

## GLOBAL CITIZENSHIP ACTIVITY IDEAS: 5-7

### 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 activities<sup>1</sup> supports learners aged 5-7 to explore concepts such as “rich” and “poor”, the origins of food, and how we can make a difference. 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 and older learners.

- 3-5 years

[www.oxfam.org.uk/education/resources/global-citizenship-in-the-whole-school/early-years](http://www.oxfam.org.uk/education/resources/global-citizenship-in-the-whole-school/early-years)

- 7-11 years

[www.oxfam.org.uk/education/resources/global-citizenship-in-the-whole-school/key-stage-two](http://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](http://www.oxfam.org.uk/education/resources/education-for-global-citizenship-a-guide-for-schools)

### Activity 1.1 (45 min+)

*Our riches*

#### Aim

- For learners to gain an awareness of rich and poor, and a sense of social justice..

#### What to do

- Display a copy of the following proverb in the classroom for everyone to see:

*"Only when the last tree has died and the last river been poisoned and the last fish been caught will we realise that we cannot eat money."*

*Native American Cree proverb*

- Share the proverb with learners as a comment on the environment and materialism. Alternatively, you read a book such as *The Selfish Giant* by Oscar Wilde or a simplified version of *A Christmas Carol* by Charles Dickens.
- Discuss the meaning and implications of the proverb or story with the class.
- Divide the board in half vertically and write “Rich” on one side and “Poor” on the other.

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

- Ask learners for their ideas on the meaning of these two terms. Initially, they will probably focus on money and material wealth, but broaden the discussion to ensure that all aspects of the terms rich and poor are discussed. For example, richness in terms of friends, happiness, culture or seeing a beautiful view. Poor should include poverty of experiences or opportunities, such as never going out or doing anything exciting, and having a polluted environment.
- Talk about how learners, and many people throughout the world, are both rich and poor. For instance, a family may have a car but live by a busy road with poor air quality. Another family may not have a car, but live in a beautiful, clean environment.
- Ask learners to record how they are each rich and poor as pictures and captions for a class book.

## **Activity 1.2** (*External visit and 60 min+ follow-up classroom session*)

*Think global, act local*

### **Aim**

- For learners to look at different viewpoints, develop an enquiring mind, empathise with and respond to the needs of others, and become aware that our actions have consequences.

### **What to do**

- Organise a trip to a local farm, a food producer, a farmers' market or to a local vegetable box scheme. Support learners to find out as much as possible about locally produced products.
- For instance:
  - *What varieties of fruit and vegetables are grown?*
  - *How is the cheese produced?*
  - *How does the farmer or producer look after their land?*
  - *Is the produce organic?*
- Ask about the difficulties faced by the farmer or producer. If possible, tour the site and ask learners (with help from adults if necessary) to annotate a simple map. Buy some of the produce and, if appropriate, ask learners to collect some natural objects such as fallen leaves, twigs and stones, for a display.
- Back at school, organise learners into pairs. Give each pair two sticky notes. Ask them to write three reasons for buying local produce on one sticky note, and three reasons for buying produce from overseas on the other.
- Draw a vertical line down the board, with two headings, "Local" and "Global". Invite learners to add their reasons and discuss their ideas.
- Make thank you cards for the host of your visit, including some of the learners' comments in support of local produce. Artwork of the produce could also be included with the letter.



**Activity 1.3 (45 min+)**

*A recipe for myself*

**Aim**

For learners to become aware of and have pride in their individuality, and to value others as equal and different.

**What to do**

- *Note: This activity is adapted from Feeling good about faraway friends, published by Leeds Development Education Centre ([www.leedsdec.org.uk](http://www.leedsdec.org.uk)).*
- Ask learners to think about words they would use to describe other learners' qualities, such as funny, helpful, talkative, kind and stubborn.
- Create a word bank for display in the classroom.
- Now, ask learners to choose words which they think describe themselves and write them as a recipe. Encourage learners to see themselves positively, like in the example below.

**Example recipe: Sam**

- **Ingredients**
  - *Two cups of laughter*
  - *One cup of joy*
  - *One cup of energy*
  - *A sprinkle of tears*
  - *A pinch of stubbornness*
  - *A dash of playfulness*
- **Method**
  - *Stand under the stars and growing moon for several nights.*
  - *Bring into a warm and secure place, nurture with love and care, and watch it grow into Sam.*
- Learners could come together to make a class book of recipes.

