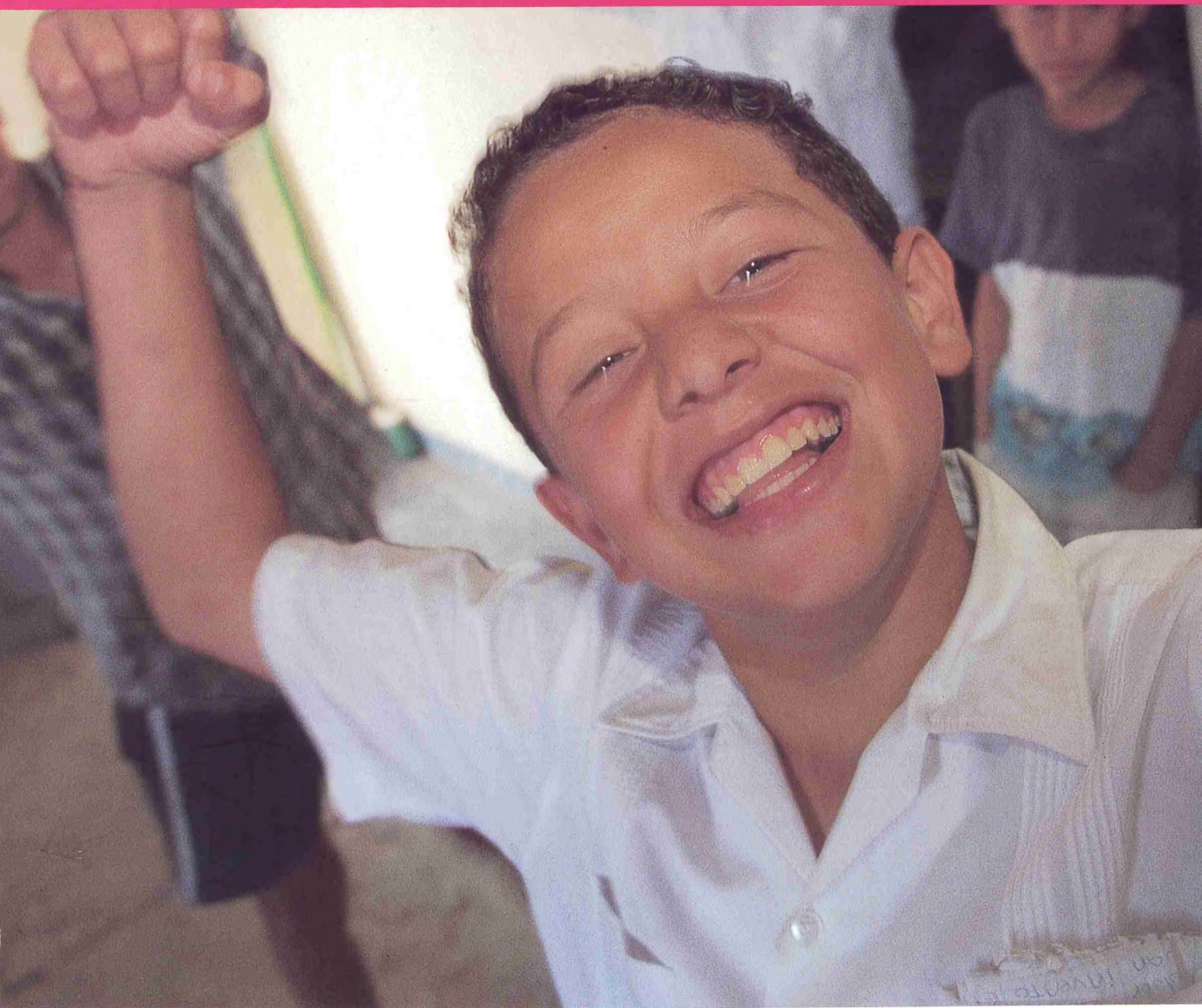


young citizens young citizens young citizens young citizens young citizens

# young citizens



- Children as active citizens around the world
- A teaching pack for key stage 2



**Save the Children**

**HRE/CPR/2pR/6**

# young citizens

- Children as active citizens around the world
- A resource pack for key stage 2



**Save the Children**

HRECPR/2pR/6



**Save the Children is the UK's leading international children's charity. Working in more than 70 countries, we run emergency relief alongside long-term development and prevention work to help children, their families and communities to be self-sufficient.**

**Drawing on this practical experience, Save the Children also seeks to influence policy and practice to achieve lasting benefits for children within their communities. In all its work, Save the Children endeavours to make children's rights a reality.**

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The illustration on page 25 is based on 'Bother' poster 135 issued by Oxfam Education in July/August 1985. It is redrawn and reprinted with permission of Oxfam GB.

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## Teacher's planning grid

CITIZENSHIP CURRICULUM		ACTIVITIES							
DEVELOPING CONFIDENCE AND MAKING THE MOST OF ABILITIES		1.1	1.2	1.3	2.1	2.2	2.3	2.4	2.5
1	a) expressing opinions		●	●			●		●
	b) building self-esteem	●	●	●	●	●	●		●
2	PLAYING AN ACTIVE ROLE AS CITIZENS								
	a) exploring topical issues			●				●	
	b) learning about rules								
	c) realising the consequences of anti-social behaviours							●	●
	d) learning about rights and responsibilities	○							
	e) understanding other people's experiences			●				●	
	f) resolving differences					●		○	
	h) recognising the role of voluntary, community and pressure groups		○						○
	j) learning about resource allocation								
3	DEVELOPING A HEALTHY, SAFER LIFESTYLE								
	a) learning about healthy living								
4	DEVELOPING GOOD RELATIONSHIPS								
	a) recognising the effects of our actions and seeing other points of view		●	●			●	●	●
	b) thinking about the lives of people living in other places			○		●	●		
	d) realising the nature and consequences of racism, bullying, etc							○	
	f) respecting differences and similarities				●	●			
5	BREADTH OF OPPORTUNITIES								
	a) taking responsibility	○	○	○				●	●
	b) feeling positive about themselves	○	○	○	●	●	●	●	●
	c) participating	○	○	○	○	○	○	○	○
	g) considering social and moral dilemmas							●	

The symbol ● indicates coverage of the specified areas of the Citizenship curriculum.

ACTIVITIES

2.6	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	4.1	4.2	4.3	4.4	4.5	4.6	4.7
	●	●	●	●	●	●	●	●	●	●		●	●		●
●			○									○			
	●		●	●	●		●	●		●	●	●	●	●	
●							●			●					○
●			○		●						○	○	●	●	●
							●			●			○		
	●		○	●	●			●		●	●	●	●	●	●
		●		●			○				○	●			●
		●	●			○								○	
○	●			●			○	●				○			
								●	●						
●	●		●		●	●			●	●	●	●	●	●	●
	●	●		●	●	●	●	●	●						
○			○		●								●	●	○
	○		○	○				●				○			
●		●	●			○			○	●	●	●	●	●	●
			○												
○	○	○	●	○	○	○	○	○	○	○	○	○	●	○	○
○	○		●		●		●	●		●	●		●		●

Activities marked ○ have a relevance to the Citizenship requirements, though the links are not as strong.

# Introduction

Citizenship is about all our lives and the part we play in our communities. This teaching pack aims to help children develop a sense of what it means to be an active citizen and to appreciate the rights and responsibilities that follow from this. An essential component of citizenship is participation. *Young Citizens* encourages pupils to experience the process of participation through putting it into practice themselves.

*Young Citizens* focuses on the experiences of five children in different parts of the world. Each one of them has taken action on an issue that they care about. By learning about the lives and experiences of others, children in the classroom will develop an appreciation of diversity and at the same time see how they share much in common with other young citizens around the world.

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## The structure of *Young Citizens*

There are several parts to this pack. Each can be used in a variety of ways to ensure maximum flexibility, and accessibility to different age groups. The main components are:

### SUPPORT MATERIAL FOR TEACHERS

This section contains material for teachers on each of the five children featured in the pack, as well as the countries they come from. You will also find guidance on using the photos, and several general photo and mapping activities.

### CHILDREN'S STORIES

The five children's stories have been selected because all the children are actively involved in trying to improve their communities. Each story is based on interviews that were conducted with the children.

### THE PHOTOS

Sixteen A4 photo cards support the children's stories. On the reverse of each photo you will find a caption, supporting information and at least one introductory activity. These can be used to draw out issues in the photos, and as preparatory work for later activities. They are particularly appropriate for younger children.

### THE ACTIVITIES

The 24 activities, which cover the broad themes of the citizenship curriculum, are all summarised to give an idea of what takes place. In all but a few cases, these are designed to be completed in one lesson. Many of them use the children's stories and photos as supporting material.

The classroom activities in *Young Citizens* are grouped into four main areas:

### Section 1: Looking at citizenship

This introductory section contains activities that develop children's understanding of the concept of citizenship. It is suggested that teachers carry out one or more of these activities before going on to other sections in the book.

### Section 2: A sense of belonging

We all belong to a variety of groups and communities. The activities in this section consider some of the attitudes that are essential building blocks to developing a strong sense of community. Children explore inclusion and exclusion, as well as the diversity that makes up their own groups.

### Section 3: Equal shares

Being a citizen involves sharing with others in the community. This section looks at what sharing involves – a shared vision of a community, shared access to resources, and shared responsibility.

### Section 4: Respect

To play a full part in their community, children need to develop skills that allow them to interact effectively with others. This section contains a range of activities that develop key skills such as the ability to listen to others and negotiate.

## How to use this pack

When you start using *Young Citizens*, it is recommended that you carry out some activities that encourage pupils to look at their own identity and to feel positive about themselves. This is an important starting point to developing good relationships with others. The photo activities described on the reverse side of photos 1, 10 and 13 are recommended.



It is recognised that teachers will be delivering the citizenship requirements in many ways. *Young Citizens* is therefore designed to be used flexibly. It may be dipped into for one-off lessons, or a range of different activities may be used to build up a whole term's work. To make planning easier, each activity has specified Learning Objectives and Curriculum Links. Most of the activities can be completed within 40 minutes; a few need extended sessions, spanning two lessons or more. These are clearly identified.

The activities on the reverse of the photos are especially suitable for younger pupils. Other activities that are suitable for this age group are highlighted with the symbol ☺. You will also find that most of the activities can be adapted to younger children.

### **Young Citizens and the curriculum**

*Young Citizens* is closely linked to the citizenship requirements at key stage 2 (Levels B/C/D in Scotland and Primary 4–7 in Northern Ireland). By using this pack you will be:

- helping children understand the concept of citizenship
- encouraging children to develop a strong sense of their own identity and a respect for others
- giving children the skills and confidence to participate actively in their schools and local communities
- helping children to empathise with others and develop a sense of social and moral responsibility
- exploring spiritual, moral, social and cultural issues with children.

The curriculum grids on pages 2–3 give an overview of the pack's coverage of the citizenship

curriculum in England and Wales. Curriculum links are also given in the teachers' notes to each activity.

### **Children and participation**

"Participation is a fundamental right of citizenship. The creating of a society that combines a commitment to respect for the rights of individuals with an equal commitment to the exercise of social responsibility, must promote the capacity of individuals, from the earliest possible age to participate in decisions and issues that affect their lives." (G. Lansdown, *Taking Part: Children's participation in decision making*, Institute for Public Policy Research)

A fundamental principle running through this pack is that you cannot have citizenship without participation. Yet what do we mean by participation? It's a term we often hear mentioned with an emphasis on children thinking for themselves, expressing their views effectively and interacting in a positive way with other people.

However, all too often children's voices are ignored. They may be asked to speak at conferences, but not allowed to decide their own position or learn about the issue in depth. Sadly, children often learn not to speak up because they are not listened to.

## The ladder of participation

There are different levels of participation and these are sometimes described as levels on a ladder. The lowest three levels cannot be seen as truly participatory and the aim is to move towards the higher levels that involve more active participation. Each project or activity in *Young Citizens* involves different forms of participation. Equal participation may not lead to outcomes that have been predicted, but it will encourage children to discover their own voices and strengths through the process.

### MANIPULATION

Children follow instructions given by adults without really understanding the issues involved.

### DECORATION

Children take part in an event, perhaps by singing or giving a reading.

### TOKENISM

Children are asked to give their views, but have little influence over the scope of questions or the style of communication.

### ASSIGNED BUT INFORMED

Children provide a meaningful, if limited, role in an event. They understand who has made the decision about their involvement and why.

### CONSULTED AND INFORMED

Children are consulted about a project or issue and their views are taken seriously, although the project is designed and run by adults.

