

# S.O.S



SELF



OTHERS



STUFF

## AN INTERACTIVE LEARNING RESOURCE & GUIDANCE NOTES

EXPLORING THE THEMES OF SELF, OTHERS AND STUFF FOR THE  
WORLD AROUND US AREA OF LEARNING.  
FOR KEY STAGE 1/2

A practical interactive resource to support the Global Dimension in Schools within  
Personal Development and Mutual Understanding in the Northern Ireland Curriculum

Funded by Trocaire

# CONTENTS

## INTRODUCTION & BACKGROUND

SOS is a development education programme for children at key stage 1/2 (years 3-5) that will explore the theme of Self, Others and our relationship to 'Stuff' and consumerism, inspired by some of the material on the story of stuff website <http://www.storyofstuff.org> - for the film see <http://www.storyofstuff.org/movies-all/story-of-stuff>.

This resource aims to:-

- Develop children's self-esteem and their own self-worth by exploring what makes them unique.
- Build on the children's understanding of themselves through their relationships with others and specifically our relationships with the global south.
- Explore how we make decisions and choices, especially around consumerism and how these can affect people in other parts of the world.



## SELF

BODY SHOP  
STANDING IN DIFFERENT SHOES



## OTHERS

PAPER BAG SIMILATION GAME  
CHOCOLATE TRADE SIMULATION GAME



## STUFF

FOOD FOR THOUGHT  
FAIR TRADE

# INTRODUCTION

This e-resource has been developed to support and extend learning in the area of Personal Development and Mutual Understanding, World around Us and The Arts. It deals with the following statutory requirements enabling pupils to explore:-

<b>PERSONAL DEVELOPMENT &amp; MUTUAL UNDERSTANDING (PDMU) STRAND 1 - PERSONAL UNDERSTANDING AND HEALTH</b>	<b>PDMU STRAND 2 - MUTUAL UNDERSTANDING IN THE LOCAL AND WIDER COMMUNITY</b>
<ul style="list-style-type: none"><li>• Explore who they are</li><li>• Feel positive about themselves and develop an understanding of their self-esteem and confidence</li><li>• Develop self-awareness and self-respect</li><li>• Become aware of their strengths, abilities, qualities, achievements, personal preferences and goals</li><li>• Explore and examine what influences their views and behaviour</li></ul>	<ul style="list-style-type: none"><li>• Begin to recognise the similarities and differences in families and the wider community</li><li>• Develop an awareness of the experiences, lives and cultures of people in the wider world</li><li>• Recognise the similarities and differences between different cultures of the wider world e.g. food, clothes and celebrations</li></ul>
<b>WORLD AROUND US (WAU) STRAND 1 - INTERDEPENDENCE</b>	<b>WAU STRAND 3 - PLACE</b>
<ul style="list-style-type: none"><li>• Learn how lifestyle choices can affect the health of themselves and others;</li><li>• Be aware of the global economy and that different countries rely on one another for goods</li></ul>	<ul style="list-style-type: none"><li>• Learn about other localities which are different from theirs</li><li>• Be aware that some of our goods and services come from other places</li></ul>
<b>THE ARTS - DRAMA</b>	<b>GLOBAL DIMENSION IN SCHOOLS</b>
<ul style="list-style-type: none"><li>• Develop their understanding of the world by engaging in a range of creative and imaginative role play situations</li><li>• Explore a range of cultural and human issues in a safe environment by participating in dramatic activity and sharing ideas with others</li><li>• Develop a range of drama strategies including freeze frame</li></ul>	<ul style="list-style-type: none"><li>• Provide teachers with support in incorporating the global dimension into classrooms</li></ul>

# CONNECTING THE LEARNING

Each unit has overall learning intentions that teachers may integrate as part of their planning.

The learning intentions will also help teachers make judgements when assessing the children's contributions and outcomes.

The learning activities have 'suggested success criteria' which teachers could use as a springboard for devising and sharing their own success criteria with the children. In line with the Northern Ireland curriculum, Self Others Stuff interactive resource provides opportunities for children to develop their **THINKING SKILLS AND PERSONAL CAPABILITIES** namely:

## 1. CROSS CURRICULAR SKILLS

- Communication: express themselves socially and emotionally to develop as individuals, engage with others and contribute as members of society.
- Using Mathematics: use mathematical understanding and language to ask and answer questions, to talk about and discuss ideas. Read, organise, present and interpret information.
- Using Information and Communication Technology: access and manage data using a range of electronic sources. Research, select and use information to support PDMU. Present and communicate their learning in a way that is meaningful to others.

## 2. THINKING SKILLS

- Creativity: being open and willing to experiment with their own and others' ideas.
- Managing-Information: critically comparing and evaluating information to enable deeper and wider thinking concerning their values and attitudes.
- Thinking, Problem Solving and Decision Making: developing strategies to make responsible decisions and choices.

## 3. PERSONAL CAPABILITIES

- Self Management: to develop confidence in their ability to work independently and with a group.
- Working with others to develop the social and interpersonal skills necessary to enable effective team-work.

