

# Global Citizenship in the Whole School: Ages 5-7

## Lesson plan 2: Think global, act local

**Age group: 5 - 7**

### **Aims:**

For pupils 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:**

You will need:

- paper;
- clipboards;
- post-it notes;
- card and crayons/paints.

Organise a trip to a local farm, a food producer, a farmer's market or to a local vegetable box scheme. Encourage pupils 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 production organic?

Ask about the difficulties faced by the farmer or producer. If possible, tour the site and ask pupils (with help from adults if necessary) to annotate a simple map. Buy some of the produce and, if appropriate, ask the pupils to collect some natural objects such as fallen leaves, twigs and stones, for a display, but ensure that pupils don't pick flowers.

Back at school, give each pair of pupils two post-it notes, asking them to write three reasons for buying local produce on one note, and three reasons for buying produce from abroad on the other. Draw a vertical line down the board, with two headings, 'Local' and 'Global'. Ask pupils to add their papers and discuss the issues together. Make thank-you cards for the host of your visit, including some of the pupil's comments in support of local produce. Artwork of the produce could also be included with the letter.

## Planned outcomes:

That pupils realise where produce can come from, and understand some simple issues about local and global supply, and some of the difficulties faced by food producers.

## Curriculum links:

England	Scotland	Wales
<p>PSHE/Citizenship:            - What improves and harms the local natural environment and how people look after it; to make real choices; to meet and talk with people; to consider simple environmental issues.</p> <p>Art and Design:            - Recording from first-hand observation of natural objects.</p> <p>ICT:            - Writing simple sentences, and creating pictures (for thank-you cards).</p> <p>Science:            Plants and animals in the local environment.</p>	<p>PSD:            - To reflect on the needs of others in relation to self; positive regard for others.</p> <p>Environmental studies:            - Developing informed attitudes, local and global; responsible use of the natural environment in accordance with the principles of sustainability.</p> <p>Science:            - Developing an understanding of the interdependence of living things with the environment.</p>	<p>PSE:            - Concern about the environment; knowledge about features in the local environment.</p> <p>Science:            - Living things in their environment</p>