### ADULT-INITIATED

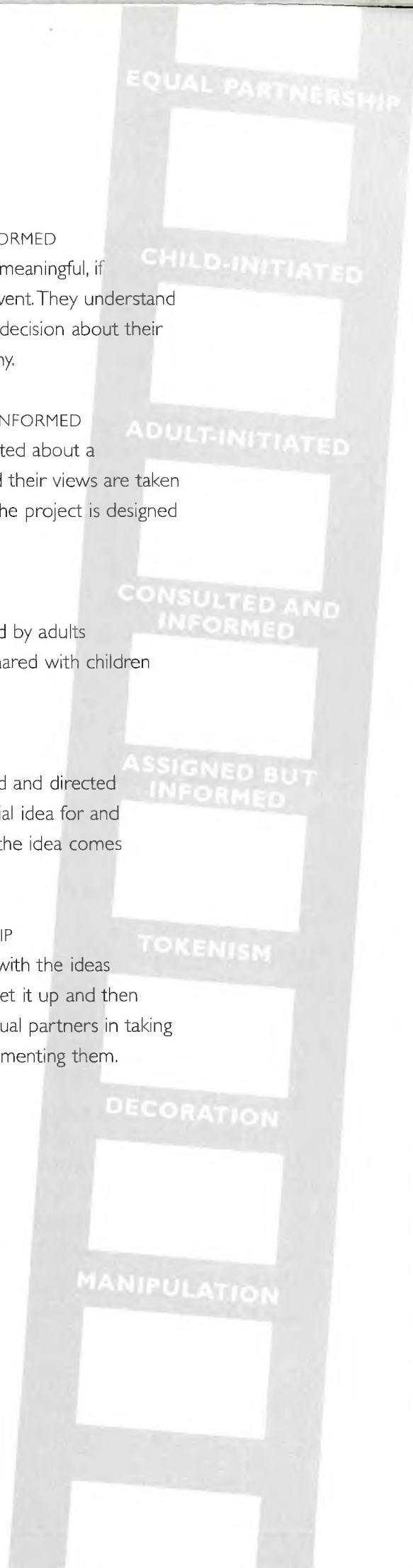
Projects are initiated by adults but decisions are shared with children and young people.

### CHILD-INITIATED

Projects are initiated and directed by children. The initial idea for and implementation of the idea comes from them.

### EQUAL PARTNERSHIP

Children come up with the ideas for a project, they set it up and then involve adults as equal partners in taking decisions and implementing them.



## Support materials for teachers

This section contains all the material that teachers will need to familiarise themselves with the children featured in *Young Citizens*. This material is not intended for direct use by pupils, though the children's stories may be used directly by older pupils.

The five children's stories have been selected because all the children are actively involved in trying to improve their communities. Each story is based on interviews that were conducted with the children. In some cases, the children's words have been simplified, or translated in a way that makes them more relevant to pupils using this pack. Whilst this is a delicate process, remaining true to what the children themselves have said has been the guiding principle.

This section also includes general activities which teachers can carry out using the photocards as well as activities using maps. They are particularly appropriate for younger children.

Country reports, giving background information on each of the countries featured here, are available free from Save the Children – contact the Public Enquiry Unit on 020 7716 2268 – or you can download them from our website at: [www.savethechildren.org.uk/development/reg\\_pub/index.htm](http://www.savethechildren.org.uk/development/reg_pub/index.htm)

## General activities with photos and maps

The 16 photos in *Young Citizens* have been selected for the issues they raise. On the reverse of each photo you will find a caption and starter activities that will help pupils to familiarise themselves with the photo and act as a focus for discussion. Circle Time is a good opportunity to introduce these activities.

The photos can be used in a variety of ways:

- as an introduction to each of the children featured in the pack and some of their experiences (see the starter activities and discussion points on the back of each photo)
- as a general tool for developing key visual literacy, enquiry, and communication skills (see 'photo activities' on opposite page)
- as a resource to prompt discussion and exploration of citizenship issues that are covered through the main activities (see individual activities).

### USING PHOTOS: A FEW GENERAL GUIDELINES

- Encourage children to 'read', or make sense of the photos, in much the same way as they read print. Images are full of symbols and children can use photos to develop skills of observation, prediction and hypothesis. Spend time discussing photos and encourage children to look for visual clues and to think about the messages that photos give, both obvious and hidden. Let children question what they see.
- When using photos focus on similarities, rather than only differences. As well as learning to respect differences, children need to be able to make connections with people who live in different places and have different customs.
- Value children's own experiences and opinions. You will find that the immediacy of photos can raise powerful emotions. Make sure that you value all children's experiences and be aware that these activities do not have 'right' or 'wrong' answers.

## Photo activities

### Putting myself in the picture

Ask pupils to draw a small picture of themselves and to stick it on with Blu-tac to a selected photo. They should then imagine that they are in these new surroundings and describe how they feel in their environment. What are the sights, sounds and smells that surround them? What do they like and dislike? Who might they meet? What would they like to do?

### Cropping

Photocopy and crop photos in a way that will encourage pupils to imagine what is happening 'outside the frame'. Stick each picture onto a sheet of paper and ask children, individually or in pairs, to extend the photo by drawing round it. Encourage children to use the clues in the photo. Discuss how children know what is in the extended photo. Is it likely that there will be anything very different?

### Question time

Give each group of children a prepared photo and some felt-tip pens. Ask the children to look closely at the photo and write down all the questions that they would like to ask about it. Ask each group to present their questions to the rest of the class, and pin up their sheets on the wall. Underline questions that are similar. Now discuss the questions. Could any be answered by looking at the photos themselves? How could others be answered? Are there any that could not be answered? What are the most common types of questions?

### Talking time

Ask the children to look at the photos and select one according to certain criteria, for example:

- the one that they like the best
- the one that surprises them most
- the one that they would most like to find out more about.

## Using maps

### Journeys

Using atlases, ask pupils to say how they would travel between the countries indicated on the map on page 21, without flying. What countries would they travel through? What rivers, mountain ranges, or other geographical features would they cross? What transport would they use? What problems might they encounter?

### Making links

Using an enlarged world map, ask pupils to find the countries where the children live. Now ask children to think about connections that they have with these or other places (where they were born, relatives living in other countries, places visited, etc) and find each country on the map. You could go on to look at broader connections too – for example, shops and restaurants in your area, foods in the supermarket, twinning – and arrange a selection of the photos and pupils' links into a visual display.



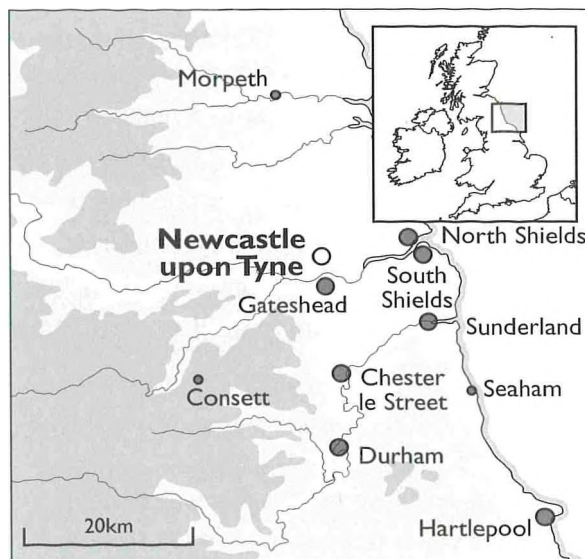
# Adam

– a school councillor in the UK

Adam is nine and lives with his family in the Benwell area of Newcastle upon Tyne. As Newcastle expanded during the Industrial Revolution, Benwell became a highly industrialised area. With the decline of shipbuilding and heavy engineering, the city has changed, and there have been periods of high unemployment. Today Newcastle is a centre for services, education (with two universities) and entertainment industries.

Adam's school has about 360 pupils from many different ethnic backgrounds. Adam always walks to school with his mum and younger brother. It takes 15 minutes to get there.

Adam is keen to have a say in what happens at his school. He has got involved by becoming a school councillor.



## FACTFILE: CHILDREN IN THE UK

- children under 18 make up 23 per cent of the population – 13.3 million out of a total population of 58.7 million
- 98 per cent of children aged 5–11 are enrolled at primary school
- there is 100 per cent access to safe water
- less than 1 per cent of children under five are underweight
- women have on average 1.7 children
- out of every 1,000 children born, six die before the age of five



Adam

aged 9, UK

“I live with my mum and dad and my two brothers. Matthew is seven and Sam is 11. I don't mind being in the middle. I'm always second, but I'm never last!

I like playing football in the park or our back garden. I also like rugby and cricket. At home I like playing with my playstation and game boy. We go on it in the evenings, but not every day.

At school, I'm on our school council. In class we talked about what sort of person makes a good school councillor. Then children nominated themselves to stand as candidates for their class. Each candidate had to prepare a speech about themselves to say what qualities they thought they had. After a secret ballot using voting papers and a ballot box, the votes were counted and a class councillor and deputy were elected. Voting gave everybody a chance to make choices and decisions.

As a school councillor I need to be a good listener. When someone tells me something I try to listen to both sides. Sometimes I also have to make a difficult choice. Once one of my friends was fighting. At first I wasn't sure what to do. Should I tell the teacher? But that would be telling tales. Should I keep quiet? In the end I told the teacher. I felt annoyed with myself because I had told on my best friend, but I was also happy because I knew that I had done the right thing. He's still my friend and now I can't even remember what the fight was over.

One thing that I'm really proud of is our friendship benches. Six of us from the school council went to speak about our council in front of a big crowd. One of the people there gave us money because he thought our speeches were so good. We used the money to buy the friendship benches for our playground. If someone has no one to play with and feels left out, they sit on the friendship bench. A school councillor or someone sits beside them and invites them to join in their games or just chats to them.”

## Dennis

– standing up for children's rights in Honduras

Dennis is 12 and lives in a poor neighbourhood in Tegucigalpa, the capital of Honduras. Many children living in his neighbourhood are forced to stop going to school and work to earn money for their family. In Central America, the number of children working is increasing, with an estimated 800,000 children aged between 10 and 14 years in the workforce, along with many children under ten. Many of these children work in the informal economy, particularly as street sellers, or in agricultural or domestic work, where they earn relatively little.

Community groups in Honduras have been working to find ways in which children can get an education while still earning money for their family. Along with many other children, Dennis has been trained as an educator.



### FACTFILE: CHILDREN IN HONDURAS

- children under 18 make up 49 per cent of the population – 31 million out of a total of 63 million
- 86 per cent of children aged 5–11 are enrolled at primary school
- 90 per cent of people have access to safe water
- 18 per cent of children under five are underweight
- women have on average 4.1 children
- out of every 1,000 children born, 42 die before the age of five



Dennis

aged 12, Honduras

“I live in Tegucigalpa, which is the capital of Honduras, with my older brother and my mother. My neighbourhood is very dangerous. There are lots of gangs. They have fights between each other and hurt other people. Many parents worry that their children will not be safe in the streets and so they do not let them out so often.

I started going to church when I was six years old. Through this, I began helping children in my neighbourhood. My family also got involved with a community group that helped us a lot.

My neighbourhood is a poor one. Families have moved here from the countryside to make a better living. But there are problems. The government isn't interested in communities like this. We don't have clean water. The drains are very unhealthy. Sometimes people complain that the government doesn't help, but there are things we can do ourselves to keep the community united.

For me, poverty is something very ugly. It stops you doing what you dream of. Poverty means a lot of people don't have money to buy food. Seeing it around makes me feel bad.

I'm lucky. Thanks to my mum, I've been able to go to school. But many children where I live don't have the same chance. They don't have enough money to pay for the fees and uniforms. They feel terrible when they see other children going past on their way to school. They ask, “Why can't I study too?”

I wanted to do something because I know what poverty is like. I began to teach children to read and write. Ten children came at first. Now I hold classes every day of the week. I also teach children about their rights. If you know what your rights are, you can speak up if you see something that's bad. Our community group helps me with my teaching. We are also planning to start a canteen for children whose families do not have enough money to buy food.

All this has changed me. I have learned to understand people, especially children. They tell me what's bothering them and I try to give advice. I would like other children to have good lives, to be able to learn and to have all their rights fulfilled.”

# Liberia

– teaching other children in Uganda about HIV/AIDS

Liberia is 11 and lives in the district of Arua in north-west Uganda. She is one of about 1.7 million children under 15 in Uganda who have lost one or both parents to AIDS.

An estimated 820,000 Ugandans are HIV-positive, and AIDS is the leading cause of death among adults. AIDS affects people in the prime of their lives. Schools have lost teachers, clinics have lost health workers and farm land is left untended. The poor suffer most. They are forced to sell what they have to buy medicines, often leaving their families in poverty.

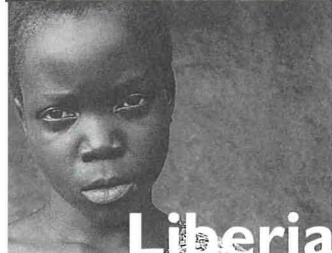
Liberia knows that education will offer her a better future. In 1997 the Government began to provide free primary education for up to four children in every family. But there are not enough resources to meet demand. Although school enrolment rates have shot up, the quality of education has suffered. There are not enough teachers, and schools cannot afford to build classes for all the pupils. The Government cannot afford to pay for basic school improvements and so schools are having to pass costs on to parents.



## FACTFILE: CHILDREN IN UGANDA

- children under 18 make up 57 per cent of the population – 12 million out of a total population of 21 million
- 87 per cent of children aged 5–11 are enrolled at primary school
- 50 per cent of people have access to safe water
- 26 per cent of children under five are underweight
- women have seven children on average
- out of every 1,000 children born, 131 die before the age of five





aged 11, Uganda

“I live with my older sister and our grandmother. My parents both died of illnesses that were caused by AIDS. My father died when I was two and my mother when I was six. I have their photo to remind myself of them.

