

# Get Global!

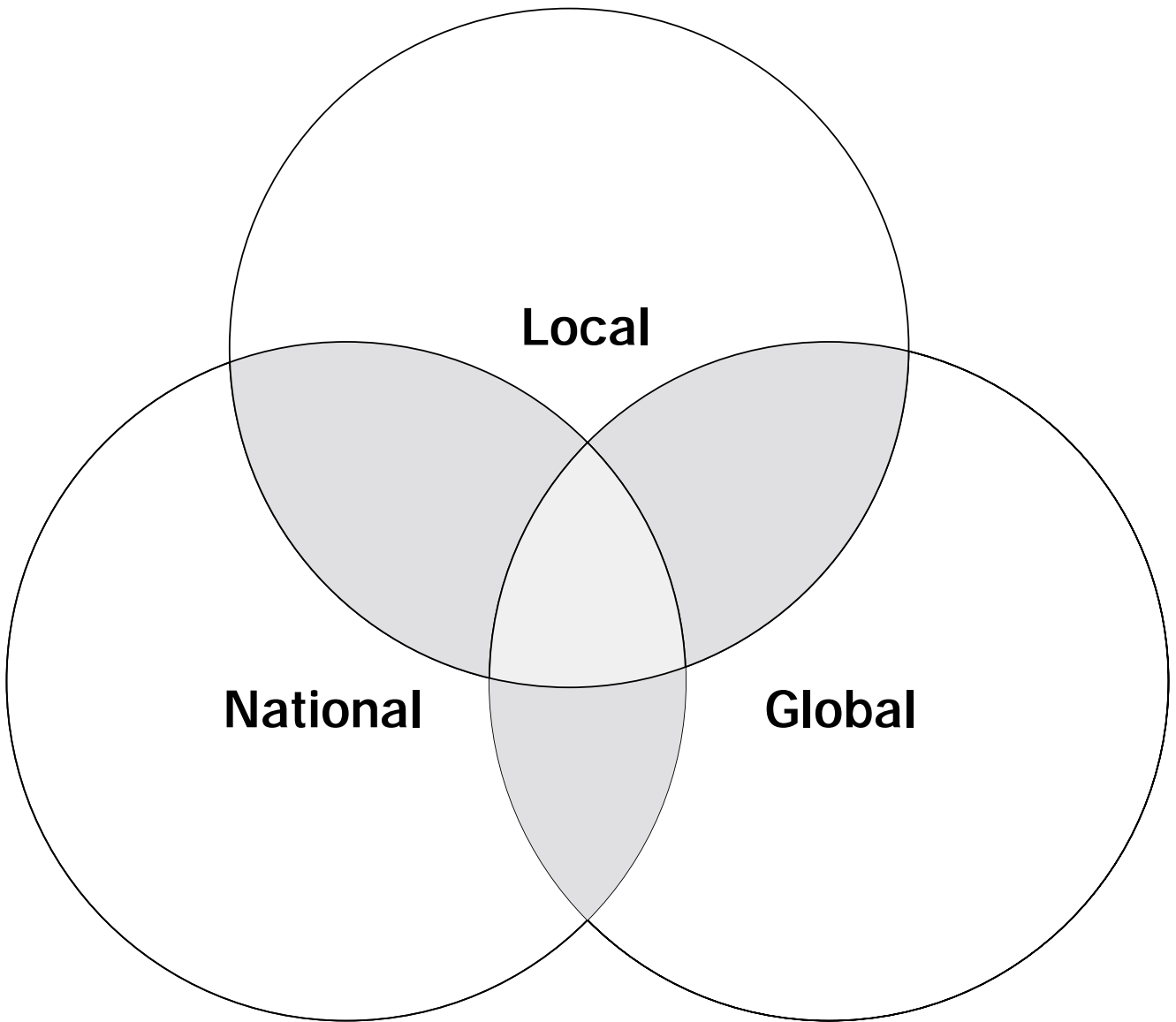


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 **1a** Chappati diagram

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# 1b Active global citizenship survey

Name .....

An active global citizen is someone who thinks about what is happening in the world and gets involved.

