

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

## Lesson plan 1: What is a Global Citizen?

**Age group: 7 - 11**

### **Aims:**

For pupils to realise their potential to change things; to accept and act on group decisions; to compromise; to gain a sense of importance and self-worth and a growing respect for difference and diversity; to hold a belief that things can be better and that individuals can make a difference.

### **What to do:**

You will need a set of the nine points listed below, per group of about four or five. Each point needs to be on a separate slip of paper.

1. I try to understand what other people are feeling.
2. I am as important as everyone else.
3. Everyone else is equal to me but different from me.
4. I know what is fair and not fair and try to do the right thing.
5. I look after the environment and don't waste things.
6. I try to help others and not fight with them.
7. I have my own ideas but can alter them if I realise they are wrong.
8. I want to learn more about the world.
9. I think I can change things in the world.

In small discussion groups, ask pupils to place the statements in order of importance. This can be done in the form of a diamond with the most important statement at the top and the least important at the bottom. Statements of equal importance are placed alongside each other.

Pupils need to work cooperatively and to give reasons to others within their group for their individual views. After about 15 minutes discuss the activity as a whole class, with each group explaining what their final layout was, and why. Then ask the pupils to work in groups on what they could do to show that these things are important. For instance, under the first point, suggestions might include listening to others, asking others what is wrong or how they are feeling, or befriending others who are lonely.

The most difficult one for the pupils to do is probably, 'I am as important as everyone else', so perhaps you could give them some examples, such as 'I am especially good at ...', or 'I help in the class by ...'. The suggestions can be written as pledges of what pupils will try to do to show they can be Global Citizens, and they can be put on display.

## Planned outcomes:

That pupils' self-esteem is raised and they feel important, valued and able to take responsibility and change things.

## Curriculum links:

England	Scotland	Wales
<p>PSHE/Citizenship:</p> <ul style="list-style-type: none"> <li>- To talk and write about their opinions and explain their views; to recognise their worth as individuals; to resolve differences, make decisions and explain choices; to care about other people's feelings and try to see things from their point of view.</li> </ul> <p>Literacy Hour:</p> <ul style="list-style-type: none"> <li>- Year 4, term 3; Year 6, term 2.</li> </ul>	<p>PSD:</p> <ul style="list-style-type: none"> <li>- Tolerance and respect.</li> </ul> <p>Environmental Studies:</p> <ul style="list-style-type: none"> <li>- To develop an understanding of the concept of equity in a fair and caring multicultural society.</li> </ul> <p>English:</p> <ul style="list-style-type: none"> <li>- Talking about feelings and experiences.</li> </ul>	<p>PSE:</p> <ul style="list-style-type: none"> <li>- To feel positive about themselves and be confident in their own values; to express their views and ideas confidently and take part in a debate.</li> </ul> <p>Oracy:</p> <ul style="list-style-type: none"> <li>- To share ideas, insights and opinions, make a range of contributions in discussions, and listen to others, questioning them to clarify what they mean and extending or following up the ideas.</li> </ul>