## METHODOLOGY

Adaptable and Practical Activities  
which can be applied to other  
areas of the curriculum

# UNIT 1

# SELF



## LEARNING INTENTIONS

- To learn more about ourselves and how our own self-image, esteem and awareness can affect our relationships with others
- To develop understanding of both our uniqueness as individuals and our common humanity

## SUCCESS CRITERIA

- Continue to develop attitudes which value and respect ourselves and others
- Recognise and discuss some of our similarities and some of our differences

TEACHING & LEARNING ACTIVITY1	DETAIL OF WHAT TO DO	RESOURCES	LINKS
<p><b>THE BODY PARTS SHOP</b></p> <p>An interactive activity which enables us to have a greater appreciation of self and others</p>	<ul style="list-style-type: none"> <li>• Use a warm up to start – e.g. Clumps and an introduction to looking at ourselves and others maybe following up on the Multiple Identities activities in Living learning Together.</li> <li>• Five actors are required for this activity – the body shop assistant; the customer and 3 bodies (mixture of gender; height; and skin/ hair/eye colour). The bodies are standing ‘frozen’.</li> <li>• The customer comes into the shop looking for a new body and complaining about all that is wrong with his/hers.</li> <li>• The assistant invites him/her to choose one of the bodies ‘on sale’.</li> <li>• When the customer stands behind a body and touches them on the shoulder, s/he ‘freezes’ and the body moves to look in the ‘mirror’ (looking at audience/rest of the class).</li> <li>• The customer (now in a new body) shares 3 stars = good things, and a wish about the body in the mirror.</li> <li>• The customer tries another body in the same manner and the process/action is repeated by the new body.</li> <li>• This is repeated a third time and then that body will choose the original one.</li> <li>• The original body is now much more comfortable with the original and more familiar body, pays the shopkeeper and leaves the shop happy.</li> </ul> <p>In discussion:-</p> <ul style="list-style-type: none"> <li>• Draw out the following: No one is perfect. No one has a perfect body - our body is part of who we are.</li> </ul>	<p>Use Clumps as a warm up. See ‘Warm ups’ in the resource section.</p> <p>For younger children a long mirror will be helpful – for the ‘shopkeeper’ to hold</p>	<p>Living Learning Together year 4, strand 2, unit 6 Multiple Identities , ‘It’s good to be me cube’ page 8-9</p> <p><a href="http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year4/yr4_unit6.pdf">http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year4/yr4_unit6.pdf</a></p>

TEACHING & LEARNING ACTIVITY 2	DETAIL OF WHAT TO DO	RESOURCES	LINKS
<p><b>STANDING IN DIFFERENT SHOES IN DIFFERENT SKIN</b></p> <p>Using puppets</p>	<p>Use a warm up to start – e.g. <i>1-5 and Greeting</i> with an introduction to making others welcome, maybe following up on any of the Multiple Identities activities in Living Learning Together</p> <p>Another warm up idea – <i>Passing the Globe</i>. Children need to be seated in a circle. Use an inflatable globe and pass it around the circle inviting each participant to share information about</p> <ul style="list-style-type: none"> <li>Someone I know who lives in...</li> <li>A country I have visited/would like to visit is...</li> </ul> <p>Introduce the puppets. Talk about empathy using 'The magic eye trick' (see Links: Sarah and the Whammi).</p> <ul style="list-style-type: none"> <li>Break the class into 4-6 small groups each group with a puppet.</li> <li>Ask them to think about their character. Take it that all of them live in N.Ireland.</li> <li>Ask each group to give their puppet a name; describe what they are wearing; if they were born here and if not, why they are here and for how long and where do they live?</li> <li>Invite each pupil in each group to take turns wearing the puppet, asking themselves the questions - what does it feel like to be inside this skin? In these clothes? Are they 'cool'? What will my friends think of me? How do I feel as this person? How might other people treat me? What questions might they ask? How might I respond?</li> <li>After about 10 minutes, bring the groups together again. Let each group take turns to introduce their puppet, telling the others a story about them, who they are; where they live; how they feel etc.</li> <li>As an extra activity, when everyone has had some time to introduce their character, consider how the puppets might relate to one another; what sort of story they together might tell.</li> </ul>	<p>Try 1-5 and Greeting as a warm up. See 'Warm ups' in the resource section</p> <p>Puppets – a range of puppets of differing gender, age, ability, background and appearance. You will need at least 4-6 puppets.</p> <p>For instructions on how to make puppets see <a href="http://www.puppetwoman.org/j257/index.php/my-resources">http://www.puppetwoman.org/j257/index.php/my-resources</a></p> <p>Send the pattern home and appeal for/enlist knitters amongst the families of staff and pupils.</p> <p>Start a 'Knit and Natter' club in school?</p>	<p>Living learning Together year 4, strand 2, unit 6 Multiple Identities , 'Creating Inclusive Spaces' page 22-23</p> <p>Welcome posters <a href="http://www.nicurriculum.org.uk/key_stages_1_and_2/areas_of_learning/pdmu/living_learning_together/year4.asp">http://www.nicurriculum.org.uk/key_stages_1_and_2/areas_of_learning/pdmu/living_learning_together/year4.asp</a></p> <p>Sarah and the Whammi The magic eye trick under unit 1 Family Matters <a href="http://www.nicurriculum.org.uk/key_stages_1_and_2/areas_of_learning/pdmu/sarah_whammi.asp">http://www.nicurriculum.org.uk/key_stages_1_and_2/areas_of_learning/pdmu/sarah_whammi.asp</a></p> <p>Stepping Out and other resources:-</p> <p>Faith and Light</p> <p>Food for Thought at <a href="http://www.nicurriculum.org.uk/key_stages_1_and_2/areas_of_learning/religious_education">http://www.nicurriculum.org.uk/key_stages_1_and_2/areas_of_learning/religious_education</a></p> <p>Build up a school/community resource of a range of puppets – male/female; younger/older; with different colours of skin, dress etc.</p>

# UNIT 2

# OTHERS



## LEARNING INTENTIONS

- To learn about other localities which are different from theirs
- To consider the implications this might have for our relationships with each other locally and globally
- To explore a range of cultural and human issues in a safe environment by participating in dramatic activity and sharing ideas with others


## SUCCESS CRITERIA

- Continue to develop attitudes which value and respect ourselves and others
- Recognise and discuss how the way we live here is connected to and has an impact on other people's lives locally and globally
- Explore a range of cultural and human issues in a safe environment by participating in dramatic activity and sharing ideas with others



