

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

## Lesson plan 5: Peace and conflict in the news

**Age group: 7 - 11**

### **Aims:**

For pupils to begin to understand some causes of conflict and some strategies for tackling conflict and for conflict prevention; to be able to detect bias, opinion and stereotypes; to find and select evidence; to have a growing interest in world events.

### **What to do:**

This activity could continue over several weeks. You will need a selection of newspapers, both tabloid and broadsheet, for the duration of the activity.

Ask the pupils to keep a corridor display board diary of peace and conflict news items for the benefit of the whole school. Include local and international events, initially by finding reports in the newspapers you have brought in. Then encourage pupils to bring articles in from home, write up things they have heard from television or radio, or download articles from news web sites. Both successful conflict resolutions and continuing disputes should be included. It is important that reports are taken from different types of papers, and for pupils to look for media bias in, for instance, comparing two reports of the same event. The pupils could take it in turns to change the news and manage the display over the duration of the activity. If this activity is set to run for the term, appoint a committee with an editor.

Encourage the whole school to become involved, with representatives from different classes, the office, the lunch-time supervisors and others bringing items in for the board. (Ties in with **assemblies: Local and Global News** (below).

### **Planned outcomes:**

That pupils increase their awareness and understanding of current events, local and global, as well as media presentation of information, and that they take on the responsibility for maintaining an interesting and informative display for the benefit of the whole school.

## Curriculum links:

England	Scotland	Wales
<p>PSHE/Citizenship:</p> <ul style="list-style-type: none"> <li>- To realise the nature and consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities; to take responsibility; to participate; to explore how the media present information; to find information.</li> </ul> <p>Literacy Hour:</p> <ul style="list-style-type: none"> <li>- Year 4, term 1; Year 4, term 3; Year 6, term 1.</li> </ul> <p>ICT:</p> <ul style="list-style-type: none"> <li>- Analysing data and asking questions; evaluating information, checking accuracy and questioning plausibility.</li> </ul>	<p>PSD:</p> <ul style="list-style-type: none"> <li>- Interpersonal relationships.</li> </ul> <p>Environmental Studies:</p> <ul style="list-style-type: none"> <li>- Ability to act in ways that are sensitive to global and development issues; understanding of conflict and decision-making processes, including the influence of the media.</li> </ul> <p>ICT:</p> <ul style="list-style-type: none"> <li>- To be aware of the implications and appreciate the need for responsible use of ICT.</li> </ul>	<p>PSE:</p> <ul style="list-style-type: none"> <li>- To understand how conflict can arise from different views about environmental issues; to know that people differ in what they believe to be right and wrong.</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>- To read texts with challenging subject matter; to use inference, deduction and prediction to evaluate the texts they read; to pose pertinent questions about a topic they are investigating</li> </ul>

## Global Citizenship in the Whole School

### Assembly idea 6: Local and global news

#### **Aims:**

A regular assembly slot for local and global news provides an opportunity to present important issues to pupils in a clear way, and allows updating of ongoing issues.

It also enables pupils to be involved during assembly in contributing relevant newspaper or Internet articles for inclusion.

#### **What to do:**

Topics for such news assemblies will obviously depend on what happens, but they might include the following:

**A local issue** which has caused disagreement - for instance, a new bypass, a new shopping development, the housing of asylum seekers locally, or the arrival of a community of travellers. Outline the arguments that have been given for and against - discuss these in terms of which are fact and which opinion. Ensure that there is a balance of views and that prejudices are not fuelled. Ask the pupils what they think, why, and whether these views are fact or opinion. (This could be followed up in class by asking pupils to role-play a dispute, with the rest of the class required to discuss each situation and suggest possible solutions.)

**A local or national injustice** to people, animals or property - for example, damage to the school or local area, hurtful graffiti, cruelty to animals, a mugging incident, or even a murder. Explain the circumstances to the pupils and encourage them to think of ways in which such injustices can be prevented in the future.

**A current world crisis** such as a war or natural disaster. Explain the reasons for different situations and focus on ways for pupils to do something positive in response. Encourage pupils to find out more about the issues. Ask them to look into the role of aid agencies and other bodies in relief work. This may lead to pupils supporting a campaign or local charity shop by donating goods or holding a sale. (Clearly, there are some issues here about raising money for charity, such as where it goes and how effective it is, and whether parents feel able to contribute. However, certainly through the right channels, money can help to alleviate suffering.)

**An annual or regular event** such as the Nobel Peace Prize awards or the publication of an influential report like UNICEF's *The State of the World's Children*. This contains statistics on health and poverty worldwide. As with the last suggestion, it is important to give background and context to such work.