**1. Look at the list of skills below. Shade the lines to show how important you think each of the skills are for being an active global citizen.**

1= not important; 6 = very important

Skill	1	2	3	4	5	6
Working as part of a team						
Doing everything on your own						
Reading newspapers						
Taking part in discussions						
Keeping opinions to yourself						
Watching TV						
Challenging other people's ideas						

What did you think of this activity? .....

Do you have any other comments to make? .....

**2. Read the statements below. Put a dot with a letter next to it to show whether you agree or disagree with each statement.**

Agree strongly	Agree	Not sure	Disagree	Disagree strongly

- A – I want to learn more about how to change things I care about.
- B – I cannot help change things happening in the world.
- C – I am a local citizen and a global citizen.
- D – I have nothing in common with someone living in a poorer part of the world.
- E – The world is like one big global village and all people are connected.

What did you think of this activity? .....

Do you have any other comments to make? .....

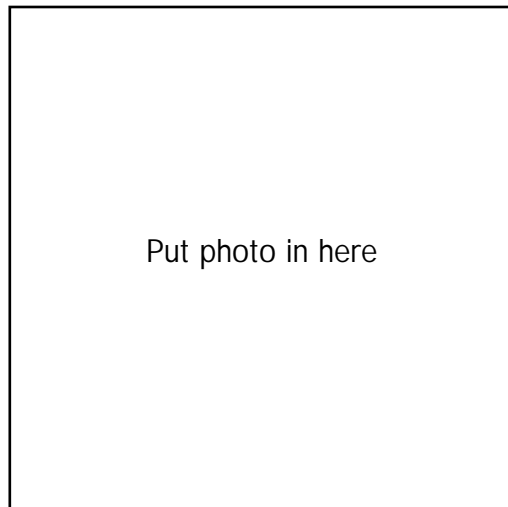
# 2a Trigger photos

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What is the issue?

Who is it an issue for?

What is the message of the photo?



What can you do to improve the issue?

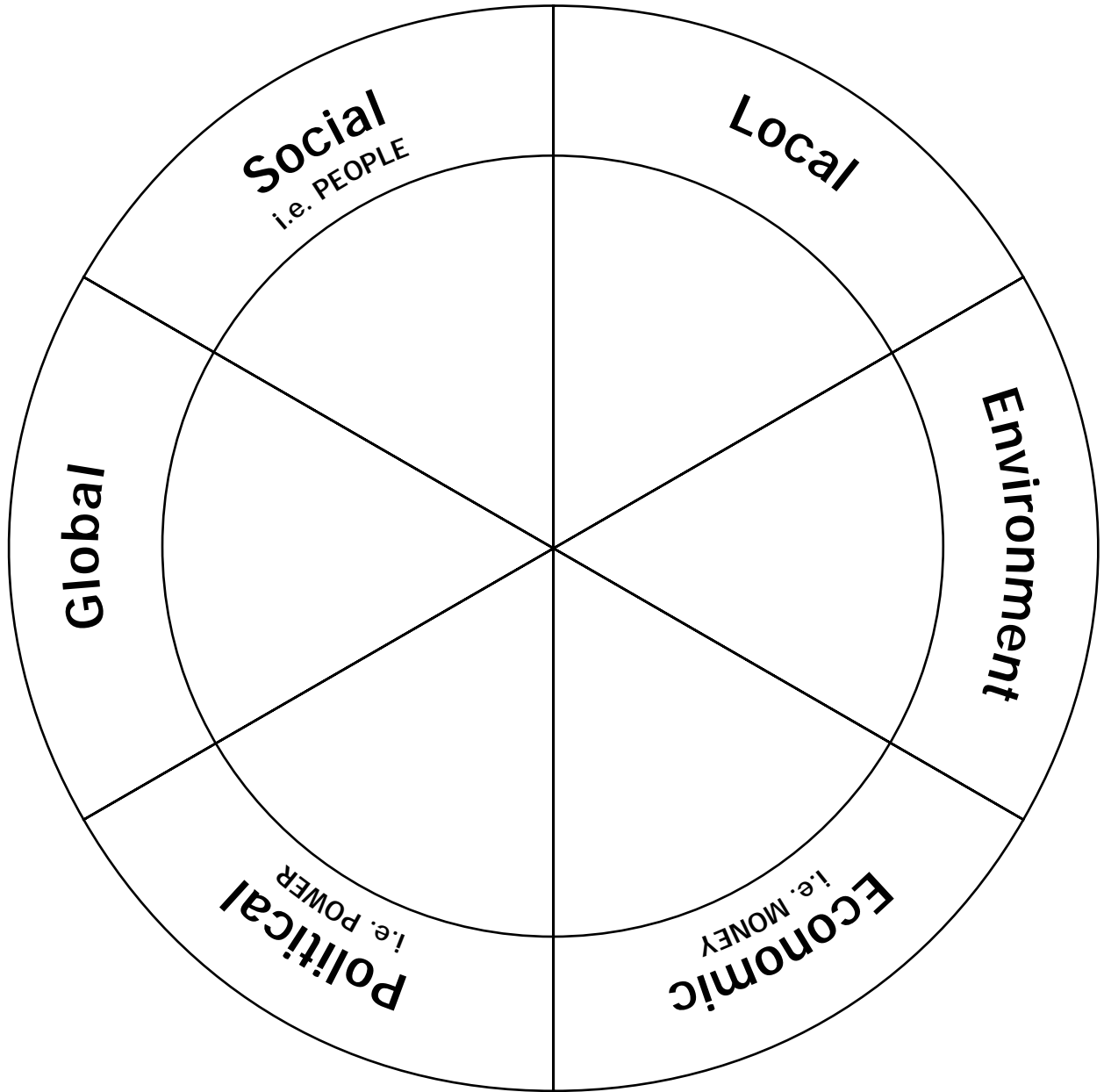
How many people are affected by the issue in the photo?