TEACHING & LEARNING ACTIVITY 1	DETAIL OF WHAT TO DO	RESOURCES	LINKS
<b>THE PAPER BAG GAME</b>	<p>Warm up suggestion – All Change</p> <p>Download the instructions for the Paper Bag game from the Christian Aid website. This game takes at least 45 minutes so you need to allow an hour in total for this learning activity.</p> <p>Introduce the game. Talk about simulation and the link with empathy. List the aims – understanding pressures to survive; use of the world’s resources and an example of ‘re-use’; how each ‘family group’ represents one living in a poor shantytown in Kolkata. (Read page 2a of ‘Playing the game’)</p> <ul style="list-style-type: none"> <li>• Discuss how children their age earn money; how many do so; what sort of work they’d like to do; how many hours; how much they’d like to earn/an hour</li> <li>• Divide the class into small ‘family’ groups of 6-8 (have the room prepared with paper, glue and a sample bag for each group)</li> <li>• You will need 2 organisers – one facilitator and another to act as shopkeeper paying groups for the bags they make</li> <li>• Demonstrate making a bag</li> <li>• Give each group a photocopy of the bag-making instructions; a shopping list and ‘Will you survive?’ maths card</li> <li>• After the game, encourage discussion (See page 4a ‘After the game’)</li> <li>• Closure ‘What can we do now?’ (page 4b Christian Aid Paper Bag Simulation Game)</li> </ul>	<p>See ‘Warm ups’ in the resource section</p> <p>Paper Bag Simulation Game for 9+ <a href="http://learn.christianaid.org.uk/TeachersResources/primary/pbag.aspx">http://learn.christianaid.org.uk/TeachersResources/primary/pbag.aspx</a></p> <ul style="list-style-type: none"> <li>• Newspaper cut in half tabloid sheet size</li> <li>• Glue</li> <li>• Sample paper bags</li> <li>• 50 buttons each representing 1 rupee</li> <li>• Photocopies (instructions and chance cards)</li> <li>• Chance cards (these are an additional optional resource that represent some of the unpredictable and precarious conditions under which paper bag makers live)</li> </ul> <p>For extension:- Paper bags can be sold to family/friends to see how much money a class might earn and what they could buy for break with this money.</p>	<p>The World Around Us Resources Primary Upd8 <a href="http://www.nicurriculum.org.uk/key_stages_1_and_2/areas_of_learning/the_world_around_us/activities/task3.asp">http://www.nicurriculum.org.uk/key_stages_1_and_2/areas_of_learning/the_world_around_us/activities/task3.asp</a></p> <p>This activity requires setting the scene so that the children begin to think themselves into the life of children/families in India having to make bags to earn a living. If you have access to a Sari or a Shalwar/Kameez, try dressing a couple of the children</p> <p>Christian Aid Primary White board Resources - Global explorers <a href="http://learn.christianaid.org.uk/TeachersResources/primary/global-explorers.aspx">http://learn.christianaid.org.uk/TeachersResources/primary/global-explorers.aspx</a></p> <p>There is also a suggestion about how this activity can be linked to an RE lesson (page 4b of the Christian Aid Paper Bag Simulation Game ‘After the game’)</p>

TEACHING & LEARNING ACTIVITY 1	DETAIL OF WHAT TO DO	RESOURCES	LINKS
THE PAPER BAG GAME			<p>Trocaire Power Up Education Resource Pack for Primary Schools-India in Focus</p> <p><a href="http://www.trocaire.org/sites/trocaire/files/resources/edu/power-up-india-education-resource-pack.pdf">http://www.trocaire.org/sites/trocaire/files/resources/edu/power-up-india-education-resource-pack.pdf</a></p>

TEACHING & LEARNING ACTIVITY 2	DETAIL OF WHAT TO DO	RESOURCES	LINKS
<b>GLOBAL HUMAN BINGO AND MAKING CONNECTIONS</b>	<p>Warm up – Use the Global Human Bingo game.</p> <p>Making Connections - Introduce the game. Tell them that this game is about showing how we're all interconnected or linked together.</p> <ul style="list-style-type: none"> <li>Each pupil must find someone in their class who can answer 'yes' to the questions in the box. They cannot use their own name and they can only use a person once.</li> <li>The first person to complete their sheet can shout Bingo.</li> <li>Gather the pupils into a circle.</li> <li>In relation to the image of the Cocoa farmer, ask questions like:- <ul style="list-style-type: none"> <li>What can you see in this picture?</li> <li>Where on the map/globe does cocoa grow?</li> <li>What is cocoa used for?</li> <li>What other ingredients go into making chocolate?</li> <li>What age are the farmers who grow the cocoa? (Explain that there are often children the same age as they are involved in cocoa production).</li> <li>What are the consequences for these children? Is this fair?</li> <li>How might 'fair' trade work? (Show the children the Fair Trade sign. Talk about what this means for the farmer/grower and consumer. Talk about choices) .</li> </ul> </li> <li>In relation to the image of the Tea Harvester, ask questions like:- <ul style="list-style-type: none"> <li>Can you guess what the person in the image is doing?</li> <li>Who drinks tea?</li> <li>Where in the world is tea grown? (use the world map or inflatable globe to find India/Darjeeling or Kenya).</li> <li>What has happened to the tea after it was picked? How has it arrived in this country and got into your cup?</li> </ul> </li> </ul>	<p>Global Human Bingo game See 'Warm ups' in the resource section Copy enough sheets for each person in the class to have one</p> <p>You will also need a world map or inflatable globe 5 images that connect with the questions in Global Human Bingo For image of a Cocoa farmer in Ghana see <a href="http://greenghanaian.wordpress.com/tag/chocolate">http://greenghanaian.wordpress.com/tag/chocolate</a></p> <p>For Image of a Tea harvester in South Africa see <a href="http://www.google.co.uk/search?q=Tea+harvesting+in+South+Africa&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ei=g-pvSUC-tlZCT0AWnklGoD-w&amp;ved=0CEMQsAQ&amp;biw=1280&amp;bih=939">http://www.google.co.uk/search?q=Tea+harvesting+in+South+Africa&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ei=g-pvSUC-tlZCT0AWnklGoD-w&amp;ved=0CEMQsAQ&amp;biw=1280&amp;bih=939</a></p>	<p>Food For Thought - RE Thematic Unit <a href="http://www.nicurriculum.org.uk/key_stages_1_and_2/areas_of_learning/religious_education">http://www.nicurriculum.org.uk/key_stages_1_and_2/areas_of_learning/religious_education</a></p> <p>The loop scoop Orange Juice is available at <a href="http://www.youtube.com/watch?v=5CTUk6-0Ve8">http://www.youtube.com/watch?v=5CTUk6-0Ve8</a> and another connection about food and processes</p> <p>Learn more about Fairtrade at <a href="http://www.fairtrade.org.uk">http://www.fairtrade.org.uk</a> <i>Think about becoming a 'Fair Trade school'</i></p> <p>Trocaire Primary school resources <a href="http://www.trocaire.org/education/primary">http://www.trocaire.org/education/primary</a></p>  <p>A good book to read in relation to the labour in the cocoa plantations for children (class library) Sally Grindley, Bitter Chocolate (London: Bloomsbury publishing), 2010</p>