My grandmother works hard to take care of us. She sells fruit at a market and works in people's gardens, weeding. She also fetches water when people are making bricks. She's not all that strong because she is getting older.

When she can, our grandmother gives my sister and me some money to buy peanuts. We fry them, wrap them in plastic, and then we sell them by the roadside. We make a profit of 200 or 300 shillings (about 8–12 pence) which we use to buy food. We don't have enough food because there's no one who can help us with money. We normally have supper, but we only eat lunch once in a while.

I'm in my last year of primary school. I go in the morning and the afternoon. There are more than 90 children in my class. As you can imagine, it's hard to learn like this. We get very hot and when children talk and make a lot of noise you can't read properly. It's not surprising that we get low marks in our exams. We have to pay for school uniforms, socks, shoes, pens, and school bags and maths sets. And we've been told that next year we'll have to start paying school fees. I am supposed to go back to school with 1,000 shillings (about 40 pence) and I don't think I'll be able to pay. But I'll still try to go to school and maybe they'll just send me home.

I want other children to have better chances than me. I'm in a children's club that meets a few times a week and speaks up about AIDS. There are 55 children in our club and we talk about things that are important to us. We talk about diseases like AIDS and what we can do about it. We encourage children to respect everyone and to take care of themselves and others. We also visit other schools and sing songs and read out poems that we have written. I think it's a good idea to tell children about AIDS, because then they can tell others. Children who hear what we say are really learning something. AIDS has become a serious problem and we want to do something about it.”

## Rosa

– promoting children's health in Guatemala

Rosa is 12 and lives in an illegal settlement on the outskirts of Guatemala City. There is no clean, running water and no rubbish collection. The 600 families in her community moved there from the countryside for a variety of reasons. One reason is that most of the land in Guatemala is owned by a small number of people and small-scale farmers often don't have enough land to feed their families. Also, during the civil war hundreds of thousands of families were forced to flee from their homes. In addition, cities are a magnet for people searching for a better life. There are more opportunities for work, even for those with no education. City families like Rosa's may live under constant threat of eviction, but they are usually nearer to health facilities and services such as water and electricity than those who remain in the countryside.

Rosa is Mayan – the name given to the indigenous Indian people. Although indigenous people make up half of Guatemala's population, they face routine discrimination. Mayan girls and adolescents often get lower wages, are more likely to lose their jobs and to be exploited, and have less access to healthcare and education.

Rosa is in her final year of primary education and got involved with a Save the Children funded project through a school friend. She attends classes every Saturday, and has been trained as a health promoter to educate her peers.



### FACTFILE: CHILDREN IN GUATEMALA

- children under 18 make up 51 per cent of the population – 5.6 million out of a total population of 11 million
- 78 per cent of children aged 5–11 are enrolled at primary school
- 92 per cent of people have access to safe water
- 24 per cent of children under five are underweight
- women have on average 4.7 children
- out of every 1,000 children born, 60 die before the age of five



aged 12, Guatemala

“I live with my family on the outskirts of Guatemala City. Our community has been built by people who moved to the city looking for a better life. In the countryside we didn't have enough land to grow food. There was also a war that meant many families had to leave their homes. Here we do not own the land that we live on. And we do not have services such as clean, running water or rubbish collections. People often become sick from drinking dirty water.

Two years ago, a girl at my school told me about a project for young people. I went along and learned how to be a health promoter. I give help and encouragement to people who need it, especially children my own age. If they learn about how to stay healthy, they will have better lives and live longer. I encourage parents to vaccinate their children to protect them against diseases. I also talk about how important it is to exercise and eat fresh food. If you don't wash your hands before eating you can get sick.

I have also learned about first aid. Once, when someone had been bitten by a dog, they asked me for help. I cleaned the wound, dried it, and took the person to the nearest health centre. After they had received more medical attention, the person recovered and I felt very proud of myself. My mother told me how well I had done and said that I should carry on learning more things.

Rich and poor people can get sick. But there's a difference, because people with money can pay doctors or go to hospital to get better. It's not fair that people without money don't always get the help that they need. I help people for free.

As a health promoter I listen to what other children tell me. Sometimes children don't feel comfortable explaining things to a grown-up. Having someone who is nearly the same age as them can make it easier to talk. It is important that they can trust me.

I feel happy and proud of myself because I know I can achieve what I strive for. ”

## Zarifa

– improving children's lives in her village in India

Zarifa is 12 and lives in Pan Drass, a remote mountain village 70km from Kargil in Ladakh, in India. Pan Drass is the second coldest inhabited place in the world. In the winter, temperatures fall to minus 50 degrees and the village is totally cut off from the outside world.

Pan Drass lies within a border area disputed with neighbouring Pakistan. In May 1999, Pan Drass was shelled by Kashmiri militants and later occupied by the Indian army. The school was seriously damaged by the conflict and much of the equipment and furniture were destroyed. During this time, villagers were driven to Kargil, 70km away, where they stayed for several months.

Access to education is a major issue in the village. During the recent conflict, education was severely disrupted and facilities were destroyed. But children's education is threatened by other factors too. Many families cannot afford to send their children to school. Most of those who miss out are girls. Often their education is not valued as much as that of their brothers. They are required to help out at home, or on the land during busy agricultural periods.

Older people in Pan Drass play an important role in village life. The elders, all men, are elected by everyone in the village except the children. A leader, called a *nambardar* is responsible for village affairs and dealing with the Government and the army. He selects other older men for their advice and experience. The Children's Committee, to which Zarifa belongs, works closely with the village elders.



### FACTFILE: CHILDREN IN INDIA

- children under 18 make up 40 per cent of the population – 398 million out of a total population of 1 billion
- 71 per cent of children aged 5–11 are enrolled at primary school
- 88 per cent of people have access to safe water
- 53 per cent of children under five are underweight
- women have three children on average
- out of every 1,000 children born, 98 die before the age of five



Zarifa

aged 12, India

“I live in Pan Drass village in northern India. Our village is high in the mountains.

Most of the children in our village try to go to school, and their parents do their best to send them. But some children can't go because their parents don't have enough money to send all their children to school. We have to pay some school fees, and also buy the uniform. About 20 to 30 children pass school exams every year, but only about six of them are girls. Girls fail because they have so much work to do at home and so we have less time to study.

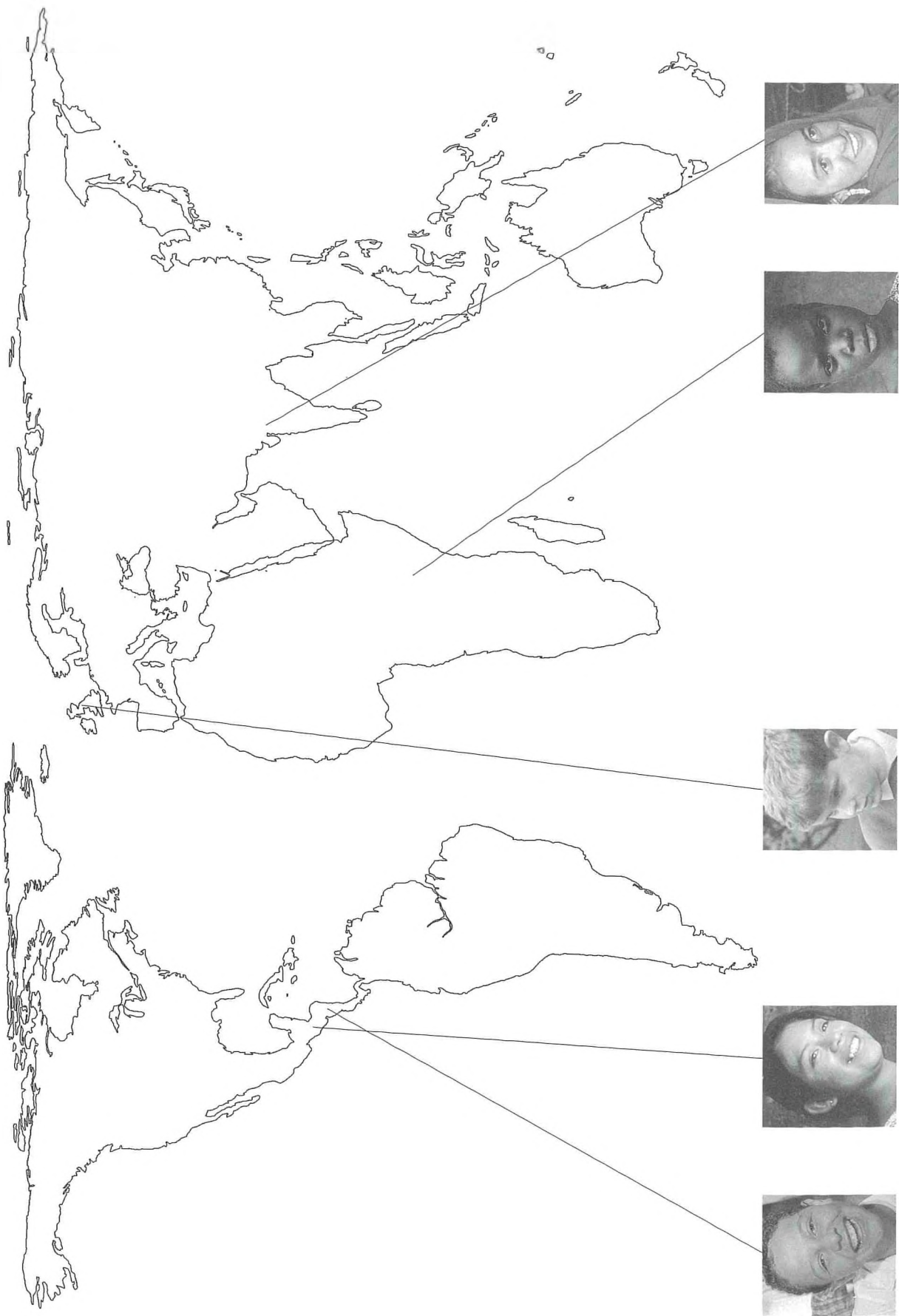
I am a member of the Children's Committee. We are trying to improve the lives of children here and planning changes for our village. We meet every two weeks. After our meetings, we share out the work. Sometimes the elders help us, especially if it's heavy work. One job was sorting out our village water supplies. We noticed that water wasn't coming to the village and so the elders went with us to the mountains. We went to the spring and saw that the canal needed cleaning. The elders helped us dig the channels.

We feel good about being on the Committee. It has given young people recognition in the village. We feel more confident about ourselves now. We can sit with the elders and talk to them, and they have even started to accept us.

During the last year and a half we have not been able to do as much in our community. Our village was caught in a war zone. Our school was destroyed, and the army took over the village. We all had to leave our homes and move to the nearby town.

When we were able to come back, we repaired our school. We've also filled the holes and pits that were dug in our fields. Now we are making plans for the future. We are going to visit the parents of children who don't come to school so that we can encourage them to send their children. We'd like to ask the Government to let them have free education. We are also going to plant a vegetable garden in our school. We will use the money that we get from selling our vegetables to pay school fees for poorer children and to buy new equipment. And last but not least we'd like to dig some new canals to bring clean water to the village.”





## SECTION ONE

***Looking at citizenship***

An important aim of this section is to motivate children to see themselves as active citizens who can bring about change in their neighbourhoods and local communities. The activities introduce children to some of the basic concepts of citizenship – though they are unlikely to use the word themselves.

In order to give pupils an initial sense of what citizenship means, it is suggested that they do one or two of these activities before moving on to later sections of the pack.

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**ACTIVITY 1:1*****We can change anything*****Summary**

Pupils discuss the illustration 'We can change anything' in small groups and as a whole class.

**Objective**

- To help pupils to appreciate the value of participation

**Curriculum links**

PSHE and citizenship 1b; (2d); (5a, b, c)

**Resources**

- A copy of activity sheet 1.1 for each small group of pupils

**What to do**

1. Divide the class into small groups, giving each one a copy of the illustration. Ask them to discuss what is happening, and to sum up the message in one sentence.
2. As a whole class, talk about pupils' sentences.