Are they affected locally, nationally or globally?



# 2b Your vote

Issue	Number of people who think this is the most important issue	Number of people who think the class can make the most difference to the issue
Racism		
Crime		
Bullying		
Refugees		
Fair trade		
HIV/AIDS		
War		
Global warming		
Drugs		
Pollution		
Relationships		
Your choice...		
Your choice...		



The issue

.....

.....

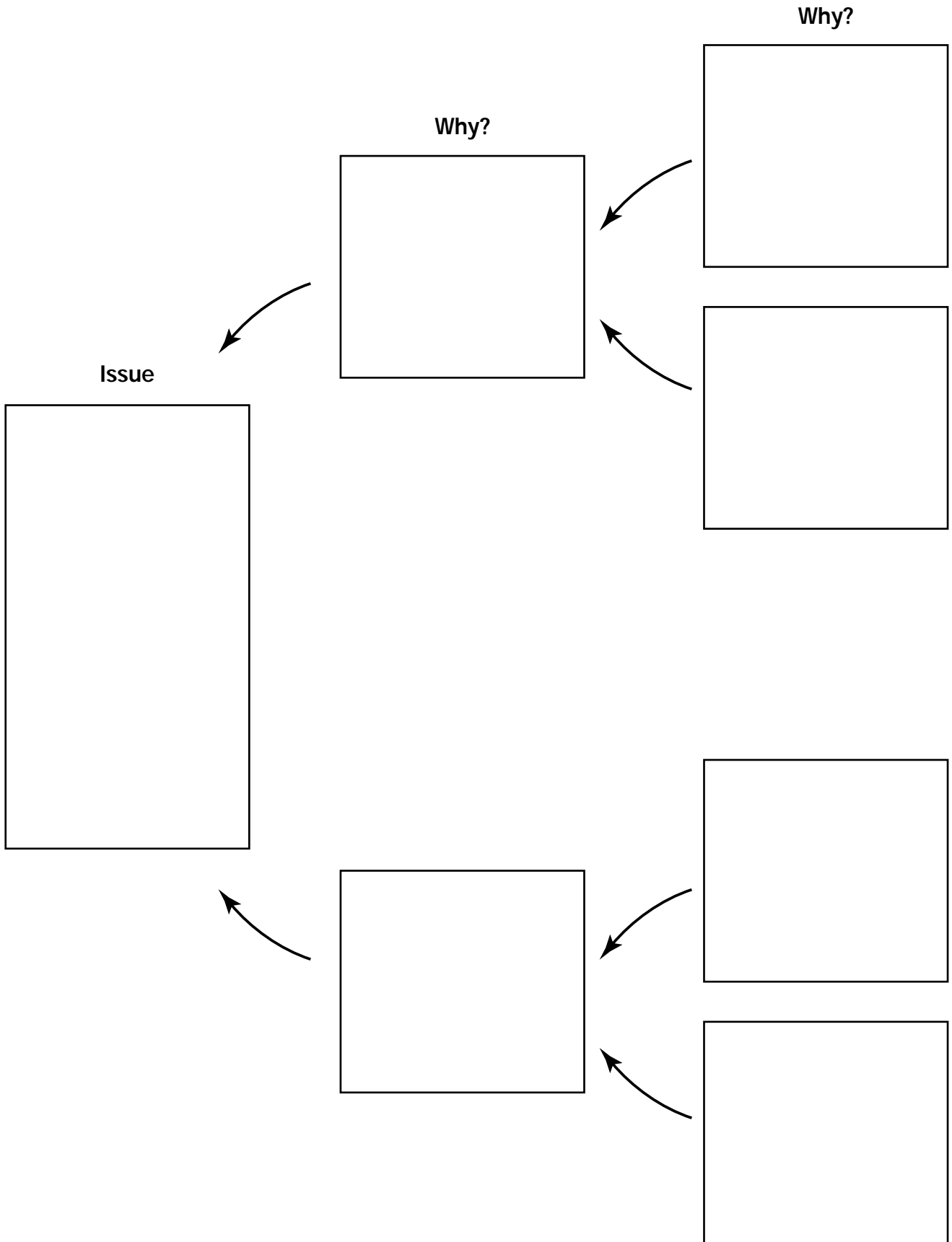
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# 2d Why-why-why chain