TEACHING & LEARNING ACTIVITY 2	DETAIL OF WHAT TO DO	RESOURCES	LINKS
<b>GLOBAL HUMAN BINGO AND MAKING CONNECTIONS</b>  <b>(CONTINUED)</b>	<ul style="list-style-type: none"> <li>In relation to the image of the T-shirt ask questions like:- <ul style="list-style-type: none"> <li>- Do you ever check the label on your clothes?</li> <li>- Take your T-shirt...where does it come from; where was it made? where did the materials that went into making it come from?</li> <li>- Use the map/globe. Who made it?</li> </ul> </li> <li>In relation to the image of Man United football team ask questions like:- <ul style="list-style-type: none"> <li>- Where is Manchester – the home of Manchester United? Use the map/globe</li> <li>- Where do the team players come from? Wayne Rooney – England Robin Van Persie – Dutch Shinji Kagawa – Japan Bebe-Tiago Manuel Dias Correia – Portugal David De Gea – Spain Nemanja Vidic – Serbia</li> <li>- What does this tell us about our world?</li> </ul> </li> <li>Use the wool web game – make connections with the wool for any of the products/pictures we have looked at.</li> </ul>	<p>For an image of a T-shirt see  <a href="http://www.google.co.uk/search?q=fair-trade+t-shirts&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ei=3pvSUcP-zAsqI0AXp94GICg&amp;sqi=2&amp;ved=0CF8QsAQ&amp;biw=1280&amp;bih=939">http://www.google.co.uk/search?q=fair-trade+t-shirts&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ei=3pvSUcP-zAsqI0AXp94GICg&amp;sqi=2&amp;ved=0CF8QsAQ&amp;biw=1280&amp;bih=939</a></p> <p>For an image of Manchester United football team see  <a href="http://www.google.co.uk/search?q=Manchester+United+Football+team&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ei=V5r-SUYjvD4zu0gWw5IGIC-Q&amp;ved=0CFYQsAQ&amp;biw=1280&amp;bih=939">http://www.google.co.uk/search?q=Manchester+United+Football+team&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ei=V5r-SUYjvD4zu0gWw5IGIC-Q&amp;ved=0CFYQsAQ&amp;biw=1280&amp;bih=939</a></p>	

# UNIT 2

# STUFF





## LEARNING INTENTIONS

- To provide teachers with support in incorporating the global dimension into classrooms
- To be aware of the global economy and that different countries rely on one another for good

## SUCCESS CRITERIA

- Be aware that some of our goods and services come from other places
- Learn how lifestyle choices can affect the health of themselves and others

TEACHING & LEARNING ACTIVITY 1	DETAIL OF WHAT TO DO	RESOURCES	LINKS
<b>SILENT DEBATE</b>	<p>Warm up suggestion – Community of Enquiry – what we know about clothes. Real items of clothing could be used e.g. school cotton shirts laid on a large sheet of paper.</p> <ul style="list-style-type: none"> <li>• Glue each of the four posters onto a sheet of flipchart paper; set on desks with pens or mount on a wall.</li> <li>• Break the class into four smaller groups. Invite each group to go to each of the four posters, to look at it and take a pen and write a comment or draw their reaction.</li> <li>• When all of the children have had a chance to write something, rotate the groups around clockwise to the next poster.</li> <li>• The children can also comment on other responses.</li> <li>• Continue until all four groups have read, and had an opportunity to comment on, all four posters.</li> <li>• Give the children some free time to visit each poster and read what other children wrote about them.</li> </ul> <p>Discussion</p> <p>Any surprises/learning?</p> <p>Any feelings – aroused by the posters or by comments from the pupils (perhaps about their own comment?)</p> <p>Any impact – does the activity/discussion change the way they might shop? How they might respond to advertising?</p> <p>With younger pupils, have a leader in each of the four groups with one poster. Simplify and clarify some of the statements as illustrated. Talk about the poster/statements and prompt discussion with questions like:-</p> <ul style="list-style-type: none"> <li>• How many hours/day could you work?</li> <li>• How would you feel about the noise and the dust in the factory?</li> <li>• How much would you want to be paid? How much was this worker paid?</li> <li>• How much will the customer pay for this dress in the UK/NI?</li> </ul>	<p>Community of Enquiry instructions from the resources section.</p> <p>Use the posters 1-4 (Resources section)</p>	<p>Living Learning Together KS1 Year 4, Strand 2, unit 7 'Who Influences me?' Learning Activity 1, 'Advertising' pages 6-7</p> <p><a href="http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year4/yr4_unit7.pdf">http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year4/yr4_unit7.pdf</a></p> <p>For younger children:- Adapt, simplify and clarify some of the statements and write their comments during discussion; they can also draw their own response.</p> 