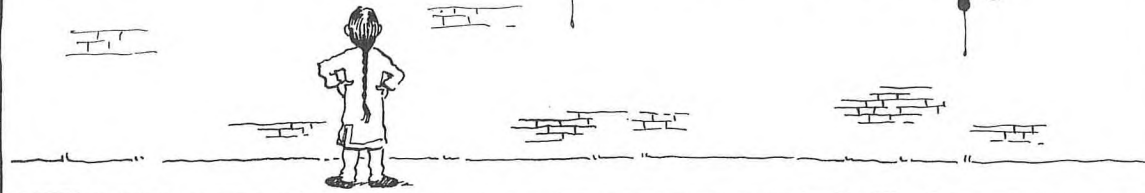
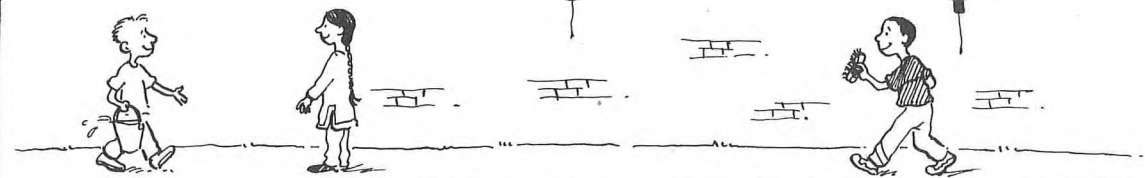
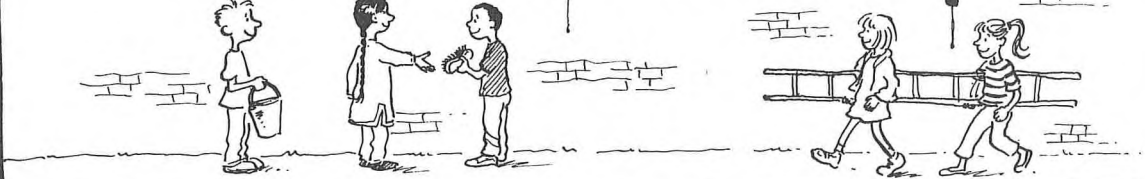
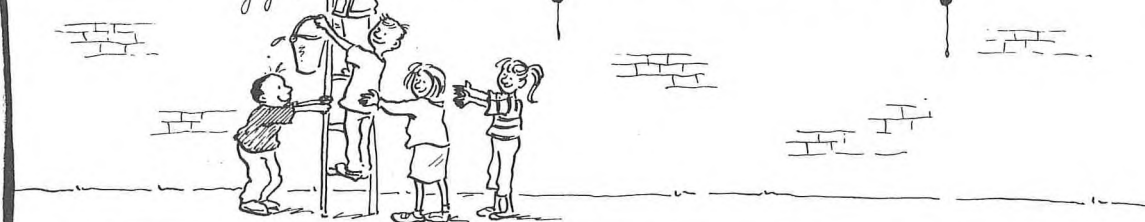
**Key questions**

- Why are the children in the illustration able to succeed by working together? Can pupils think of any examples in their own school or community where change has been brought about by people working together?
- What might be some of the difficulties that arise when people are brought together on a project (wanting to do different things; some people stopping, others joining in, etc)?
- What are some of the things that pupils would like to change in their own community? (These ideas may be useful to refer back to later or when you carry out activities 3.2 and 3.3.)

**Extension**

Ask each child to pick one change that feels important to them, and to design a poster calling for others to join them in trying to achieve this change.

## ACTIVITY SHEET 1:1

*We can change anything***I CAN'T CHANGE ANYTHING!****I CAN'T CHANGE ANYTHING!****I CAN'T CHANGE ANYTHING!****I CAN CHANGE ANYTHING!****I CAN CHANGE ANYTHING!**

## ACTIVITY 1:2

***We are citizens*****Summary**

Pupils fill in a questionnaire to draw out examples of active citizenship in their class.

**Objectives**

- To help pupils explore what citizenship means in their daily lives
- To help pupils see themselves as active citizens

**Curriculum links**

PSHE and citizenship 1a, b; (2h); 4a; (5a, b)

**Resources**

- A copy of activity sheet 1.2 for each pupil

**What to do**

1. Ask each pupil to fill in the question sheet with a different name in each box. Pupils should also note down some information – for example, how does Megan show that she is a good friend?
2. As a whole class, talk about how the children are being good citizens.

**Key questions**

- Why it is important to work together?
- How can your actions improve your school and neighbourhood?
- Can you think of any other ways in which you can be a good citizen?



ACTIVITY SHEET 1:2

Taking part and taking care

	NAME	HOW? WHEN? WHERE?
...is a good friend		
...knows why it is important to vote		
...takes part in school activities		
...knows about an organisation that helps people, for example, a charity		
...has helped someone stop fighting		
...lets others join in with games		
...helps out at home		
...picks up litter		
...knows about different cultures and religions in the community		
...has made someone feel welcome		

## ACTIVITY 1:3

# Getting active



### Summary

Pupils fill in a table, working in small groups to look at quotes from children in different parts of the world who are active citizens. In pairs, they then identify what they themselves are doing.

### Objectives

- To help pupils understand some of the elements that make up citizenship
- To show pupils how young people around the world are active citizens
- To encourage pupils to see how they can be active citizens

### Curriculum links

PSHE and citizenship 1a, b; 2a, e; 4a, b; (5a, b)

### Resources

- A copy of activity sheet 1.3a for each pupil
- One copy of activity sheet 1.3b for each group of four pupils

### What to do

1. Divide the class into small groups, giving each pupil a copy of activity sheet 1.3a and each group a copy of activity sheet 1.3b.
2. In their groups, ask each pupil to fill in column B on activity sheet 1.3a with the names of children on activity sheet 1.3b. Note that the same children may appear in more than one category.
3. Ask pupils to get into pairs. Together they should try to fill in column C, discussing what they themselves are doing.
4. As a whole class discuss what different ingredients make up 'citizenship'.

### Key questions

- Why is it important to be active in your community?
- What can pupils learn from the actions that the young people are taking?
- What suggestions are there in column C?
- Can pupils think of other indicators of citizenship to put in column A?

ACTIVITY SHEET 1:3a

*Part of the community*

A	B	C
Taking part in your community and being an active citizen means...	What Zarifa, Dennis, Rosa, Adam, and Liberia are doing	What I am doing?
<i>Respecting others</i>		
<i>Being a good friend or neighbour</i>		
<i>Helping other people</i>		
<i>Improving the school or community</i>		
<i>Working together with others</i>		

## ACTIVITY SHEET 1:3b

### ***Getting active***

I am a member of the Children's Committee. We are trying to improve the lives of children here. We have been sorting out our village water supplies. We went to the mountain spring and cleaned the canals that carry the water to the village.

**Zarifa, India**

I live in a poor neighbourhood. Many children are not able to go to school. I teach them to read and write. I hold classes every day of the week in my house.

**Dennis, Honduras**

I have learned how to be a health promoter. I give help and encouragement to people who need it, especially children my own age. I have also learned about first aid.

**Rosa, Guatemala**

At school, I'm on our School Council. We bought friendship benches for the school playground. If someone has no one to play with and feels left out, they sit on the friendship bench and a school councillor sits beside them and invites them to join in their games, or just chats with them.

**Adam, UK**

I go to a children's club a few times a week and speak up about AIDS. We encourage other children to respect everyone and to take care of themselves and others.

**Liberia, Uganda**

## SECTION TWO

***A sense of belonging***

This section encourages pupils to develop an awareness of **themselves** and the part that they play in their classroom and community. A sense of belonging can increase self-confidence and make children feel valued.

Through these activities, pupils will explore what they share in common, as well as the richness that diversity brings. They will be encouraged to empathise with those who are excluded and will look at the part they can play in celebrating cultural diversity and building up a self-confident community.

In this section, pupils will begin to understand that we all belong to a number of different communities, with which we share experiences, religious or cultural identities, or goals. As they develop their understanding, pupils will recognise how our communities can give us a sense of belonging, although they can also be exclusive to others.

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## ACTIVITY 2.1

# Our connections



### Summary

Pupils take it in turns to describe a connection they have with another country.

### Objectives

- To explore pupils' connections with other parts of the world
- To develop an appreciation of diversity

### Curriculum links

PSHE and citizenship 1b; 4f; 5b

### Key questions

- Have pupils found out things they did not know about each other?
- Are they surprised by the number of connections that we have with other places?
- How do these connections enrich our lives?
- Can pupils think of any other connections that they have with other countries (for example, historical links, migration, sport)?

### What to do

1. This activity is an adaptation of a traditional game. Begin the sequence by saying "I am connected to the wider world by..." and put in a connection. Connections can include the food you like to eat, the music you listen to, holidays abroad, relatives who come from overseas, languages spoken, where you were born, parents/grandparents who were born in another country, wearing clothes that were made overseas.
2. Ask the next person to repeat the original connection and add in their own: "Maya is connected to the wider world because her granny lives in Peru, I am connected because I can speak French." As the sentence continues around the class, the list will grow and it will also become a test of memory!



## ACTIVITY 2.2

*The same and different***Summary**

Pupils identify similarities and differences they have with three children from Guatemala, India and the UK. They then play circle games to explore similarities and differences they have with each other.

**Objectives**

- To consider how we are all unique and, at the same time, share things in common with others
- To develop an appreciation of diversity

**Curriculum links**

PSHE and citizenship 1b; 4f; 5b

**Resources**

- Photos 3, 9, 10, 14, 15, 16

**What to do**

1. Pin the photos on the wall. Ask pupils to pick one child and find:
  - a) two things they share in common with that child
  - b) two things that are different.
 If you find that children are focusing on negative aspects, try to turn this around, using some of the background information provided on the back of the photos. (See page 10 for further advice on using photos.)
2. Share pupils' findings as a whole class. Explain that you are now going to play two games that explore differences and similarities.

**3. Game one: Differences**

While sitting in a circle, ask pupils to think of a characteristic they have which is not shared by anyone else. One person begins by calling out their unique feature, such as, "I have relatives who live in Kenya." If nobody shares that characteristic, the next person calls out theirs. If someone shares it, they must jump up, shout "me too" and run round the circle. After they have returned to their places, the caller tries again.

**4. Game two: Similarities**

Take one chair or cushion away from the circle. One pupil, the caller, should stand in the middle and call out a characteristic they think others will share. Everyone who does share that characteristic should change places and the caller should also try and find a seat. The person who is left in the middle should then be a caller. If a child is shy, you could provide a list of cards with ideas on.

**Key questions**

- How are pupils the same, and how are they different?
- What sorts of things do all children have in common?
- How does it feel to share things in common with others?
- How do differences enrich our lives?

## ACTIVITY 2.3

# Think positive



### Summary

Working on their own, pupils match children from Honduras, Uganda, Guatemala, India and the UK according to their skills and qualities as active citizens. Pupils then identify positive qualities in each other:

### Objectives

- To help pupils recognise qualities in others
- To help pupils feel positive about themselves

### Curriculum links

PSHE and citizenship 1a, b; 4a; 5b

### Resources

- Photos 2, 4, 8, 9, 13
- One photocopy of activity sheet 2.3 for each pair of pupils
- Sheets of paper with each pupil's name written at the top

### What to do

1. Display the photos and introduce the activity by explaining to pupils that Adam, Dennis, Liberia, Rosa and Zarifa all have qualities that they bring to their communities.
2. Give out activity sheet 2.3 and ask pupils to link the qualities in the squares with the children on the activity sheet. Note that each child can be linked to several different qualities.
3. Come together as a class. Using pupils' findings as a starting point, draw up a list of positive qualities. For example, being a good listener, being helpful, being fun to be around, etc.

4. Now hand out a sheet of paper to each pupil with the name of one of the pupils in the class written at the top. Ask them to write down, at the bottom of the sheet, a quality (which may or may not be on the class list) that they feel this person has.
5. Pupils should then fold over what they have written and pass the sheet on to two more pupils, who write down the qualities they think that child has.
6. When this has been completed, ask pupils to read out their own sheet.

### Key questions

- Why are each of the qualities that pupils have listed important?
- How do these qualities build upon each other? For example, listening to others can be closely linked to protecting children's rights.
- How does it feel to have your qualities recognised?
- How does it feel to say good things about someone else?
- Why is it sometimes hard to be positive about others?

## ACTIVITY SHEET 2.3

***Our qualities***

As a school councillor I need to be a good listener. When someone tells me something I try to listen to both sides.

**Adam, UK**

Helping  
others to stay  
healthy



I speak up about AIDS. At the children's club we tell children about AIDS because then they can tell other children about it.

**Liberia, Uganda**

Being a  
part of my  
community



I teach children about their rights. When children know their rights, they can speak up if they see something that's bad.

**Dennis, Honduras**

Helping  
other people  
to learn



As a health promoter I listen to what other children tell me. Sometimes children don't feel comfortable explaining things to a grown-up. Having someone who is nearly the same age as them can make it easier to talk.

**Rosa, Guatemala**

Speaking up  
about things  
that are  
important  
to me



We feel more confident about ourselves now. We sit with the elders in the community and talk to them about the improvements we want to make in our village.

**Zarifa, India**

Protecting  
children's  
rights

## ACTIVITY 2.4

**Feeling left out****Summary**

In groups, pupils play a game involving being left out. As a whole class, they hear how Zarifa in India and Adam in the UK support children who feel left out and look at how children may feel left out in their own school and community.

**Objectives**

- To experience what it feels like to be included and excluded
- To help pupils appreciate how one person's actions can affect him or herself and others
- To take responsibility for providing an inclusive environment

**Curriculum links**

PSHE and citizenship 2a, c, e, (f); 4a, d; 5a, g

**Resources**

- Photos 2 and 16

**What to do**

1. Divide the class into groups of six to eight pupils. Each group should choose one person to be an 'outsider' and one to be an 'observer'.
2. Other pupils in the group should then stand shoulder to shoulder and form a tight circle, excluding the 'outsider'.
3. The 'outsider' must try to get into the circle while the others try to keep them out. The 'observer' should note down all the strategies the 'outsider' tries to enter the circle – persuasion, sneaking in, trying to push in, etc.
4. After two to three minutes, make sure that all 'outsiders' are welcomed into the circles and change roles.
5. As a whole class, discuss how it feels to be part of a group and how it feels to be left out.
6. Now read the following extracts from Adam and Zarifa's stories and hold up the photos.

