safe and inclusive classroom space for collaborative and open discussions between learners. It is a helpful means of exploring complex issues and diverse viewpoints, as well as developing learners' speaking and listening skills.



Classroom set-up

At its most basic, this activity only requires space for a continuous line (real or imagined) from one side of the classroom to the other. An alternative approach is to hang a line of string (at around waist height) between two facing walls, and invite learners to come to the line one at a time and use pegs to mark their opinions.

How is it done?

- Introduce the opinion that you want learners to consider* and outline two opposite positions (strongly agree vs strongly disagree). Explain that everyone's view will fall somewhere along the line, and that there are not necessarily any right or wrong answers.

**You might like to introduce opinions related to a specific global issue such as education, migration or climate change. Alternatively, the statements could focus on more directly classroom or school-based issues such as: "Everyone should be able to wear what they want to school", "Mobile phones should be banned in school", "Everyone should have the right to say whatever they want in the classroom".*

- Explain the rules, such as learners choose whether to participate or not; the person taking their place on the line is the only person talking; no reactions – verbal or otherwise – from the rest of the group.
- Any learner may begin by taking a position on the line that represents their view. They say a few words to the class about why they have taken that position. The process is repeated, with selected learners expressing their opinions one at a time.
- If some learners are reluctant to take part, you could suggest that they mark their position on the line without saying anything.
- When everyone has spoken who wants to, tell learners they can change their position on the line in the light of the arguments they have heard.
- Debrief the learners. How many learners changed their positions? What led them to change their minds? What have they gained from this process?
- To encourage learners to practise negotiation skills, you could divide them into groups and ask them to come to a group view. Each group can then send one representative to identify the place on the line that best represents the group view. This is also easier in terms of classroom management, with fewer learners out of their seats at any one time.



Activity 1.3 (30 min+)

Why, why, why chain

What is it?

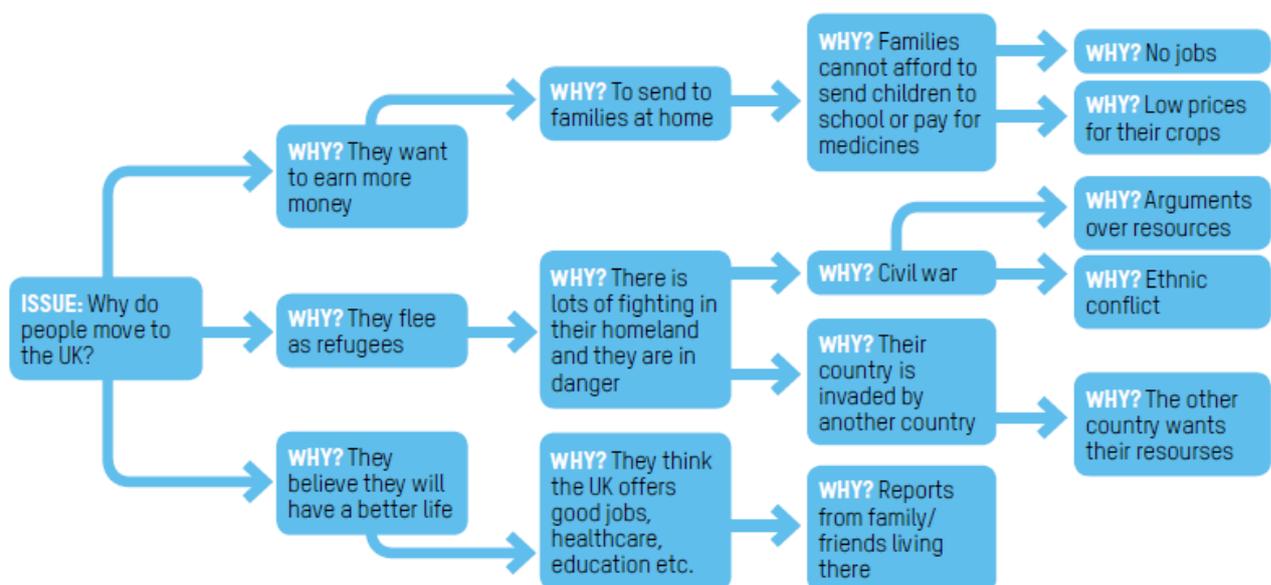
This tool gets learners thinking beyond surface impressions to the underlying causes of any issue. It can be a highly effective way of linking the local to the global with little or no steering by the teacher, other than to keep asking questions beginning with the word 'why'.

