

GLOBAL CITIZENSHIP ACTIVITY IDEAS: 3-5

Introduction

Education for global citizenship supports young people of all ages 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 young learners aged 3-5 to develop an understanding of the importance of friendship and the similarities between people, and help to enhance self-esteem and cultivate feelings of responsibility towards our world. The activities are designed to slot easily into the existing curriculum.

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

- 5-7 years

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

- 7-11 years

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

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+)

A special friend

Aim

- For learners to have an awareness of others in relation to themselves, appreciate that their actions have consequences, and show concern for others in their immediate circle.

What to do

- You will need:
 - A book that illustrates friendship, such as *Aldo* by John Burningham
 - Paper, glue, scissors and materials for collage.
- Read the book with learners and use it to prompt discussion. Possible discussion questions include:
 - *What do you do when you are feeling sad or lonely?*
 - *How can we help others in the class who are feeling like this?*
 - *What makes a friend?*
 - *What do friends do for each other?*
 - *How can we be friendly to new children in the class?*

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

- *What words can we use to describe friends?*
- *Why do we fall out with friends?*
- *How can we become friends again after we fall out?*
- *When do you like or want to be on your own?*
- As an extension activity, learners could make collages of themselves with their “special friend”, or make pictures for someone who is special to them.

Activity 1.2 (30 min+)

All in a day

Aim

- For learners to gain an awareness of similarities and differences between people, an awareness of different places, and a positive attitude towards difference and diversity.

What to do

- You will need:
 - A book showing everyday lives around the world, such as *Shompa Lives in India* by Jean Harrison or *Wake up World!* by Beatrice Hollyer
 - Paper and crayons/paints.
- Look at and talk about similarities between the daily lives of those in the books and learners’ own lives.
- Ask learners to illustrate a frieze entitled “*A day in the life of our class*”.

Activity 1.3 (Ongoing)

What’s in the shoe box?

Aim

- For learners to listen to others, ask questions, express a view, feel a sense of identity and self-worth, and gain an awareness of others in relation to themselves.

What to do

- This activity could continue as a short slot over several weeks.
- You will need:
 - A shoebox
 - Classroom toys
 - Art materials.
- Explain to the class that everyone will be having a go at playing a guessing game. Each person will need to think of their favourite colour, animal, food, toy or game, and the others in the class will have to try to guess what these are.
- Support one learner at a time to secretly find a representation of their favourite thing around the classroom - for example, a model of their favourite animal or their favourite colour as a crayon. Alternatively, they could do a drawing of their favourite thing. These “favourite things” should then be put into a special shoebox.



- At sharing time, the person who has chosen sits with the shoebox, and gives clues as to what their favourite thing is. The others should try to guess, and when a correct guess has been made, the object can be shown.

Activity 1.4 (30 min+)

Dinosaurs and all that rubbish

Aim

- For learners to gain a sense of the future, begin to identify unfairness, and have an appreciation of their own environment and of living things.

What to do

- You will need:
 - A copy of the book *Dinosaurs and all that Rubbish*, by Michael Foreman.
- Read the story to the class and then discuss the following questions:
 - *Do you think the man was right to make such a mess and then just leave it?*
 - *Do you think the man was right to say everything belonged to him when he came back?*
 - *What did he learn from the dinosaurs?*
 - *What can we learn from this story?*
- Role-play short extracts of the story.
- Follow up by talking about how to take care of things in the classroom. Ask learners to identify what needs tidying up and discuss how these responsibilities can be shared out among members of the class.

Activity 1.5 (25 min+)

Teddy's in trouble

Aim

- For learners to participate, develop a sense of fair play and a willingness to admit to and learn from mistakes, begin to identify unfairness and take appropriate action.

What to do

- You will need:
 - A glove-puppet or toy.
- Using the glove-puppet or toy as the focus, talk about personal incidents that occur in school, and ask learners to suggest what to do. Examples include:
 - *Teddy can't remember what to do if s/he wants to go to the toilet - can anyone help? Ask a friend or adult in the classroom*
 - *Teddy was fighting in the playground today - can anyone remind her/him what to do? Stop or walk away. Find a peer mediator to help talk about problems rather than fight.*

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