**Adam**

"We bought friendship benches for our playground. If someone has no one to play with and feels left out, they sit on the friendship bench. A school councillor or someone sits beside them and invites them to join in their games or just chats to them."

**Zarifa**

"Most of the children in the village try to go to school, and their parents do their best to send them. But some children can't go because their parents do not have enough money to send all their children to school. About 20 to 30 children pass school exams every year, but only about six of them are girls. Girls fail because they have so much work to do at home and so we have less time to study."

**Key questions**

- With reference to the photos, talk about who is excluded and how. Sometimes whole groups can be excluded, as in Zarifa's story where girls do not have equal access to education; or sometimes individuals can feel left out.
- What examples of exclusion can pupils think of – at school (for example, in the playground are girls excluded from football, on the first day of term, in the classroom, disabled children, etc.), in the local community and the wider world?
- What sort of responsibility do we have to make sure that everyone is included?

## ACTIVITY 2.5

**Encouragers****Summary**

In pairs, pupils look at the work of three children from Uganda, Guatemala and India who encourage and support others. Pupils anonymously write down something they find difficult to deal with and an encouraging comment about another's difficulty.

**Objectives**

- To help pupils appreciate how they can encourage others
- To encourage pupils to develop a sense of responsibility and concern for others

**Curriculum links**

PSHE and citizenship 1a; (2h); 4a; 5a, b

**Resources**

- A quote from activity sheet 2.5 for each pair of pupils
- Photos 8, 10, 13
- Small pieces of paper
- A box

**What to do**

1. Display the photos and ask pupils to get into pairs, giving each pair a quote from activity sheet 2.5. (For younger children, read out the extracts and discuss them as a group.)
2. Pupils should discuss how Rosa, Liberia and Zarifa encourage other people in their community.
  - Who are they encouraging?
  - What are they encouraging them to do?
  - Why is this important?
3. As a whole class compare pupils' findings. Now explain to children that they are going to be 'encouragers'.

4. Ask each child to write on a small piece of paper something they find difficult. It may be something to do with school, home or friends.
5. Everyone should then put their piece of paper in a box. Each pupil should then take a piece of paper out of the box and write an encouraging comment underneath the 'difficulty' and put the piece of paper back in the box.
6. Pass the box round again, and ask each child to read out a 'difficulty' along with an 'encouragement'.

**Key questions**

- Talk about how we all need encouragement at different times in our lives.
- Can pupils think of a time when they have been encouraged by others? How did it feel?
- How important is it to receive encouragement?
- How does it feel to be able to encourage others?
- In what ways can we show encouragement to others – through words, gestures (such as smiles), a pat on the back, sticking up for someone, etc?

## ACTIVITY SHEET 2.5

# Encouragers

■ I have learned how to be a health promoter. I give help and encouragement to people who need it, especially children my own age. If they learn about how to stay healthy, they will have better lives and live longer. I encourage parents to vaccinate their children to protect them against diseases. I also talk about how important it is to exercise and eat fresh food.

**Rosa, Guatemala**



■ I am in a children's club that meets a few times a week and speaks up about AIDS. We talk about diseases like AIDS and what we can do about it. We try to encourage children to respect everyone and to take care of themselves and others.

**Liberia, Uganda**

■ Most of the children in the village try to go to school, and their parents do their best to send them. But some children can't go because their parents do not have enough money to send all their children to school. We are planning to visit the parents of children who don't come to school so that we can encourage them to send their children. We'd like to ask the government to let them have free education.

**Zarifa, India**



## ACTIVITY 2.6

**No knocking****Summary**

Pupils find out about how Dennis from Honduras works with poor children in his neighbourhood. Pupils build a tower, and discuss what can 'knock you back'.

**Objectives**

- For pupils to appreciate that their actions can affect others
- To build self-esteem and concern for others in the classroom

**Curriculum links**

PSHE and citizenship 1b; 2b, c, (j); 4a, (d); 5a, (g)

**Resources**

- Photo 5
- Some building blocks
- Small pieces of paper

**What to do**

1. Display the photo and read the following extract from Dennis' story to the class.

"I live in a poor neighbourhood. I decided to help the children in my neighbourhood because I know what poverty is like. For me, poverty is something very ugly, because it stops you doing something that you dream of. If you don't have the resources, you just can't do it."

2. Explain how poverty stops people being able to make the best of their lives and it knocks them back. In this activity, pupils are going to be looking at other types of 'knocks'.

3. Build a tower using the building blocks. Ask children to imagine that this tower can put up with a certain amount of knocks, but eventually it will come tumbling down.

People are the same.

4. Now ask the class to brainstorm a number of 'knocks' that might happen in the classroom – for example, name-calling, swearing, taking others' belongings, telling tales, putting someone down. Write these down on the pieces of paper.
5. As a group, tear up the 'knocks' written on the pieces of paper to show that these behaviours are not welcome.

**Key questions**

- How is Dennis helping others in his community so that they do not feel 'knocked down'?
- What can pupils do in their own classroom to make sure that nobody feels 'knocked'?

**Extension**

Develop a set of class rules based on positive behaviour.

## SECTION THREE

# *Equal shares*

The activities in this section look beyond pupils' immediate surroundings. As they learn more about their community and the wider world, they will increasingly recognise that resources are allocated in different ways. Economic and social divisions affect the choices that are open to individuals and communities around them.

Through these activities pupils will consider some of the consequences of unequal access to resources, and the changes that they would like to see in their communities. They will also be exploring their values, and the social and moral questions that arise from inequality.

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**ACTIVITY 3.1*****What is a community?*****Summary**

In small groups, pupils brainstorm what community means; pupils compare their community with a child from Honduras, Uganda, Guatemala, India and the UK; class comes back for whole-class discussion.

**Objectives**

- To explore what pupils understand by the word 'community'
- To look at similarities and differences between communities

**Curriculum links**

PSHE and citizenship 1a; 2a, e, j; 4a, b, (f)

**Resources**

- A large sheet of paper for each small group of pupils
- One copy of a child's story for each small group of pupils

**What to do**

1. In small groups, ask pupils to write the word 'community' in the middle of a large sheet of paper. Give them two minutes to brainstorm as many ideas as they can on what this means to them. All ideas should be recorded, with no discussion at this stage.
2. As a whole class, share children's ideas.
3. Now divide into small groups, giving each group one of the children's stories from this pack. Pupils should read the story and note down three similarities and three differences to their own communities.
4. Come together again and discuss what pupils have spotted.

**Key questions**

- What features do the children's communities share with pupils' earlier brainstorms?
- What are the positive features in each community?
- Have pupils been surprised by what they have found?
- Does everyone have access to the services they need such as health and education? What are some of the reasons for this?
- What do pupils feel about the inequalities in access to resources?

## ACTIVITY 3.2

# Community visions

## Summary

In pairs, pupils read about Dennis from Honduras, Rosa from Guatemala or Zarifa from India, and look at the difficulties their communities face and how they are tackling them. Pupils then do the same for their own community and feed back to the rest of the class.

Note: This activity is intended to be spread over two lessons. It is best carried out after pupils have some understanding of what a community is (see activity 3.1).

## Objectives

- To help children reflect upon their communities and identify positive changes and how these can be achieved
- To identify potential obstacles to change

## Curriculum links

PSHE and citizenship 1a; 2f, h; 4b; 5a

## Resources

- Post-it notes or small pieces of paper (preferably of two different colours)
- Large sheets of paper
- Photocopies of Rosa, Dennis, and Zarifa's stories – one story for each pair of pupils

## What to do

1. Ask pupils to read through their story in pairs, thinking about the communities that Rosa, Dennis and Zarifa live in.
2. Give each pair four pieces of paper, two of each colour. Ask them to write down two answers to each question:  
COLOUR A: What difficulties does the community face?  
COLOUR B: How are people trying to make their community better?

3. Ask pupils to think about their own communities. In pairs, ask them to note down the most important changes they would like to see in their communities. With new pieces of paper, they should write down two answers to each question:

Colour A: What obstacles could prevent the changes they would like to see?

Colour B: What would help achieve these changes?

4. Put the answers to all four questions together on large sheets of paper, with the same colours grouped together. Give pupils time to look at what has been written.
5. Come together as a whole class and discuss pupils' findings.

## Key questions

- Do pupils face any issues that are similar to those that Rosa, Dennis and Zarifa face in their own communities?
- Is there anything they can learn from Rosa, Dennis and Zarifa?
- How have the groups that Rosa, Dennis and Zarifa are involved with improved their communities?
- How can some of the obstacles be overcome?
- Can pupils think of community or pressure groups, or individuals, which they could involve to help them make changes in their communities?

**ACTIVITY 3.3*****Change in our community*****Summary**

In pairs, pupils look at what Zarifa from India has done through a Children's Committee to tackle issues in her community. In groups of four, pupils look at community issues covered in local papers and discuss what they might be able to do to change things. The whole class draws up an action plan to tackle one issue.

Note: With its extension, this activity is best carried out over several weeks. This activity also links well with activity 3.6.

**Objectives**

- To explore how individuals can bring about change in their communities
- To consider the role of community groups
- To experience and reflect on their participation in a group, setting goals and drawing up plans

**Curriculum links**

PSHE and citizenship 1a, (b); 2a, (c), (e), h; 4a, (d), (f); 5a, (b), c, (g)

**Resources**

- Zarifa's story
- A range of local newspapers and leaflets about local voluntary and pressure groups
- One photocopy of activity sheet 3.3 for each group of four pupils
- A copy of the Ideas for Action for each group of four pupils

**Preparation**

Over a few weeks, ask pupils to cut out articles from local newspapers that focus on community issues they feel are important. These might include environmental issues, homelessness, graffiti or litter, conflicts between different groups, etc. Bring these together to make a display.

**What to do**

1. In pairs, ask pupils to read Zarifa's story. What problems does she identify in her community? What has the Children's Committee done to address these problems?
2. In groups of four, ask pupils to select an issue in their community that they would like to change. The display of local issues could be a useful stimulus.
3. Groups brainstorm all the things that they might do to enable that change to happen. Don't rule anything out – even the most impractical suggestions could spark off other ideas!
4. As a whole class, discuss pupils' ideas. Now ask each group to draw up an Action Plan using activity sheet 3.3. Pupils should refer to the leaflets from voluntary groups and other resources to help them plan.
5. Ask each group to present their Action Plan.

### Key questions

- What are the strongest parts of each plan?
- What areas are the weakest?
- Which plans are most realistic, and why?
- What range of skills are identified and how many of these exist within the class?
- What areas of overlap are there between the plans?
- How can community and pressure groups help?

### Extension

Agree on one issue to take forward over the next few weeks. Make sure pupils keep records of their activities and evaluate the process. What was successful? What wasn't successful? What would they do differently next time? What was easy about working together? What was difficult?

### Ideas for action

*Write letters to local officials, businesses, MPs, etc*

*Fundraise*

*Make posters*

*Write a song or poem to encourage others*

*Get coverage from newspapers*

*Carry out a survey and tell people about what you find*

*Invite speakers*

*Present an assembly*

*Make displays for school corridors and the library*

*Volunteer for organisations dealing with the issue*

*Put an article in the school newspaper*

*Paint a mural*

*Make badges*



ACTIVITY SHEET 3.3

Action plan

What’s wrong and what do you want to achieve?

What are you going to do?

Which ideas for change would you like to take forward?  
Think about which will best meet your goals and which you are most able to do something about.

Resources

What do you need to put your idea into action?  
Think about money, equipment, skills etc.  
How will you get these?

Who can help?

Think about community groups, people in the community, family, friends.

What steps will you take?

1

2

3

4

## ACTIVITY 3.4

*Dreams for the future***Summary**

In pairs, pupils discuss their dreams for the future and obstacles to achieving them. Pupils then look at what stops Dennis from Honduras, Liberia from Uganda and Zarifa from India achieving their dreams; ideas are shared with the whole class.

Note: For this activity pupils need to be aware that children live in poverty in the UK, as well as in other countries. They should also be aware that there are solutions to poverty, and that many people and organisations around the world are working to tackle poverty.

**Objective**

- To show how poverty can prevent children from achieving their dreams

**Curriculum links**

PSHE and citizenship 1a; 2a, b, e, (f), j, 4b

**Resources**

- Photos 4–8, 13–16
- Photocopies of Dennis, Liberia, and Zarifa's stories – one story for each pair of pupils

**What to do**

1. Ask pupils to get into pairs and talk about their personal dreams for the future, noting down those that they think are most important (having a family, getting a good job, having friends, travelling round the world, etc).
2. Get each pair to join with another and share their dreams. They should then discuss some of the things that might make those dreams more difficult to achieve (discrimination, being disabled, not being able to afford it).
3. Now hand out the children's stories. Ask each pair to read their story and write down some of the things that stop Dennis, Zarifa and Liberia or the children in their communities achieving their dreams. These might include lack of access to education or a safe place to live; being a girl; not having enough food, etc.
4. Come together as a class and write pupils' ideas up on the board.
5. Read out Dennis' quote: "Poverty is something very ugly, because it stops you doing what you dream of." Discuss pupils' reactions to this.