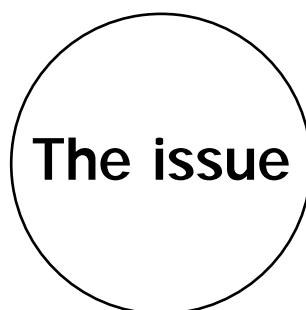
1. How does it affect people in your local area?

10. How is this a global issue?

2. How does it affect people in the UK?

9. When something happens in one part of the world, does it affect people in other places?

3. How does it affect people around the world?



8. Are the solutions the same for people around the world?

4. How does it affect the natural environment?

7. What are the solutions to it?

5. What are the causes of it?

6. Are the causes the same for people around the world?

Issue	How much does it affect me?	How much does it affect other people?	How unfair is it?	How urgent is it to act now?	How much fun will it be to take action?	Total
	5 = a lot 1 = not much	5 = a lot 1 = not much	5 = a lot 1 = not much	5 = a lot 1 = not much	5 = a lot 1 = not much	
Our top choice is:						

# 2g Reasons for the issue

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Although not everybody agreed, the class decided to take action on .....

.....

We have many reasons for this. Our first reason is .....

.....

.....

A further reason is .....

.....

.....

Furthermore.....

.....

.....

Therefore, although some people might argue that.....

.....

.....

We think we have shown that .....

.....



# 3a Route finder

Does it have anything to do with **nature** or the environment?  
 Does it affect all of the world's environments in the same way?