TEACHING & LEARNING ACTIVITY 2	DETAIL OF WHAT TO DO	RESOURCES	LINKS
<b>INFLUENCES</b> Responding to advertising	<p>Open up with Paired Interviews. Ask the pupils to pair share about choices they make (or their parents/guardians) when buying clothes – shops they go to, what they like to wear, colours, fabrics (if they're allergic to e.g. wool) styles, fashion, influences of peers etc.</p> <p>Break the class into small groups</p> <ul style="list-style-type: none"> <li>• Give each group of pupils a sheet of A4 paper, scissors, glue and a fashion/children's clothing catalogue.</li> <li>• Make a poster/collage of clothes they would most like to have. Allow groups to swap to give as wide a choice as possible.</li> <li>• Make sure each group has a selection of cut outs representative of what everyone in the group likes/wants.</li> <li>• Each group will display their poster.</li> </ul> <p>Ask the children to talk about their posters and about stuff – and what is it about 'stuff' that makes them happy.</p> <p>Follow the link to the Loop Scoop about 'Happiness' and watch the short film .</p> <p>Circle time closure - Invite the children to choose one of the pictures from the clothing catalogue (or better still, ask them in advance of the lesson/classroom activity, to bring in their most useful/favourite/most worn piece of clothing) and take turns to share, completing the following sentence, 'I think this is the best/most useful piece of clothing in the world because...' After each contribution you might also ask any of the other children to say whether they agree/disagree with (name) because...</p>	<p>Instructions for Paired Interviews from the resources section.</p> <p>A range of Children's Clothing catalogues  Art materials – scissors, glue, paper, markers</p>  <p>Loop Scoop - Happiness  <a href="http://www.youtube.com/watch?v=t-otqBgCYyc">http://www.youtube.com/watch?v=t-otqBgCYyc</a></p>	<p>Living Learning Together KS1 Year 4, Strand 2, unit 7 'Who Influences me?' Learning Activity 1, 'Advertising' pages 6-7  <a href="http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year4/yr4_unit7.pdf">http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year4/yr4_unit7.pdf</a></p>





# RESOURCES SECTION



## WARM UPS

Warm ups help the class prepare for active learning where the teacher becomes a facilitator, supporting the pupils with greater participation and involvement in their learning. They are very good for bringing different people together at the same level.

## CLOSURE ACTIVITIES

Closure activities enable a class to bring a session to a close in a way that affirms their identity and the positive relationships that have been built.

# WARM-UPS

## ALL CHANGE

Can be used with any questions relevant to a particular theme

### AIMS

- To reduce tension and encourage co-operation
- To create a good atmosphere where everyone is mixing and on the same level
- To learn more about one another
- To have fun and affirm difference

### METHOD

- The person starting the game is without a chair and standing in the middle of the circle. It is their aim to find a chair in the circle
- The person in the middle says (for example) 'everyone who has a sister/brother/dog etc, change places'. If you wish to know more about the individuals in a group, it is helpful if you agree to ask about things you cannot see – therefore 'everyone who supports Man United; has been to Corrymeela, etc.'
- "Everyone 'who has a sister...' has to leave their seat and find a new seat. This can not be a seat beside where they were previously seated.
- The person in the middle can also say 'All change' where everyone must get up and find a new seat to seat on.

## PAIRED INTERVIEWS

### AIMS

- To help people to share information about themselves
- To help people to share information about something new that they have learnt

### METHOD

- Members of the group pair up with someone they don't know so well.
- They find out 2-3 pieces of information about one another that they don't think others in the group know and that they don't mind the rest of the group knowing about. e.g. what games they like to play; their favourite subject in school.
- Each person in the group, introducing their partner, shares their partner's information with the others.

## CLUMPS

### AIMS

- To help the group to interact
- To observe competition and co-operation; inclusion and exclusion

### METHOD

- Invite the members of the group to walk around the room
- Call out a number 4; 6 etc. whereupon the people have to get into 'clumps' of that number. Invite the group to move again, and call out a different number and so on
- Ask people afterwards how inclusive/exclusive they were. Did they look out for friends or accept the 'stranger'. How did people who didn't find a place in a clump feel?

## COMMUNITY OF ENQUIRY

### (PENNIES EXERCISE EQUIPMENT)

A box of pennies; an old cap

#### AIMS

- To share information quickly
- To take turns/have fun

#### METHOD

- Give each person in the circle three pennies.
- Explain that each person may only speak (a sentence) when they put a penny into the cap in the centre of the circle. Once they have spent their pennies they may not speak again until the end of the exercise. Everyone in the circle needs to encourage one another by being prepared to wait for quieter members of the group, take turns etc.
- The group leader calls out a sentence. This can be a question or a statement presenting a problem or opening a topic for the community of enquiry. This might be:
  - Walls are necessary to keep the peace
  - Boys are stronger than girls
- This exercise has a number of benefits.
  - It gives every individual the right and responsibility to speak
  - It emphasizes the value of listening/ provides equity
  - It provides a wide range of views in a very short time
  - It provides discipline for those who like to talk/speak out a lot
  - It encourages quieter members of the group to speak others.