**Key questions**

- How does poverty stop children achieving their dreams? What do pupils feel when they hear Dennis' words?
- Not everyone has the same access to education and healthcare. How does this affect their lives?
- What are Dennis, Liberia and Zarifa doing to achieve their own dreams, and to help others do the same?

## ACTIVITY 3.5

*It affects us all***Summary**

Pupils hear an account by Dennis from Honduras of street gangs and fights. Pupils then discuss one of four conflict scenarios, ranging from a brother and sister fighting, to a war situation. A class discussion follows, including looking at a cartoon.

**Objectives**

- To help children recognise the consequences of conflict and other anti-social behaviour
- To increase awareness of the effects of conflict

**Curriculum links**

PSHE and citizenship 1a; 2a, c, e; 4a, b, d; 5g

**Resources**

- Photo 5
- A copy of one scenario from activity sheet 3.5 for each group of pupils
- A copy of the cartoon for each group of pupils

**What to do**

1. Read out the following extract from Dennis' story and hold up the photo:

"My neighbourhood is very dangerous.

There are lots of gangs. They have fights between each other and they hurt other people. Many parents worry that their children will not be safe in the streets and so they do not let them out so much."

Explain how conflict also affects those who are not directly involved.

2. Give each small group of pupils a scenario from activity sheet 3.5 and ask them to discuss:
  - Who is involved in the conflict?
  - Who is affected by the conflict?
  - How do they think each person involved feels?
3. As a whole class talk about how the actions of those in conflict affect others. Point out that this happens at individual, community, national and global levels.
4. Show pupils the cartoon. What do pupils feel is its main message? Is this a useful way of looking at conflict? How does it relate to the scenarios they have been looking at?

**Key questions**

- Can you think of examples of conflict in a) your own community, and b) the wider world?
- Can you think of a time when the conflict of others has affected you?

ACTIVITY SHEET 3.5

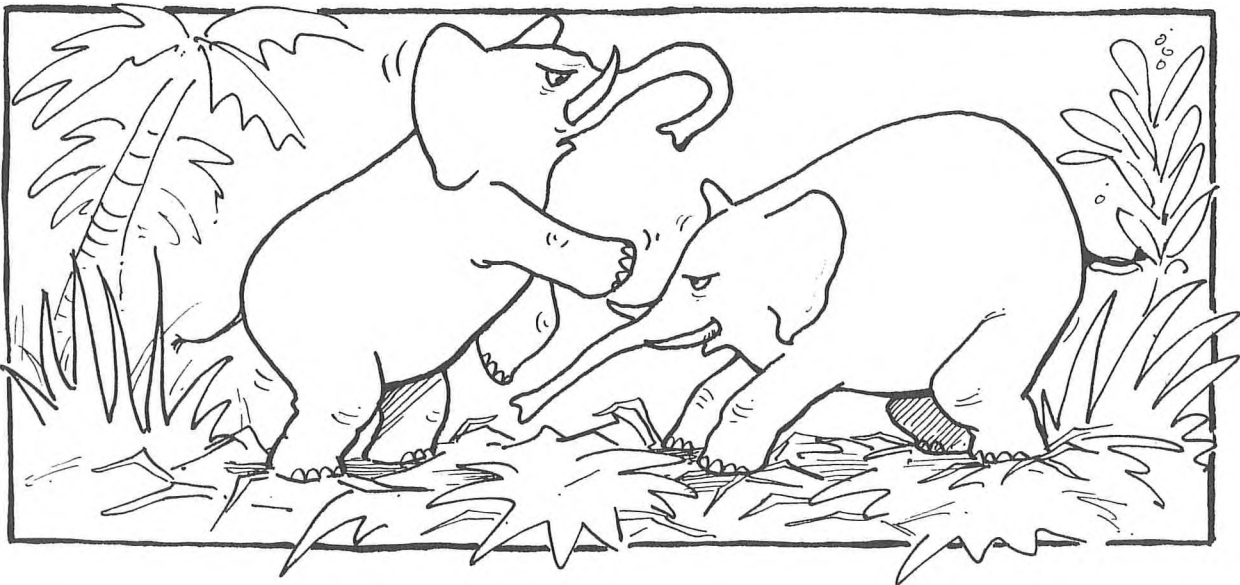
**Scenarios**

■ The bus home from school is always crowded. Reece and Amin are waiting to get on. They start pushing each other to get a seat first. You get pushed into the road.

■ You live in a neighbourhood where there are gangs that often fight with one another. Your mother does not let you go out on the streets to visit your friends because she thinks it is too dangerous.

■ You have a test at school tomorrow. When you get home, you want to do some homework but you keep being interrupted by your brother and sister who are fighting.

■ You live in a village that is in a war zone. Recently your village was taken over by the army. You have had to move away to a safe place and your family can no longer grow food in your fields.



When two elephants fight it's the grass that gets trampled

**ACTIVITY 3.6*****What influences me?*****Summary**

Pupils hear how Dennis from Honduras teaches poor children in his community; pupils look at the different influences on Dennis – his family, community and Government; individually, pupils draw their own 'influences chart'.

Note: This activity works well with activity 3.3: Change in our community.

**Objective**

- To help pupils recognise that they can influence others

**Curriculum links**

PSHE and citizenship 1a; (2h); 4a, b; (5a)

**Resources**

- Photos 4, 5
- Dennis' story
- A copy of activity sheets 3.6a and 3.6b for each pupil

**What to do**

1. Read Dennis' story to the class, holding up the relevant photos. Talk about how Dennis noticed something that needed changing. He also saw that the Government was not helping, and decided that the community needed to take action.
2. As a whole class, look at all the influences on Dennis using activity sheet 3.6a.
3. Discuss all the influences that pupils feel affect them – parents, teachers, friends, religious leaders, the media, MPs, pressure groups, etc.
4. Give out the photocopies of activity sheet 3.6b and ask children to fill in sections 1 and 2. They should then get together in pairs and share their incomplete charts with a partner.
5. In their pairs, they should try to work out some ways that they can personally influence these people – through writing letters to MPs/newspaper editors, talking to people, joining groups, joining the school council, etc. Together they should complete section 3 for each of their charts.

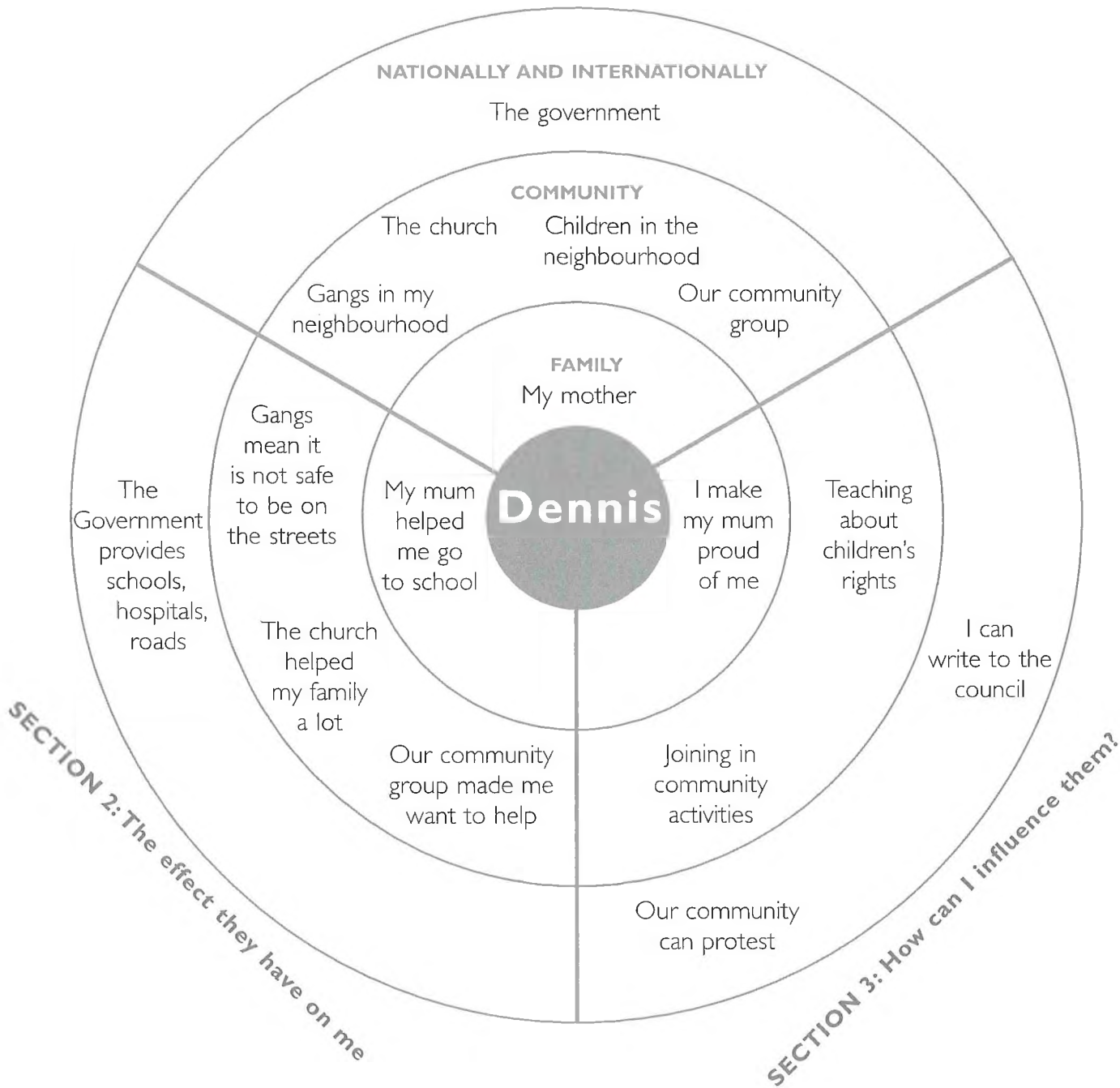
**Key questions**

- What positive influences are there in your life (eg, friends, family)?
- What possible negative influences are there in your life (eg, peer group pressure to be unsafe)?
- How do others affect us, and how do we affect them?

ACTIVITY SHEET 3.6a

# What influences Dennis?

SECTION 1: People or groups who affect me

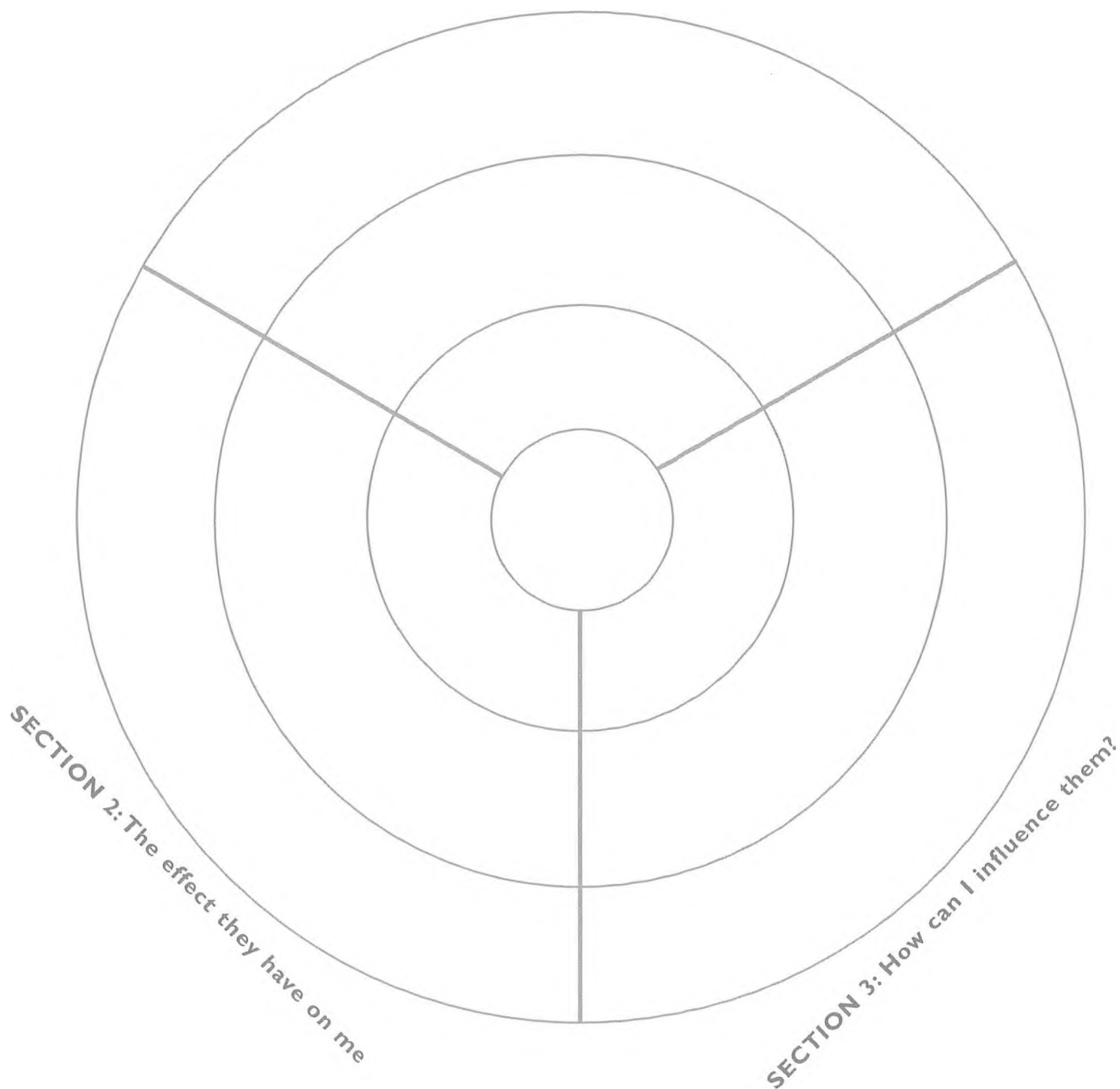




ACTIVITY SHEET 3.6

# What influences me?

SECTION 1: People or groups who affect me



## ACTIVITY 3.7

**Education for all?****Summary**

In pairs, pupils think about what their life would be like if they didn't have any education; in pairs pupils then read and discuss a quote from Adam from the UK, Zarifa from India or Liberia from Uganda; the whole class then hears what two children, Zarifa in India and Dennis in Honduras, are doing to help other children get an education.