Classroom set-up

Best done in pairs or threes, or as a whole-class discussion activity. Flip-chart or sugar paper, and pens or sticky notes are useful.

How is it done?

- Write the issue in a box at the left-hand side of the page. As in the previous activity, this could be a global issue (as shown in the example below) or something more directly classroom or school-based such as "Why do we go to school?".
- Then ask learners to think of all the direct reasons for the issue. These should be written (or drawn) in boxes in a neighbouring column, linked to the issue box by arrows.
- Ask learners to think through the possible reasons behind this first set of reasons. Each reason may have more than one contributing factor. Repeat the process as many times as the issue will allow, each time starting a new column to the right of the previous one. The result is a flow chart which highlights the complexity of an issue and the different scales of causation. You could then ask learners to distinguish between links that they can support with evidence and those that they cannot.
- Once the process has gone as far as it can, look at the boxes on the right-hand side, and encourage learners to ask: "Is it fair that this is happening?" and "What can be done to change things?".



Activity 1.4 (40 min+)*Issue tree***What is it?**

This is a way of structuring an enquiry to encourage learners to explore the causes, effects (or symptoms) and solutions of a given issue. It could be used at the start of a topic to identify learners' existing knowledge and understanding, before planning their subsequent learning journey.

Classroom set-up

This activity is best done in groups but can be completed individually.

How is it done?

- Learners draw a fruit tree in outline.
- They then label the trunk with the chosen issue, the roots with the causes of the issue, the branches with the effects (or symptoms) of the issue, and the fruit with possible solutions to the issue.
- This activity can be carried out either before learners research the issue, as a way of representing what they already know, or at the end of their research as a way of presenting their findings.



Useful resources

- Our *Global Citizenship in the Classroom* guide is packed with practical tools, activities and advice for teachers wanting to take a global citizenship approach and spark discussion in the classroom.

www.oxfam.org.uk/education/resources/global-citizenship-in-the-classroom-a-guide-for-teachers

- See our *Education for Global Citizenship* guide for information on embedding global citizenship across the curriculum, school and wider community. Explore Oxfam's curriculum for global citizenship and read inspiring case studies from schools taking a global citizenship approach to teaching and learning.

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

- Young people frequently face making decisions about a wide range of issues on which there are many different views. See our *Teaching Controversial Issues* guide for guidance, strategies and practical teaching activities for managing controversial issues in the classroom.

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

- Use a Philosophy for Children (P4C) approach to facilitate discussion, critical thinking, reflection and respect among learners. For further details, see Oxfam's *Guide to Philosophy for Children*, developed in collaboration with SAPERE, the Society for Advancing Philosophical Enquiry and Reflection in Education:

www.oxfam.org.uk/education/resources/philosophy-for-children

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GLOBINGO

Find someone who:

1. Has eaten something from another country during the last week.
2. Can say 'hello' in another language.
3. Is wearing something made in another country.
4. Can name a famous sports star from another country.
5. Can name a charity that works in other countries.
6. Has used email to communicate with somebody in a different country.
7. Has a member of their family living in another country.
8. Has travelled to another country.
9. Can name a famous politician from another country.

1. Name: Answer:	2. Name: Answer:	3. Name: Answer:
4. Name: Answer:	5. Name: Answer:	6. Name: Answer:
7. Name: Answer:	8. Name: Answer:	9. Name: Answer:

