

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>