

# Global Citizenship in the Whole School: Ages 7-11

## Lesson plan 3: Where is this place?

**Age group: 7 - 11**

### **Aims:**

For pupils to gain an awareness of the nature of prejudice and ways to combat it, be able to detect bias, opinion and stereotypes, and feel empathy towards others locally and globally.

### **What to do:**

This activity is adapted from *Speaking for Ourselves, Listening to Others* published by Leeds Development Education Centre.

You will need:

- a copy of the **'Where is this place?' - statements worksheet** (below).
- some photographs and information about a country you have chosen, preferably one the pupils do not know much about.

In a whole-class session, ask pupils to describe the country you have chosen. Discuss where they got their information, and if they think it is true. (Ensure you counter negative stereotypes if they arise.) Tell the pupils some interesting facts about the country and show a range of photographs. Discuss how the initial views and the reality may differ.

Give out two different sets of statements from A, B, C and D to each pair of pupils.

First, ask each pupil individually to decide which country is being described on their paper, giving reasons for their decision. They swap statements with their partner, and come up with a suggested country and reasons for their decision for this statement. Then they join with their partner and compare answers and reasons.

In a plenary session, ask pupils to share their thoughts. When each group has been heard, tell them that all the phrases represent views of England (use Britain if you prefer). They came from Kenyan girls (A) and boys (C) and Greek boys (B) and girls (D). Is anyone surprised? Why? Stick the statements onto a chart with two columns: Those that they think do describe England, and those that they think don't. Talk about where the views may have come from - for example, the media, films, tourists, school textbooks.

### **Planned outcomes:**

That pupils begin to appreciate that misconceptions about others occur throughout the world; that they begin to understand the importance of questioning information and stereotyped views.

## Possible extension work:

Ask the pupils, working in pairs, to think about how they would portray their locality using 8-10 photographs and descriptions, to give an accurate picture of it to someone living elsewhere. Would they include a run-down area? A homeless person sleeping rough? A stately home? What are the reasons for their decisions? If possible, enable them to take digital or conventional photographs of some of the areas they feel they should include. Use these to make up a Locality Book, either computer or paper based. These could be swapped with a partner school, either within or outside Britain, via email or post.

## Curriculum links:

England	Scotland	Wales
<p>PSHE/Citizenship: - To think about the lives of people living in other places; to recognise and challenge stereotypes.</p> <p>Geography: - Passport to the world - learning about different places.</p> <p>Literacy Hour: - Year 6, term1.</p> <p>ICT: - Information about the school's locality could be put on a school website.</p>	<p>PSD: - To identify, review and evaluation the values they and society hold and recognise that these affect thoughts and actions.</p> <p>Environmental Studies: - People and place; developing informed attitudes.</p> <p>English: - Talking about opinions.</p>	<p>PSE: - To express their views and ideas confidently and take part in a debate; to value and celebrate cultural difference and diversity.</p> <p>Geography: - Places - understand and realise the interrelationships within the wider world in terms of decision making and Global Citizenship.</p> <p>Oracy: - To listen and respond to a range of people; to qualify or justify what they think after listening to other opinions.</p>

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## Worksheet: Where is this place?

A

They eat frogs and snakes. There are no pickpockets.

There are no black people. Guns come from there.

B

There are big forests. They have large roads.

They have beautiful coins. They have very tall mountains.

C

Their policemen wear red and black uniforms.

They live in flats. There are many factories.

There are lots of churches and hospitals.

D

There are lots of old things. They have a nice climate.

There are many shops. It has a large population.

The people speak a beautiful language.