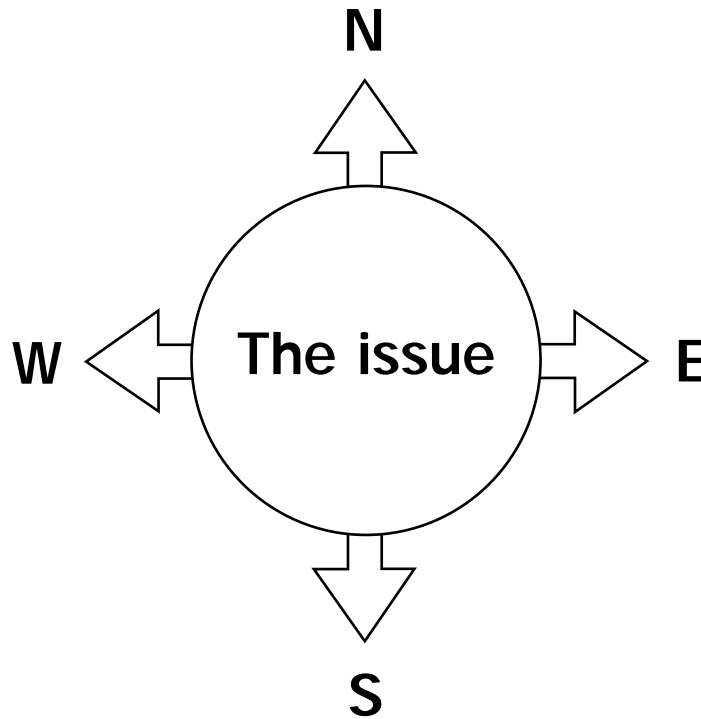
Why?

**Who decides** what happens to the issue?

Who has most power?

How much power do you have to improve things?

What could you do?



Does it have anything to do with **economics** or money?  
 How?  
 Does it affect poorer and richer people in the same way?  
 Why?

Does it have anything to do with **societies** or people?

How?

Does it involve you, people in your local area, people in other countries?

Are there any similarities or differences?



# 3b Research matrix

What do we need to know?	Which resources should we use? (eg books, Internet)	Who might be able to help us?	Who should do the research?



# 3C Internet search

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Issue

Website visited: WWW

The most interesting thing I learnt was...

I also learnt that...

Another thing I learnt was...

A further thing I learnt was...

I thought this website was...

I need more information about...

Other websites I might research are...

# 3d Arguing the issue

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The issue we have chosen is .....

**Arguments for the issue:**

**Arguments against the issue:**

After looking at the arguments, we think:

.....

.....

.....

.....

Before I researched this issue I thought that .....

.....

When I researched it, I learnt that .....

.....

This information was from.....

I also learnt that.....

.....

I found this information .....

Another thing I learnt.....

.....

I discovered this from.....

However, the most interesting thing I learnt was.....

.....

I gained this information from.....

This will be useful for my action because.....

.....

.....



# 4a Action card-game

The best action is to put our arguments to (lobby) someone in a powerful position, eg write a letter or an email, send a petition or an opinion survey, visit them.

It could be your head teacher, MP, someone from the council in charge of facilities for young people.



The best action is to find out which organisations can help us, and join their local, national or global campaigns.



The best action is to perform a play on how the issue affects people, eg *in assembly, feeder primary schools.*



The best action is to invite a guest speaker into school to talk about the issue, or to be part of a debate.



The best action is to make a leaflet, poster or collage on the issue and display it to people in school and in the local community.



The best action is to make different choices about your life based on what you have learnt, eg change what you eat, wear and spend money on. Other people will notice and follow your example.



The best action is to make a video, audio or photograph presentation to provide discussion about the issue, and get people to debate it.



The best action is to raise money and donate it to a charity working on the issue.



The best action is to work with the press, eg talk on local radio, invite them to an event.





# 4b Which action?

Action	How long will it take to plan?	How easy is it for us to do?	How much impact will the action have – locally and globally?	Who can help us?	Who might make it difficult for us?	Your question...

# 4C Impact matrix

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	High impact	Medium impact	Low impact
Easy to do			
Moderate to do			
Hard to do			



# 4d Our action

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There are several ways of taking action on the issue.

**One action is** .....

.....

The reason for this is .....

.....

**An alternative action is** .....

.....

This action is based on.....

.....

**Of the alternative actions, we think the most likely one is**.....

.....

This is because.....

.....

.....