## 1-5 AND GREETING

#### AIMS

- To allow more movement after a period of attention and sitting (moving from formal to more informal class activity)
- To encourage us to share a greeting and welcome one another, in the morning, after break, lunch etc
- This activity improves maths skills whilst also enabling us to learn/practice different languages
- Especially good/affirming for children whose first language is not English

#### METHOD

- The teacher demonstrates walking at different speeds 1 being very slowly to 5 being very quick. (Stress that it's walking and NOT running!). Zero means 'freeze'.
- Ask the children if any of them know how to say 'Hello' in any languages. Choose 5 and accompany with an action e.g. shaking hands, waving, thumbs up etc. e.g.
  - Latin America: Hola - Hug (called an "abrazo") and give a few hearty claps on the back.
  - Some Kenyan tribes: Gently slap palms and grip one another's cupped fingers; In dia: The "namaste." Place your hands in a praying position at the chest and bow slightly.
- Walk at different speeds, say 'zero' and then the language we will greet those around us in.
- This is repeated until each of the 5 greetings is shared.

## HANDS UP/STAND UP

#### AIMS

- To share information – either personal information or something that you have learnt

#### METHOD

- The leader asks the other members of the group to put their hands up (or stand up) if – they like new clothes; were born in N.I., come to school on a bus; go to church/mosque/temple; can knit, sew etc.

**WARM UPS ARE  
A GREAT WAY TO  
REGROUP,  
RE-ENGAGE AND  
RE ENERGIZE.**



# GLOBAL HUMAN BINGO

Your task is to ask your friends to answer the questions below and sign their name in the box.  
They can only ask their friend one question and write their name once on your sheet.  
When you have the page complete shout BINGO!

<b>WHO WATCHES TV?</b>	<b>WHO DRINKS TEA?</b>	<b>WHO RECYCLES?</b>	<b>WHO HAS DONE ON A HOLIDAY TO ANOTHER COUNTRY?</b>
<b>WHO EATS CHOCOLATE?</b>	<b>WHO FOLLOWS FOOTBALL? WHAT TEAM DO YOU SUPPORT?</b>	<b>WHO HAS A MOBILE PHONE?</b>	<b>WHO KNOWS SOMEONE WHO LIVES IN ANOTHER COUNTRY?</b>
<b>WHO CAN SPEAK ANOTHER LANGUAGE?</b>	<b>WHO LISTENS TO MUSIC FROM ANOTHER COUNTRY?</b>	<b>WHO DONATES TO CHARITY?</b>	<b>WHO OWNS CLOTHES THAT HAVE BEEN MADE IN CHINA OR INDIA?</b>

# AUTOGRAPH HUNT

My name: \_\_\_\_\_

<b>SOMEONE WHO... CAN KNIT OR WEAVE</b>	<b>SOMEONE WHO... HAS BEEN TO A BRING AND BUY OR CAR BOOT SALE</b>	<b>SOMEONE WHO... HAS BEEN TO A CHARITY SHOP</b>	<b>SOMEONE WHO... HAS EVER SEWN ON A BUTTON ON THEIR CLOTHES</b>
<b>SOMEONE WHO... HAS VISITED A RECYCLING CENTRE</b>	<b>SOMEONE WHO... HAS MADE ANYTHING OUT OF JUNK</b>	<b>SOMEONE WHO... CHECKS THE LABEL BEFORE THEY BUY ANYTHING</b>	<b>SOMEONE WHO... LIKES TO DRESS UP</b>
<b>SOMEONE WHO... HAS SEEN A FASHION SHOW</b>	<b>SOMEONE WHO... HAS EVER BOUGHT OR WORN ANYTHING SECOND HAND</b>	<b>SOMEONE WHO... HAS EVER WORN SOMETHING THEY DIDN'T LIKE</b>	<b>SOMEONE WHO... CAN NAME AN ARTICLE OF CLOTHING FROM A COUNTRY OUTSIDE N.IRELAND</b>

# CLOSURE ACTIVITIES

## GROUP YELL

### AIMS

- To encourage co-operation and teamwork
- To energise/get ready for another activity or for closure

### METHOD

- Everyone standing in a circle
- Bending over or crouching, hands to the floor
- As the hands are slowly raised, starting with a deep murmur, raise the voice until hands are raised above the head and there's a loud yell.

## GORILLA THUMP

### AIMS

- To energise after concentrating quietly
- To move oxygen to the brain
- To laugh and relax

### METHOD

- Everyone in a circle
- Ask what actions a gorilla does - beating the chest with big movements (firmly but gently)
- Ask if the gorilla makes a noise - encourage big sounds
- Combine actions and sounds

## WOOL WEB

A ball of wool

### AIMS

- To gather feedback about a programme
- To affirm the group

### METHOD

- Sitting in a circle, the facilitator holds a ball of wool, and holding the end, throws it to someone in the circle whom they also name.
- They may thank the person, and/or the group as a whole, and name something that they have learnt, will remember, have enjoyed.
- The person with the ball of wool is the next person to throw it to someone else and repeat the process. This continues until everyone has received the ball of wool and passed it on once so that it ends up back with the facilitator. A web pattern results connecting everyone up about which the group may talk.

## JIGSAW

Blank jigsaw pieces, numbered on the back; crayons; pens

### AIMS

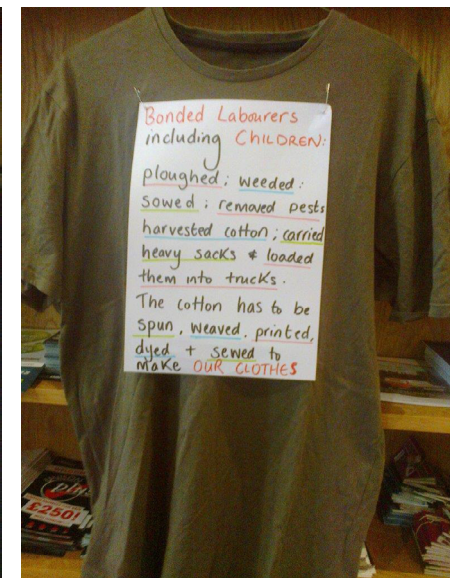
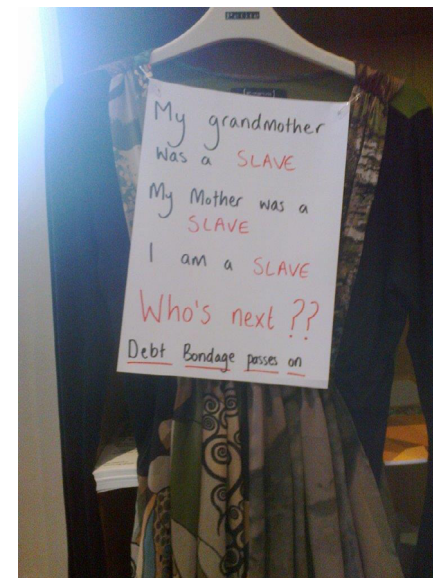
- To gather feedback about a programme; evidence of learning
- To produce a piece of art that can be exhibited