Note: The first part of this activity is suitable for younger children

**Objectives**

- To appreciate the importance of education
- To understand that education is a right and that many children are denied this right
- Extension: To explore how different rules are needed in different situations

**Curriculum links**

PSHE and citizenship 1a; 2a, b, d, (f), j; 4b, 5g

**Resources**

- Cut-up copies of the quotes on activity sheet 3.7 – one quote for each pair of pupils
- Zarifa's and Dennis' stories

**What to do**

1. In pairs, ask pupils to think about a typical day in their life. They should go through the day noting down all the things that they would not be able to do if they had not been to school – counting money for bus fares, reading signs or instructions, using a computer, setting a video timer, etc.
2. Explain how education is considered to be so important that it is named as a right that everyone is entitled to, according to the United Nations. However, not everyone is able to claim this right.
3. Give each pair of pupils a quote. They should consider what stops that person from claiming their right to an education.
4. Each pair should then join with another and compare answers.
5. Read out extracts from Zarifa and Dennis' stories, and discuss how they are helping others to claim their right to education.

**Key questions**

- Why is education important?
- What do pupils feel about the fact that some children are excluded from education?
- How do some children's responsibilities and duties at home mean that they cannot claim their right to an education?
- What solutions would they suggest?

**Extension**

Use the quotes from Paul and Jackie as the starting point for a discussion of rules. Both young people broke rules, but do pupils feel that it is fair that they have been excluded from school? Should different rules be applied to different situations?

## ACTIVITY SHEET 3.7

**Education for all?**

■ "Some children don't go to school because their parents do not have enough money to send all their children. About 20 to 30 children pass school exams every year, but only about six of them are girls. Girls fail because they have so much work to do at home and less time to study."

**Zarifa, India**

■ "We need money for school uniforms, socks, shoes, pens, and school bags and maths sets. Next term I am supposed to go back to school with 1,000 shillings (about 40 pence) and I don't think I'll be able pay the fees. We can't get the money from anywhere."

**Liberia, Uganda**

■ "Our village was caught in a war zone. Our school was destroyed, and the army took over the village. We all had to leave our homes and move to the nearby town."

**Zarifa, India**

■ "The school I wanted to go to refused to let me use a stair-climbing wheelchair to go up and down the stairs. This stopped me going to school with my friends."

**Anthony, UK**

■ "I was only one of six black boys at my secondary school, so I stood out. One day a white kid said I was going to get it next day. That night I took a knife from our kitchen for protection. The fight happened in the playground, and they found the knife. I was kicked out, even though I asked to stay."

**Paul, UK**

■ "My mum drinks heavily and so I had to organise the family and look after my little brother. I always arrived at school late and left half an hour early. No one seemed to ask why, but it was to drop my brother off and collect him when his school ended. I was excluded from school because I missed a detention and my mum did not go to a meeting at the school."

**Jackie, UK**

ACTIVITY 3.8

# Health matters



Summary

Pupils read about Rosa, from Guatemala, who works as a peer health promoter. In pairs, pupils list things that have positive or negative effects on health and feed these into a whole class discussion.

Note: This activity links well to activity 4.1: Looking after our health. It also offers opportunities in science: Life processes and living things.

Objectives

- To consider what makes a healthy lifestyle
- To understand how poverty can deny people a healthy lifestyle

Curriculum links

PSHE and citizenship 1a; 2a, e, j; 3a; 4b, f; 5g

Resources

- A copy of Rosa's story for each pair of pupils
- Photos 9–12

What to do

1. Display the photos and, in pairs, ask pupils to read Rosa's story.
2. Ask each pair to divide a piece of paper into two columns. They should then list:
  - a) everything that might have a positive effect on people's health
  - b) everything that might have a negative effect on people's health.Possibilities include: contact with a health promoter; health centres, vaccinations, no land to grow food, no clean running water.
3. As a whole class, compare pupils' findings.

Key questions

- How many factors that affect health depend on money?
- How are the choices of people in Rosa's community more limited because they do not have money?
- Rosa's work as a health promoter helps people to stay healthy. What can we do to stay healthy?

STAYING HEALTHY	NOT STAYING HEALTHY
You eat fruit	You miss your breakfast
You wash your hands before eating	You eat chocolate instead of fruit
You walk to school	You don't clean your teeth
You play a sport	You forget to wash your hands after using the toilet
You drink lots of water	You stay up very late
You finish your vegetables	You drink fizzy drinks

## SECTION FOUR

## Respect

This section encourages pupils to develop a respect and sense of responsibility for themselves and others. Activities focus on building up some key skills, such as listening and negotiating, and pupils are encouraged to think about how they can resolve differences by exploring alternatives.

One theme, bullying and the possibilities of mediation, is explored in more detail. A recent government study of bullying indicated that around 10 per cent of primary and 4 per cent of secondary pupils were being bullied at least once a week. The causes and effects of anti-social behaviour are issues that all teachers are called upon to deal with, and you will find that these activities offer several starting points.

Bullying is a major issue if it is not effectively tackled. Kidscape produces a range of materials on bullying (see contact details in the Resources section at the back of this pack).

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**ACTIVITY 4.1*****Looking after our health*****Summary**

The class hears about Rosa from Guatemala who works as a peer health educator. In groups, pupils develop and play a board game based on behaviour that has a positive or negative effect on health.

Note: This activity needs to be extended over two lessons.

**Objective**

- To consider what makes a healthy lifestyle

**Curriculum links**

PSHE and citizenship 1a; 3a; 4a, b; (5a)

**Resources**

- Photos 9 and 11
- An enlarged photocopy of the board game on the opposite page for each group of four children
- Rosa's story
- One dice per board game
- Counters

**What to do**

1. Read Rosa's story to the class, holding up the appropriate photos.
2. As a whole class, discuss some of the key questions below.
3. Hand each group of four pupils a copy of the board game. Explain that they are going to develop their own games that will remind each other of things they can do to keep themselves fit and healthy.
4. In the squares of their board games, pupils should write things they can do to stay healthy, and things that would be unhealthy in the circles. You will find some ideas on page 55.
5. Finally, ask pupils to decorate their games and then either play their own game, or swap with another group.

**Key questions**

- How does Rosa help people in her community stay healthy?
- Rosa mentions some things that help people to stay healthy. Can you think of any more examples?
- Why is it important to look after our health?

FINISH											
	40			go back 3		have another turn			miss a turn	go on 3	
	39					34					
	38		go back 2				go on 4				
	21	22	23	24	25	26	27	28	29	30	
go back 3	20		go on 3		miss a turn		have another turn				
	19		18	17	16	15	14	13	12	11	
		start again	go on 2					go on 4		go back 3	
START	2	3	4	5	6	7	8	9	10		



**ACTIVITY 4.2****Making choices****Summary**

Pupils hear about a scenario where Adam isn't sure whether to tell a teacher about a friend of his who has been fighting; pupils discuss this dilemma in pairs, and then as a whole class.

**Objectives**

- To appreciate how respect for others can involve difficult choices
- To explore how different rules are needed in different situations

**Curriculum links**

PSHE and citizenship 1a; 2a, b, d, e; 4a, b; 5a, g

**What to do**

1. Tell the class about a choice that Adam had to make by reading the following extract:

"Once one of my friends was fighting. At first I wasn't sure what to do. Should I tell the teacher – but that would be telling tales? Should I keep quiet?"

2. Ask the class to get into pairs. Half the pairs should look at the consequences of not telling the teacher about the fight. The other half should look at the consequences of telling the teacher.
3. As a whole class, compare pupils' findings and discuss the key questions.
4. Now let the class know what Adam did by reading the following extract:

"In the end I told the teacher. I felt annoyed with myself because I had told on my best friend, but I was also happy because I knew that I had done the right thing. He's still my friend and now I can't even remember what the fight was over."

**Key questions**

- Talk about the unwritten rule 'you should not tell tales'. Is this always the case? Is it ever right to break a rule? If so, when?
- Can pupils think of times when they have had difficult choices to make?
- What fears did they have about making the wrong choice?
- Was there anything that made their choice easier?

**Extension**

With older children, you might also find it helpful to refer to the extension of activity 3.7 and discuss the relevant quotes on the activity sheet.

## ACTIVITY 4.3

**Listening to others****Summary**

In groups of four, one pupil speaks on a favourite topic while the other three behave first as 'bad listeners' and then as 'active listeners'. As a whole class, pupils compile a list of signs of bad listening and discuss how to be an active listener.

**Objectives**

- Pupils appreciate the importance of listening to others
- To encourage pupils to develop listening skills
- Pupils see how their listening affects others

**Curriculum links**

PSHE and citizenship 2a, (c), e, (f); 4a; 5a, g

**Resources**

- Photos 2 and 10

**What to do**

1. Read the following extracts from Adam and Rosa's stories:

"As a school councillor I need to be a good listener. When someone tells me something I try to listen to both sides."

**Adam**

"As a health promoter I listen to what other children tell me. Sometimes children don't feel comfortable explaining things to a grown-up. Having someone who is nearly the same age as them can make it easier to talk. It is important that they can trust me."

**Rosa**

Discuss what these extracts say about listening.

2. Divide the class into groups of four. One volunteer from each group should leave the room and think about what they'd like to tell others about their favourite film or TV programme.
3. The other pupils in each group should agree on how they will behave as bad listeners. Use activity sheet 4.3 as a prompt.
4. Ask the speakers to come back in and talk to their groups about their topics. The listeners should practice what they have agreed. After a short time, stop the role play and applaud the speakers.
5. As a whole class, make a list of all the things that show when someone is not listening.
6. Repeat the process with new volunteers, who are asked to talk about their favourite activity. This time the groups should behave as active listeners.
7. After discussing the key questions, draw up a shared list of ways pupils can show that they are really listening (see activity sheet 4.3) and put this into practice in the classroom.

**Key questions**

- How could speakers tell they were a) not being listened to and b) being listened to?
- How differently did speakers feel when confronted with bad and good listeners?
- How do listeners feel the two different speakers felt while talking?
- If listeners had been speakers, how would they have reacted in each scenario?
- Why is listening to others important?

## ACTIVITY SHEET 4.3

# *Listening to others*

### Signs that someone is not listening

- Gestures and facial expressions – looking bored, sitting with a dismissive posture
- Not looking at the speaker
- Interrupting, changing the subject, or asking too many questions
- Being distracted – looking at your watch, turning to talk to someone else
- Not participating in the discussion – looking bored, asking no questions, or not offering responses to what is said

### How to be an active listener

- Don't interrupt
- Look at the speaker
- Give the speaker encouragement – smile, nod, say 'uh-huh' from time to time
- Now and again, repeat what you have been told in your own words to show that you have heard it – "It sounds as if..."
- Ask questions that don't just have a yes/no answer. Don't ask too many questions!
- Try to understand feelings – "I bet that made you feel cross", etc
- When the speaker has finished tell them what you've heard and check that it is accurate

ACTIVITY 4.4

# Winners all



Summary

Pupils look at a disagreement between boys and girls on a Children’s Committee in India and discuss the various possible outcomes. In groups of four, pupils look at different conflict scenarios and role-play ‘win-win’ solutions.

Objectives

- To encourage pupils to explore a range of solutions to problems
- To develop skills of negotiation
- To help pupils to appreciate how their actions can affect themselves and others

Curriculum links

PSHE and citizenship 1a, (b); 2a, (c), e, f, (j); 4a, f; 5a

Resources

- Photo 16
- A copy of one of the scenarios for each group of four pupils
- A copy of the chart below, drawn on a large sheet of paper or the board

What to do

1. Show pupils the photo, explaining the background to it (see explanatory text on reverse of photo). At this stage, do not mention the outcome of the meeting.

2. Introduce the chart. Ask pupils to think of a possible outcome for each of the four situations. After some discussion, let pupils know what the Children’s Committee decided.
3. Divide the class into groups of four. Ask each one to take their scenario and devise a role play that results in a win-win solution.
4. After a short time, ask pupils to perform their role plays and lead a whole class discussion on finding solutions.