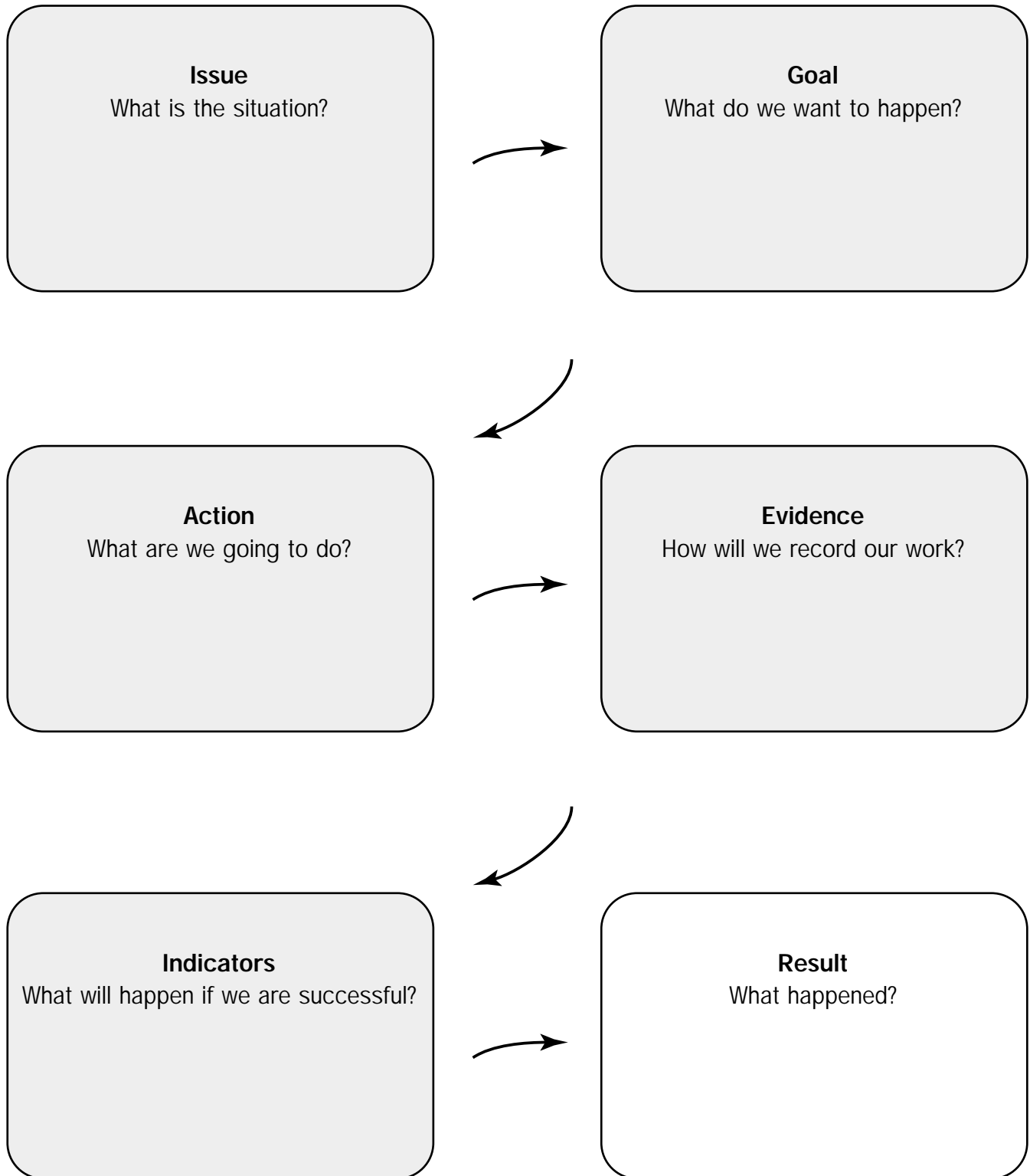
Type of communication	How easy is it for us to use?	Can we get the equipment needed to do this?	What type of people will it reach?	How many people will it reach?
Photographs				
Video				
Audio-tape				
Website				
Posters				
Mural				
Dance				
Song				
Theatre				
Local radio				
National radio				
Newspaper articles				
Story				
Manifesto				
People				