### METHOD

- Give each member of the group a card shape and pencils. Each card shape/piece represents a part of a larger shape. The shape should be significant – e.g. a sheep for Chinese New Year 2015 for feedback about that programme, or just squares or rectangles that fit together. Make sure that each piece is numbered and that you have a key for getting the pieces together!
- Ask them to draw or write something they remember from their time in the group.
- Gather the pieces and stick them together – turn to the front and admire/talk about the collage.



# SILENT DEBATE PHOTOS



# USEFUL LINKS

FOR FURTHER  
INFORMATION  
AND FOLLOW UP  
ACTIVITIES CHECK  
OUT THESE LINKS





## UNICEF

Human Rights/Children focussed

- UNICEF teaching resources overview – for purchase  
<http://www.unicef.org.uk/Education/Resources-Overview/Resources>
- Rights Respecting School award information  
<http://www.unicef.org.uk/Education/Rights-Respecting-Schools-Award>
- Register to become a Rights Respecting School  
<http://www.unicef.org.uk/Education/Registrar-for-RRSA>

## TROCAIRE

Trócaire's educational resources are written by qualified professionals. They explore and critically examine global justice and human rights issues through active engagement.

<http://www.trocaire.org/education/resources>

## CHRISTIAN AID

Range of downloadable resources at

<http://learn.christianaid.org.uk/TeachersResources>

## REUSE, REDUCE, RECYCLE

<http://www.youtube.com/watch?v=SKvGgb3YcDQ>

## CCEA

NI Council for Curriculum, Education and Assessment

- Money matters (differentiate between wants and needs; responsible attitudes to using and managing money)  
[http://www.nicurriculum.org.uk/docs/key\\_stages\\_1\\_and\\_2/areas\\_of\\_learning/pdmu/living-learningtogether/year4/yr4\\_unit5.pdf](http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/living-learningtogether/year4/yr4_unit5.pdf)
- Living learning Together year 5  
Making Good Choices ( needs and wants - difference; the effects our choices can have on others)  
[http://www.nicurriculum.org.uk/docs/key\\_stages\\_1\\_and\\_2/areas\\_of\\_learning/pdmu/living-learningtogether/year5/yr5\\_unit7.pdf](http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/living-learningtogether/year5/yr5_unit7.pdf)
- Thematic unit and resource book (KS 1&2 RE) - Food for Thought  
[http://www.nicurriculum.org.uk/key\\_stages\\_1\\_and\\_2/areas\\_of\\_learning/religious\\_education](http://www.nicurriculum.org.uk/key_stages_1_and_2/areas_of_learning/religious_education)
- Inclusion and SEN – Let's Celebrate  
Clothes Conscious & The World on my plate-  
[http://www.nicurriculum.org.uk/inclusion\\_and\\_SEN/LLW/Key\\_Stage\\_3/lets\\_celebrate/index.asp](http://www.nicurriculum.org.uk/inclusion_and_SEN/LLW/Key_Stage_3/lets_celebrate/index.asp)

## LOOP SCOOPS

- Happiness  
<http://www.youtube.com/watch?v=t-otqBg-CYyc>
- Orange Juice  
<http://www.youtube.com/watch?v=5C-TUk6-0Ve8>
- Garbage  
[http://www.youtube.com/watch?v=5c5cnM\\_TdHw](http://www.youtube.com/watch?v=5c5cnM_TdHw)

## OXFAM

Range of downloadable resources

<http://www.oxfam.org.uk/education/resources>

See in particular:

- Seeing behind the Logo (13 + but differentiable)
- New Year's Resolutions with a difference (7+)
- Global Citizenship (ideas for 7-11)
- Go bananas (7-11 – to help your students to understand the origins - and impacts - of the food they eat with these detailed resources.)
- Children's' Rights (Explore the difference between wants, needs, and rights with this series of lessons for ages 8-10.)
- Mapping our World – (8-14 whiteboard resource explores the relationship between maps and globes, and how different projections influence our perception of the world.)
- Related resources e.g. Sing up with Oxfam (3-6 This resource, written in partnership with Sing Up, features a collection of songs about food and farming from around the world.)
- Food for Thought resources – to learn and think about making food fair and then take action – a chance to become an active global citizen. Information; card sets; game; action-  
<http://www.oxfam.org.uk/education/resources/food-for-thought-english-learn-resources>
- Related to Food for thought – Can you beat the system? Simulation game (8-11)  
[http://www.oxfam.org.uk/~media/Files/Education/Resources/Food%20for%20thought/Learn/Learn\\_Can\\_You\\_Beat\\_The\\_System\\_Game\\_Short.ashx](http://www.oxfam.org.uk/~media/Files/Education/Resources/Food%20for%20thought/Learn/Learn_Can_You_Beat_The_System_Game_Short.ashx)

# BOOKS / STORIES

Some possible stories relating to the themes that may be useful.

