

Global Citizenship in the Whole School: Ages 5-7

Lesson plan 4: Sustainable living board game

Age group: 5 - 7

Aims:

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

What to do:

This activity requires more than one session.

You will need:

- large sheets of paper or card on which to make board games;
- counters and dice;
- information about living sustainably (see bullet points below).

In a whole group, ask the pupils how they can live in a sustainable way - in other words, how to live in a healthy way, respecting others and the environment. Encourage pupils to talk about how they can live more sustainably at school and at home.

To give them some ideas, 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 - saving water, electricity and paper, recycling.

Write some of the ideas on the classroom board, and show the information gathered. Ask pupils in pairs to think up about 15 pieces of text requiring players to go forward or back, such as 'Didn't turn tap off properly, go back 2' or 'Fitted energy-saving light bulbs, go on 3'. The text needs to be brief to go in particular squares on the board game. Then the pupils can draw out as creatively as possible a simple board game track of about 50 squares. Their prepared texts can then be spread out around the track. On completion, play the games in groups, taking turns so that everyone's game is played. (You might need a games slot for a couple of days to do this.) To spread the energy-saving word further, a younger or parallel class could be invited in to play the games.

Planned outcomes:

That pupils begin to realise that everyone can behave responsibly with regard to the world's resources, and make a difference for the good.

Curriculum links:

England	Scotland	Wales
<p>PSHE/Citizenship: - To take and share responsibility; to make real choices; to consider simple environmental issues.</p> <p>Maths: - Shape and measurement.</p> <p>Literacy Hour: - Year 1, term 1; Year 2, term 1.</p>	<p>PSD: - Interdependence; decisions about personal, social and environmental responsibilities which will affect their own and others' present and future lifestyles.</p> <p>Environmental Studies/Science: - Consequences for living things and for the environment of different choices, decisions and courses of action.</p> <p>Environmental Studies: - The responsible use of the natural environment in accordance with the principles of sustainability.</p> <p>Maths: - Collecting, organising and interpreting data.</p>	<p>PSE: - To be concerned about their environment; to understand how their environment could be made better or worse to live in and how they can make a difference</p> <p>Maths: - To understand the operations of addition and subtraction.</p> <p>Geography: - To communicate ideas, information and opinions; to follow directions; to use secondary sources to obtain information about places.</p> <p>English: - To write in a range of forms.</p>