

# Session 3

# Global citizens

## Learning Objectives

All learning objectives taken from different subject areas in the primary framework at <http://www.standards.dfes.gov.uk>

**1.3c:** To consider the interconnections between the UK and the rest of Europe and the wider world.

**2.1b:** To research, plan and undertake enquiries into issues and problems using a range of information and sources.

**4c:** To work individually and in groups, taking on different roles and responsibilities.

**4i:** To use and interpret different media and ICT both as sources of information and as a means of communicating ideas.

## Learning Outcomes

- Students will learn that people living in other countries live differently from people in the UK.
- Not everyone enjoys the same life style and basic privileges that we do.
- People living in Africa have connections with people in the UK and/or the EU.

## Key Questions

- Q.** What is life like in Mozambique/Liberia/Niger?
- Q.** How is life in Mozambique/Liberia/Niger different from life in the UK?
- Q.** Is the UK or EU connected to Mozambique/Liberia/Niger in anyway?



# Main teaching points

Total lesson time: 60 mins

## 1. Review of lessons 1 & 2 (5 mins)

What are the definitions of rights and responsibilities? Other people are affected by our rights? What responsibilities do we have towards others? Remind students that even children in other parts of the world, such as Africa, can be affected by our rights.

## 2. Researching Africa (20-30 mins)

In small groups (2 to 4) ask students to research one country from the following: Mozambique, Liberia and Niger.

Give each group one main question to answer from the following:

- What food do they eat?
- What are their homes like?
- What animals do they have?
- Where do they get their water from?
- Do children go to school?
- What are their toilets like?
- Does the country have any connections with the UK?

(E.g. Do we sell anything to them or buy anything from them?)

### Helpful Websites

#### BBC Country Profiles

[http://news.bbc.co.uk/1/hi/world/africa/country\\_profiles/](http://news.bbc.co.uk/1/hi/world/africa/country_profiles/)

#### CIA World Fact Book

[www.cia.gov/library/publications/the-world-factbook/index.html](http://www.cia.gov/library/publications/the-world-factbook/index.html)

#### HighBeam Encyclopaedia

<http://www.encyclopedia.com/>

#### Department for International Development

<http://www.dfid.gov.uk/>

#### Answers.com

<http://www.answers.com/>

## 3. Travel documentary preparation (20-25 mins)

Using the information discovered about Mozambique, Liberia and Niger, ask each group to prepare a 1 minute presentation in the style of a travel documentary eg. Michael Palin goes to Mozambique, which they will present to the class next lesson.

**Extension:** If more time is available, in addition to the questions above, they could provide information about the landscape, the climate, the culture, the living standards, where you could stay, what you could do, how you could travel, people of special interest, through maps, pictures diagrams, interviews and video diaries.

## 4. Concluding remarks

Today they will have discovered how people live differently in Mozambique and some may have found the economic connections between Mozambique and the UK. Next lesson will consider how people in Mozambique and the UK can affect one another's lives in a variety of ways.

## Resources

- People cards (1 set per group)
- People cards – Teacher's prompt
- Robert Beckford (2007), *The Great African Scandal*. Channel 4. [www.channel4.com/culture/microsites/C/can\\_you\\_believe\\_it/debates/scandal.html](http://www.channel4.com/culture/microsites/C/can_you_believe_it/debates/scandal.html)