- **Burningham, J, Whadayamean (London: Jonathan Cape), 1999.**  
This is a great book about two children who decide to challenge governments and politicians, faith leaders and armies to take notice of what is happening around them, change their ways and save the world
- **Butterworth, Nick and Mick Inkpen, Wonderful Earth (Hants: Hunt & Thorpe), 1992.**  
This is a story of the creation, how it has all gone wrong and what we need to do about it – a lift the flaps, pop-up book
- **Chief Seattle, with illustrations by Susan Jeffers, Brother Eagle, Sister Sky (London, Puffin), 1991.**  
This is a compelling message from Chief Seattle with beautiful illustrations – a powerful plea for conservation
- **Dr Seuss, The Lorax (London: Collins), 1971.**  
This is a story about the dangers of destroying our forests in Dr Seuss's unique blend of rhyme, rhythm and repetition
- **Dr Seuss, Oh the places you'll go (London: Collins), 1990.**  
A great story about the difficulties, challenges and adventures that life may have in store for us
- **Dr Seuss, The Sneetches**  
Being content with what you have
- **Flake, Sharon, The Skin I'm In (London: Corgi), 1998.**  
An inspirational story about a young girl coming to terms with difference and finding the courage to accept, like and be herself
- **Foreman, Michael, War and Peas (London: Andersen Press), 2002.**  
This is a powerful fable about a lion king who goes to war with a greedy king who prefers to supply his army than feed a hungry country
- **Gavin, Jamila, Grandpa Chatterji and Grandpa's Indian Summer (London: mammoth), 1999.**  
Two stories about Grandpa Chatterji – His visit to England to see his daughter and family; and their visit to Calcutta to see him - heart-warming stories that give an insight into Indian culture, religion and traditions
- **Grindley, Sally, Peter's Place (London: Andersen Press), 1995.**  
This powerful picture book tells a story of nature's struggle with the damage caused by humankind
- **Hebblethwaite, Margaret and Peter Kavanagh, Our Two Gardens (Alton: Hunt & Thorpe), 1991.**  
This lovely picture book helps the reader make the connection between what we do locally having an impact on what we do globally
- **Hoffman, Mary, Grace and Family (London: Frances Lincoln), 1995.**  
Grace learns that families are what you make them rather than the 'stereotype' she expects them to be
- **Hughes, Ted, How the Whale became and other stories (London: Puffin), 1971.**  
This is a selection of stories about the animals and their relationships with one another and the rest of creation
- **Laird, Elizabeth, The Garbage King (London: Macmillan), 2003 - Ethiopia.**  
This moving story, set in Ethiopia's capital city, Addis Ababa highlights the plight of street children, their courage and ability to survive against the odds
- **Laird, Elizabeth, Hot Rock Mountain (London: Egmont), 2004.**  
This is a lovely collection of short stories from around the world reflecting on our relationships with the earth

- **McKee, David, Elmer (London: Andersen Press), 1989.**  
This is a story about an elephant learning that it's okay to be different even when you're in the minority. Other stories about Elmer have similar themes on appearance, being special; unconditional acceptance and the importance of relationships
- **McKee, David, Two Monsters (London: Andersen Press), 1985.**  
This is a story about a conflict between two monsters over different expressions of the same thing and the importance of meeting beyond 'walls' and boundaries.
- **McCall Smith, Alexander, The Girl who married a Lion (Edinburgh: Canongate), 2004.**  
This is a collection of traditional stories from Zimbabwe and Botswana communicating the values and traditions of those countries with a great sense of humour –a number of good stories for diversity and inclusion
- **Morpurgo, Michael, Kensuke's Kingdom (London: Heinemann), 1999 – Pacific.**  
This is a heart-warming story about a 12 year old boy on an island in the Pacific as the result of an accident at sea. He meets Kensuke, a 75 year old Japanese man from Nagasaki and learns much about life
- **Morpurgo, Michael, Dear Olly (London: Harper Collins), 2000 - Rwanda.**  
This moving story of family love and courage is told by three voices linking England and Rwanda and highlights the issues of poverty, landmines, orphaned children and post-conflict loss
- **Piers H, and Michael Foreman, Long Neck and Thunder foot (London: Puffin), 1984.**  
A good story illustrating what happens when feelings of fear and suspicion, replace open communication.
- **Velthuijs M, Frog is Frog (London: Andersen Press), 1996.**  
This is a good story about identity and the importance of being you
- **Mary and Rich Chamberlin (Barefootbooks) Mama Panya's Pancakes.**  
A village tale from Kenya. Accompanied by classroom activities called Just Children 1.
- **R Oberman 2014 (Education for a Just World) Farad's Rickshaw Ride depicts links between Bangladesh and Ireland. accompanied by Just Children 2**  
Resources for integrating critical literacy and Global Citizenship Education across the curriculum at primary level.

# AWARDS

Find out about possible awards that your school can work towards using the links below:

- **Fairtrade School- How to become a Fairtrade School.**  
*<http://schools.fairtrade.org.uk/fairtrade-schools>*
- **Rights Respecting Schools Award- UNICEF:**  
*<http://www.unicef.org.uk/rrsa>*
- **Eco Schools Programme**  
*<http://www.eco-schoolsni.org/about.aspx>*
- **Trocaire Better World Award**  
*<http://www.trocaire.org/education/school-projects>*

# INSPIRED?

## MAKE CONNECTIONS!

### AUTHORS

Yvonne Naylor is a Teacher, illustrator and global educator who has written and piloted resources for C.C.E.A in PDMU

Christine Turner is a Teacher and global educator with experience in Northern Ireland and Overseas.

Paddy McNicholl is a global educator and she is employed by Ballymoney Community Resource Centre as Ethnic Minority Support Worker.

### CONTACT

For more information on this resource or for the delivery of workshops please contact Ballymoney Community Resource Centre by telephone 0282766508 or visit us at Unit 22 & 23 Acom Business Centre, 2 Riada Avenue, Ballymoney BT53 7LH