**Activity 1.4 (75 min+)**

*Sustainable living board game*

**Aim**

- For learners to begin to develop an enquiring mind, state an opinion based on evidence, value resources and understand our impact on the environment.

**What to do**

- *Note: This activity requires more than one session.*
- You will need:
  - Large sheets of thick paper or card on which to make board games
  - Counters and dice

- Information about living sustainably (see bullet points below).
- Together as a whole class, discuss learners' ideas about how to live sustainably - in other words, how to live in a healthy way, respecting others and the environment. Encourage learners to think and talk about ideas for living more sustainably both at school and at home.
- To support their discussion, you could ask about ways of:
  - *Keeping healthy - not smoking, eating a balanced diet*
  - *Respecting others - being considerate to others, looking after other people's things*
  - *Respecting the environment - reducing, reusing and recycling waste; saving water, electricity and paper.*
- Record and display learners' ideas on the board. Next, organise learners into pairs or small groups and ask them to work together to think of approximately 15 pieces of text linked to these actions. These statements should require players to go forward or back, for example: "*Didn't turn tap off properly, go back two spaces*" or "*Fitted energy-saving light bulbs, move on 3 spaces*". Explain that the text needs to be brief to fit into the squares of a board game.
- Give each pair or group a large piece of thick paper or card. Ask learners to draw a simple board game track of about 50 squares. Encourage them to be as creative as possible in their designs. They should then insert their pieces of text in individual squares around the track. Learners could then colour and decorate their board games.
- On completion, play the games in groups, taking turns so that everyone's game is played. You might need a repeated games slot. To spread the energy-saving word further, a younger or parallel class could be invited in to play the games.

## Differentiation

- *Make it harder: Learners could create cards to accompany the game. For example, players could be required to pick up a card when they land on certain squares. Each card could have a different action linked to living sustainably, for example: "Think of a way of reducing our use of plastic" "Name one way we can keep healthy".*

## Activity 1.5 (45 min+)

*Why do we fight?*

### Aim

- For learners to appreciate some of the causes of conflict and to begin to develop strategies of conflict resolution; to look at different viewpoints, identify unfairness and take appropriate action; to empathise with and respond to the needs of others, and to be aware that our actions have consequences.

### What to do

- *Note: This activity is adapted from Primary Values by Alison Montgomery and Ursula Birthistle.*
- Ask learners to consider why children might argue, for example over possessions, friends or sport. This could be done as Think, Pair, Share activity:
  - *Think: Ask learners to think about the question on their own for a minute.*
  - *Pair: Give learners a couple of minutes to compare their ideas.*



- *Share: Spend a few minutes sharing some learners' suggestions together as a whole group. You might like to record their ideas on the board.*
- When discussing learners' suggestions, ask them who feels they have argued for any of these reasons themselves. *What happened? How did you feel? Did you manage to work things out? If so, how?*
- Ask learners to think about situations at home or at school that can lead to conflict. Use these as scenarios for role-play in small groups. Ideas could include an argument over watching television, a fight over a football or book, a family row about bedtime or going out to play, or being wrongly accused and not getting a chance to explain.
- After each group acts out its scene, ask for class suggestions for resolving the problem. Note that reversing the roles is an effective way of building empathy.

## Other Oxfam Education resources

- **Your Life, My Life**

Use this short collection of films and accompanying teaching ideas to support learners aged 5-9 years to identify similarities and differences in our lives.

[www.oxfam.org.uk/education/resources/your-life-my-life](http://www.oxfam.org.uk/education/resources/your-life-my-life)

- **Guide to Philosophy for Children**

Philosophy for Children (P4C) involves exploring big ideas or concepts. It enables young people to develop listening skills and respect for others' viewpoints. They are encouraged to listen to the ideas of others, reflect on their own views, present these publicly and to alter their views in response to what they hear. Such approaches are more open-ended, allowing a dialogue to develop which can often engage young people at a deeper level. In collaboration with SAPERE, the Society for Advancing Philosophical Enquiry and Reflection in Education, Oxfam has produced a brief guide to using P4C in the classroom.

[www.oxfam.org.uk/education/resources/philosophy-for-children](http://www.oxfam.org.uk/education/resources/philosophy-for-children)

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