Key questions

- Is it always easy to come up with a win-win solution?
- What makes it easier to achieve win-win solutions (identifying and acknowledging the other person’s needs or wants, willingness to reach a compromise, etc.)?
- What was each character feeling at the beginning of the role plays? Why do the characters see things differently?
- Can pupils think of situations in their own lives where they have resolved differences
  - a) without achieving a win-win solution
  - b) by achieving a win-win solution?

	The girls get what they want	The girls don’t get what they want
The boys get what they want	WIN-WIN 😊😊	WIN-LOSE 😊😞
The boys don’t get what they want	LOSE-WIN 😞😊	LOSE-LOSE 😞😞

## ACTIVITY SHEET 4.4

### ***Winners all scenarios***

■ You are going out with your friend this evening. She/he wants to go swimming but you want to go to the cinema.



■ You are swapping cards with a friend. You want a particular card, but feel that your friend is asking too much in exchange.

■ You have a test tomorrow morning at school. You need a quiet space to work, but your brother/sister wants to relax by playing music loudly.

■ Your favourite TV programme is starting soon. You want to watch but your mum says that you have to help get supper ready.

■ You recently got the latest CD of your favourite group. Your friend is desperate to borrow it, but you want to listen to it for a while longer.

## ACTIVITY 4.5

*No place for bullying***Summary**

As a whole class, pupils learn about what Adam from the UK is doing to tackle bullying in his school. Pupils brainstorm bullying, and develop a web, charting its consequences.

**Note:** This is a useful activity to raise initial discussion on any anti-social behaviour that you wish to consider in the school.

**Objective**

- To help pupils consider the consequences of bullying or other anti-social behaviour

**Curriculum links**

PSHE and citizenship 1a; 2a, c, (d), e; 4a, d; 5a, g

**Resources**

- Photos 1 and 2

**What to do**

1. Introduce the activity by explaining that Adam is trying to improve his school by being on the school council. One thing that many schools have to deal with is bullying.
2. Write the word 'bullying' in the centre of a large sheet of paper. Give pupils two minutes to brainstorm as many ideas as they can on what this means to them. All ideas should be recorded, with no discussion at this stage.
3. Build up pupils' initial ideas into a web. Using a different colour, add all the consequences of bullying that the class can think of and, possibly, move on to consequences of consequences.
4. You could also group different parts of the web – for instance, all those consequences that are to do with feelings; those that can be dealt with by pupils; and those that need further help, etc (see activity sheet 4.5).

**Key questions**

- What effects does bullying have on a) the person being bullied and b) the bully?
- Adam's school council bought friendship benches so that children who feel left out have someone to talk to. What other solutions would pupils suggest? Talk about how we all have a responsibility to do something about bullying, even though this may seem difficult.

**ACTIVITY SHEET 4.5*****No place for bullying*****Bullying: what can we do about it?**

Bullying can be a major problem in many schools and deprives children of their right to learn in a safe environment. Schools can deal with the problem in a number of ways:

- Develop and implement anti-bullying policies. Tell everyone about the policy and make sure it is taken seriously. Get everyone involved, including lunch time supervisors and other non-teaching staff.
- Encourage anyone who is being bullied, or has witnessed it, to tell someone about it.
- Carry out a bullying survey. Use the results to raise the issue in school and justify interventions.
- Make sure children feel safe at break times and lunch times, as well as before and after the school day. Is there enough adult supervision? Pupils can also be especially assigned to help.
- Have 'bully boxes' where pupils can leave notes about what is happening.
- Encourage classroom discussions and assemblies. Make displays and stock anti-bullying books and information in the library.

## ACTIVITY 4.6

# Finding out more

### Summary

Pupils put together a survey questionnaire on bullying or another issue in their school. Pupils carry out their survey in the school and analyse the results.

**Note:** This extended activity can be completed with any anti-social behaviour that you wish to consider in the school. If participation in this activity is to be fully effective, it is important that pupils feel motivated to look at the issue.

### Objectives

- To encourage pupils to find out about an issue that affects children in their school
- To encourage pupils to take responsibility for looking at anti-social behaviour
- To develop research skills

### Curriculum links

PSHE and citizenship 2a, c, e, (h); 4a, d; 5a, c, g

### Preparation

You will find it helpful to collect a range of surveys which pupils can use as models. Local pressure groups are a good source of these.

### Resources

If you choose bullying as the subject of the survey:

- one copy of activity sheet 4.6a for each group of four pupils
- one copy of activity sheet 4.6b for each pupil

### What to do

1. Explain to the class that they are going to be undertaking a survey on bullying (or any other issue that has been identified by the class as being important).
2. In groups of four, ask pupils to consider what questions they would include in a survey on bullying (see activity sheet 4.6a for guidance on carrying out a survey). As a class, draw together the most important questions to develop a final survey, or use the sample given.
3. Over the next week or so, ask pupils to carry out the survey with other pupils in the school. Before analysing the data, ask pupils to guess the results. Read some sample responses.
4. Discuss the survey results and any solutions that pupils suggest. You will find the suggestions on activity sheet 4.5 helpful.

### Key questions

- What do we want to find out about bullying in our school?
- What solutions to bullying can we suggest?
- How are we going to tell others about what we have found out?

### Extension

The class could find ways in which their work can be shared with the rest of the school, through displays or an assembly.



## ACTIVITY SHEET 4.6a

***Finding out more*****Making a survey work**

If you are drawing up a survey, you'll want as many people as possible to answer your questions. Here are some points to think about:

- Do you know exactly what you want to use the survey for? This will influence your questions. For example, are you trying to find out exactly how much bullying takes place or are you trying to get suggestions for solutions?
- Is the survey easy to understand? Don't use jargon and make sure everyone is able to take part. Try your survey out on some people before you finalise your questions.
- Is the survey confidential? If you are asking sensitive questions, then let people reply anonymously.
- Can the survey be completed quickly? Circling options is quicker than writing out answers.
- Will you carry out the survey through interviews or by asking respondents to send back forms? How will you encourage as many people to respond as possible? Is the deadline clear?
- Do you want to inform respondents about your findings? How will you do this?

ACTIVITY SHEET 4.6b

# Bullying survey

Please circle your answers to the questions below. You do not have to write your name on this survey.

Name (optional)

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1. Have you ever been bullied?
- Yes
- No

If you answered yes, how often did someone bully you?

Occasionally

Often

Every day

2. Have you ever seen bullying?
- Yes
- No

If you answered yes, where did it happen?

In school

On the way to/from school

Somewhere else

If it happened at school, where?

- In the corridors
- Classroom
- Playground
- Toilets
- Somewhere else

3. What kinds of things have bullies done to you or someone you know?

- Name calling
- Threatening
- Stealing
- Shoving/hitting
- Ignoring

4. How much is bullying a problem in school?

- No problem
- Not much of a problem
- A big problem

5. What do you think can be done about bullying?

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## ACTIVITY 4.7

# Learning about mediation



### Summary

Pupils hear about two children who are good listeners and mediators – Adam, from the UK, who is on his school council, and Rosa, from Guatemala, who is a peer health educator. In groups of four, pupils act out a role play involving conflict and mediation.

### Objectives

- To give pupils the tools to resolve their own conflicts, using mediation
- To develop listening and negotiation skills

### Curriculum links

PSHE and citizenship 1a; 2(b), c, e, f; 4a, (d); 5a

### Resources

- Photos 2 and 10
- A copy of activity sheet 4.7 for each group of four pupils

### What to do

1. Read out the following quotes from Adam and Rosa's stories, holding up the relevant photos.

"As a school councillor, I need to be a good listener. When someone tells me something I try to listen to both sides."

**Adam**

"As a health promoter, I listen to what other children tell me. Sometimes children don't feel comfortable explaining things to a grown up. Having someone who is nearly the same age as them can make it easier to talk. It is important that they can trust me."

**Rosa**

Talk about what Adam and Rosa say about listening. What qualities do they bring as listeners? If you have carried out activity 4.3, refer back to this.

2. In groups of four, ask pupils to practise using listening skills to resolve conflict. In each group two pupils will play those in conflict, one will be a mediator, and the fourth an observer.
3. The two pupils in conflict should develop a role play. They could use the scenarios from activity 4.4, or develop their own. After the conflict has been enacted, the mediators should try to mediate using activity sheet 4.7 as a guide. The observers should note what is happening and, at the end of the mediation process, should present what they have observed.
4. As a whole class, discuss each group's experience of the mediation process.

### Key questions

- Why is mediation important?
- In their scenarios, what went well and what could have gone differently?
- Did mediation feel helpful?
- How did pupils feel during the process?
- Can pupils imagine themselves mediating a dispute either at home or among friends?

## ACTIVITY SHEET 4.7

**Mediation**

Mediation is a way of solving problems peacefully. This sheet takes you through the steps.

**Step 1: Getting started****– introductions**

- Introduce yourselves to each other.
- Make sure that those who are in conflict would like your help in solving the problem.
- Agree some ground rules for the session – for example, everyone should try to solve the problem, no name calling, no interruptions, everything will be confidential.

**Step 2: Listening**

- Give person A the chance to tell his or her story and let you know how they are feeling.
- Retell person A's problem and feelings.
- Check that they agree that you have heard correctly.
- Repeat this process with person B.

**Step 3: Looking for solutions**

- Ask person A what he or she can do to resolve the problem.
- Repeat back what they have said.
- Ask person B if she or he can agree with this solution.
- If they cannot, ask person B for a solution.
- Ask person A if she or he can agree with this solution.
- Repeat this until you find a way to solve the problem.

**Step 4: Agreement**

- Repeat the solution to both parties and ask if they both agree.
- Congratulate both parties on reaching a solution.
- Arrange a time to meet again and see if the solution is working.

## RESOURCES

### Classroom resources

#### *Citizenship for the Future*

by David Hicks, WWF UK, 2000

A wide selection of classroom activities that encourage pupils to explore the future and what they want for themselves as individuals and the wider world.

#### *Education for Citizenship:*

##### *A practical handbook for teachers of children aged 7–14*

by N Clough and C Holden, Routledge, 2001

Practical advice for teachers on how to implement citizenship education with classroom activities and photocopiable materials.

#### *Global Citizenship: The handbook for primary teaching*

Oxfam, 2001

An extensive handbook that encourages users to develop their understanding of global citizenship and includes clear, practical suggestions for use in the school.

#### *Local Citizen, Global Citizen*

Christian Aid, 2000

A handbook which helps children explore and understand the concepts of growth and development, interdependence and relationships through lively activities.

#### *The School Council: A children's guide*

Save the Children, 1999

A very accessible guide for young children on setting up and running school councils.

#### *Time for Rights: Activities for citizenship and PSHE for 9–13-year-olds*

UNICEF/Save the Children, 2002

Focusing on children's rights and active citizenship, this resource provides active learning opportunities for developing a range of knowledge, attitudes and skills, which can be matched to several subject areas.

### Teacher references

#### *Children as Citizens: Education for participation*

by N Clough and C Holden (eds), Jessica Kinglsey, 1998

This book draws on the voices of children and classroom teachers to illustrate good practice in citizenship education.

#### *Citizenship Schools: A practical guide to education for citizenship and personal development*

by T Alexander, Southgate Publishers, 2001

A book containing material for teachers and policy-makers which provides an approach to school improvement involving all members of the school community.

#### *Developing Global Citizens in Primary Schools*

Central Bureau for International Education/IBT, 2000

A 30-minute video and booklet which provides the tools to run in-service training or stimulate staff discussion about the integration of citizenship into schools.

#### *Focus on Citizenship and the new National Curriculum*

*Primary Geographer*, Number 40, January 2000

A special issue of the magazine which looks at geography and citizenship.

### Useful addresses

#### **The Centre for Citizenship Studies in Education**

University of Leicester, School of Education, 21 University Road, Leicester LE1 7RF. Tel: 0116 252 3681  
[www.le.ac.uk/education/centres/citizenship](http://www.le.ac.uk/education/centres/citizenship)

#### **Citizenship Foundation**

15 St Swithin's Lane, London EC4N 8AL. Tel: 020 7929 3344  
[www.citsou.org.uk/](http://www.citsou.org.uk/)

#### **Development Education Association**

3rd Floor, 29–31 Cowper Street, London EC2A 4AP. Tel: 020 7490 8108

#### **Institute for Citizenship**

62 Marylebone High Street, London W1M 3AF. Tel: 020 7935 4777  
[www.citizen.org.uk](http://www.citizen.org.uk)

#### **Kidscape**

2 Grosvenor Gardens, London SW1W 0DH. Tel: 020 7730 3300  
[www.kidscape.org.uk/](http://www.kidscape.org.uk/)  
Useful for information on bullying.

#### **Schools Councils UK**

57 Etchingam Park Road, London N3 2EB. Tel: 020 8349 2459  
[www.schoolscouncils.org.uk](http://www.schoolscouncils.org.uk)

#### **Save the Children**

17 Grove Lane, London SE5 8RD.  
Tel: 020 7703 5400  
Website: [www.savethechildren.org.uk](http://www.savethechildren.org.uk)

#### **UNICEF**

Africa House, 64–78 Kingsway  
London WC2B 6NB  
Tel: 020 7405 5592  
[www.unicef.org](http://www.unicef.org)

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