# 4f

## Action plan

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# 5a Recording the action

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Action
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Place
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Time
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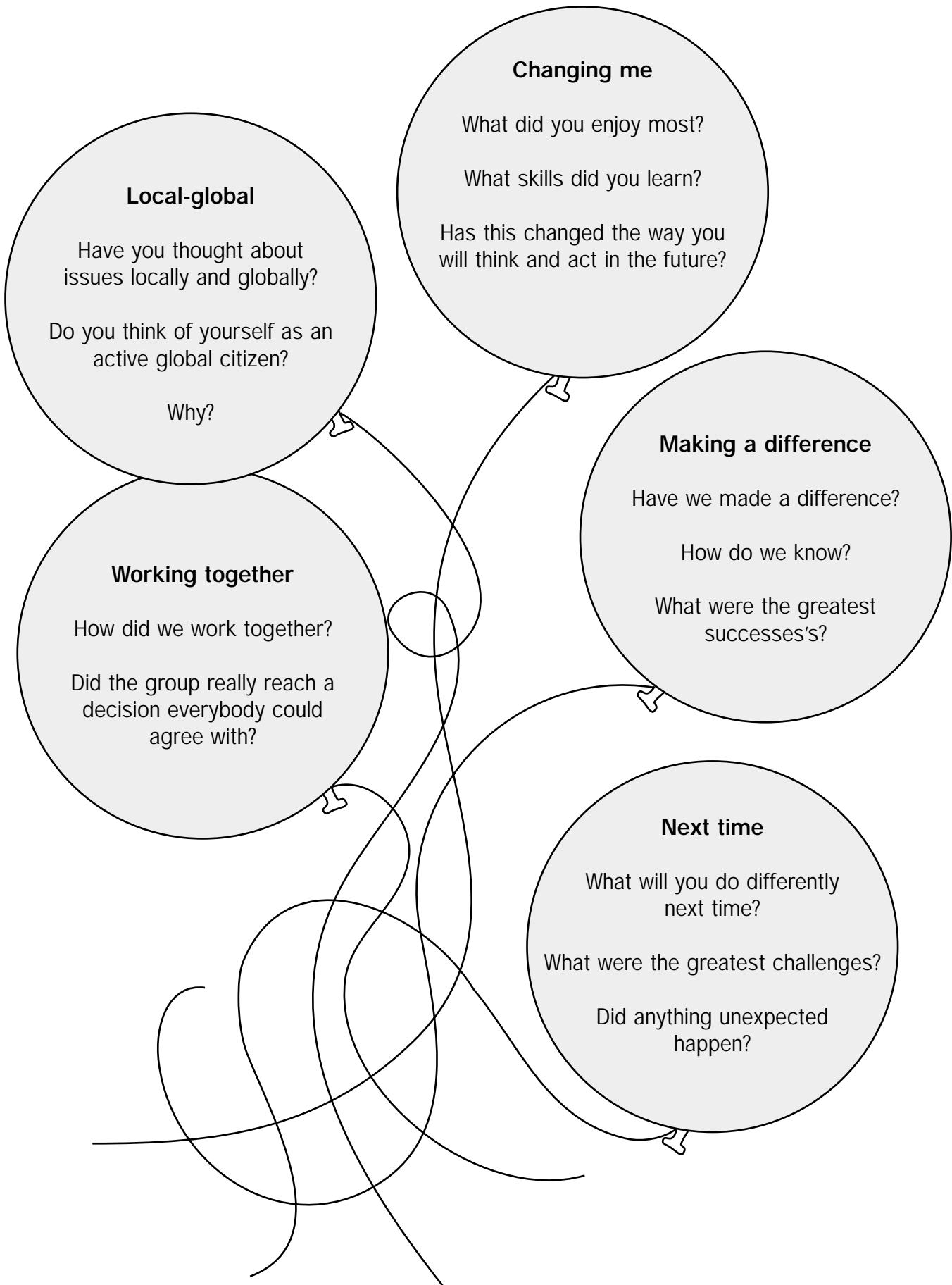
First we...	Evidence
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Then we...	Evidence
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Next we...	Evidence
------------	----------

Finally we...	Evidence
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Any other comments
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# 6b

## Active global citizenship certificate

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Awarded to.....

For being an active global citizen

Class ..... Date .....

Awarded to.....

For being an active global citizen

Class ..... Date .....

