

YOUR LIFE, MY LIFE!

TEACHING IDEAS

You may choose to show the films in a variety of ways, such as one per day or week for the whole term. Either way, it will be useful to allow at least 10-20 minutes per film for further learning and discussion. The following ideas could be used to help build learners' self esteem whilst at the same time repeating and reinforcing messages around shared needs. Celebrating differences each week will support learners to respect and enjoy the richness of diversity.

Me and you

- Before you show each film, ask learners to share in pairs or small groups how they might carry out the featured activity, such as playing football, washing, eating or playing with friends. You could adapt this discussion to fit specific curriculum areas. To support numeracy you could encourage learners to provide the numbers of people involved, dates or frequency of the activity. For literacy, you could encourage learners to think of three adjectives or three adverbs to use in their descriptions.
- Show the film and ask learners to find a new partner with whom to share their reactions.
 - *What did they enjoy?*
 - *What surprised them?*
 - *What was the same about the actions of the children they saw in the video?*
 - *What was different?*

Ask learners why they think some elements were the same and why others were different. Use this to draw out that as human beings, we share the same basic needs such as water, food, family and friends. However, geographical location and context can mean that we meet these needs in different ways. Reinforcing these key points about similarities and differences each time you show a film will encourage learners to respect diversity in others.

Look what I can do!

- Encourage learners to feel positive about themselves by giving them individual, blank "I can ..." zig-zag books. Cut a piece of A4 paper in half and fold it in a concertina. On the top of the back cover, stick a piece of paper which says "I can...", so that this appears above each page.
- After watching each video, ask learners to discuss with a partner the things which some of the featured children can do. *Can learners do anything similar?* If so, ask them to write or draw this on a page of their "I can..." book.

Who am I?

- Before showing each film, point out to learners that whilst we may share some similar interests and skills with the featured children and each other, we may not share other interests and skills. Explain that it is unlikely that every learner in the class will share the same level of enthusiasm for all the activities being featured. Develop learners' empathy for others by drawing out that just because we may not like something, other people might.
- Discuss the best ways to react when we uncover differences with others. Explain that some people may instinctively celebrate difference while others may dislike or feel threatened by it. Acknowledge that there may be a temptation to tease or even bully others who behave in different ways, but that a better response is to find out why others enjoy an activity that we do not. You may find it appropriate to use circle time to allow your learners to share positive and negative experiences of feeling different from others.
- Move the discussion on to highlight how our interests, opportunities and choices in life are an important part of shaping who we are. You could set learners a challenge of trying something new or different during the coming week. Alternatively, you could encourage them to find out more about the interests of someone they do not normally talk to and report back to the class.
- If you are working with older learners you might like to explore further inequalities in the choices and opportunities available to children by using Oxfam's *Everyone Counts*, a maths resource for 8-12 year olds comparing Young Lives around the world:
 - www.oxfam.org.uk/education/resources/everyone-counts

Where in the world?

- The featured films were shot in some of the countries in which Oxfam works. Select learners to find the countries on a world map each time you show a film (refer to the notes about each film provided in the *Background information*).
- Ask learners if they have any connections with any of the countries shown. You may have learners in your class who were born or have lived in some of the countries, or who have relatives with links to them. If few learners have direct connections, ask if they know of any animals, plants or products such as food, clothes or films which come from each country (or, if necessary, the relevant continent). Encourage learners to share their connections in pairs or groups of three and then discuss as a whole class. If you have a large world map, you could use string lines to connect countries to photographs or short pieces of writing about learners' connections.
- Set learners a challenge to find out three facts about each country which they can share with the rest of the class the following week.

Exploring big questions

- If you are familiar with a "Philosophy for Children" approach in which learners are encouraged to ask and explore their own "big questions", use the short films as stimuli for philosophical discussion. For further information, see:
 - www.oxfam.org.uk/education/resources/philosophy-for-children