Global Citizenship Themes for
Key Stage 3 NI
Junior Cycle ROI

Classroom Activity Sheets

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2. Human Posters: Ideas on Citizenship
3. The Biscuit Game: Looking at Global Inequality
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1. The ‘F’ word
Exploring diverse perceptions

This activity aims ‘to prepare students for investigating an issue from a range of viewpoints’ by highlighting how we all have different perceptions and ways of looking at the world.

Students will;

- Develop an appreciation for different perspectives
- Think critically about how different perceptions may cause conflict in society
- Begin to think about how conflict can be managed

You will need;
Copies of the following statement, enough for each student:

FINISHED FILES ARE THE RESULT OF YEARS OF SCIENTIFIC STUDY COMBINED WITH THE EXPERIENCE OF MANY YEARS
Methodology

- Make a copy of the above statement for each student in the class. When distributing the statements imply that the students are all getting a different statement just for them.
- Ask the students to write down how many letter ‘Fs’ they can see in the sentence.
- Record your findings on the board. It usually ranges from 2-6 Fs
- Reveal the sentence – Everyone has the same one!

- Why did we get different answers?
- What does this tell us about ways of looking at the world?
- How could this potentially lead to conflict if there are different perceptions of the same issue?
- Can you think of other examples like this?
- What can be done to resolve this conflict, whilst at the same time appreciating people’s individual perspective of how they see the world?
Opportunities for action

- Find out more about an issue from different viewpoints using a variety of sources.
- Collect stories about an issue from a variety of newspapers and discuss the different perspectives. Why do newspapers report stories differently? What does this tell us about the media?
- Have a look at World Map Projections for different perceptions of our world
2. Human Posters

Ideas on citizenship

This activity aims to provide students with an introduction to citizenship and prepare them for exploring the role of a citizen to take action for social change.

Students will:

- ‘Share what they already know about a topic, as an informed starting point for learning.’
- Become aware of how their own value system informs their opinions on what makes an active citizen
- Critique their own value system, question societal norms and ‘be challenged to develop an appreciation of the needs and perspectives of others.’ (NI Curriculum)

You will need:

Wallpaper and markers

Methodology

- Split the class into groups of 4 or 5. Give each group a length of wallpaper long as one person is tall (1.5-2m)
Let the group nominate a volunteer to lie of the paper and get someone to draw an outline of their body.

Choose a ‘pen chief’. This allows opportunity for discussion as the group have to agree (or disagree) with a word before it is written down.

On the inside of the ‘body’ ask students to write down the qualities they would associate with being an active citizen. On the outside, ask them to write down the qualities they would associate with being an inactive citizen.

After 5-10 minutes ask the groups to feedback by presenting their posters allowing critical discussion to explore their views.

- Why did you see .......... as a quality associated with an active citizen?
- Are there any times the traits of an inactive citizen could actually have a positive effect on society e.g. graffiti or demonstrating in a campaign?
- Where there any qualities that you put both inside and outside the body? Why was this?
- Which qualities did you disagree on? What were the different arguments for this?
- Remember there are not right and wrong answers but it is important for the teacher to encourage debate and challenge any prejudiced statements.
- Relate the discussion to human rights. Do you think an inactive citizen has any rights?
- Do you think all cultures would agree with your perception of an active/inactive citizen?
Opportunities for action

- Find out more about the lives of famous activists such as Aung San Suu Kyi, Nelson Mandela or Mahatma Gandhi or local activists in your own community. What moved them to act? What ways did they make a difference?
- Set up a class or school council to give students opportunities to participate in decisions which affect them. Class or school councils allow students to participate in the democratic process and act on issues that affect them.
- Consider creative ways to encourage others to take action.
3. The Biscuit Game

Looking at global inequality

This activity aims ‘to investigate how and why some people may experience inequality/social exclusion on the basis of their material circumstances in local and global contexts.’

Students will:
- Be introduced to world resource distribution.
- Become aware of our unequal and imbalanced world both locally and globally.
- Explore how the unequal distribution of wealth may give rise to conflict.

You will need;
Biscuits

Methodology
- As students enter the room, instruct them to sit at tables numbered 1-6. Each table should have a bag containing biscuits according to the table below.

<table>
<thead>
<tr>
<th>Table</th>
<th>Continent</th>
<th>No. Of Students</th>
<th>No. Of Biscuits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Country</td>
<td>Amount 1</td>
<td>Amount 2</td>
</tr>
<tr>
<td>---</td>
<td>--------------</td>
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<td>----------</td>
</tr>
<tr>
<td>1</td>
<td>Australasia</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Asia</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Europe</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>South America</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Africa</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>North America</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

- Students are given a few minutes to eat all their biscuits. The teacher should not interfere.
- To conclude each table should pin their number on a world map to whichever continent they think they are.
- See [OSDE North South activity](#) for follow on work.

- How did you feel about receiving a large/small amount?
- How did the other tables respond to you?
- Is this distribution fair? Why/why not?
- Why do some have so much and some have so little? What would make it fair?
- What do the 6 tables represent?
- Discussion points may arise depending on the students’ reactions. E.g. If there was sharing this could be used as a metaphor for discussing aid, or if there was bargaining, maybe trade could be addressed.
- If you lived in one of the poorer countries, what are some of the other things that you may not have?
4. Status Game

Exploring power relations

This activity aims to explore the concept of power in relation to injustice and exclusion.

Students will;
- Understand and explore local and global power imbalances
- Show a deeper understanding of the importance of promoting equality, democracy and human rights
- Learn to work effectively with others

You will need;
Pack of playing cards

Methodology
- Shuffle the playing cards and pass them out randomly to the students
- Ask them not to look at their own card, but to display it on their forehead
- Inform the students that the lower the card, the lower their status in the group, and likewise the higher the card the higher the status in the group (e.g. ace will be the lowest and King the highest)
Invite the students to walk around the room, greeting each other as they move, and as they do so, to treat each other depending on their status (e.g. they might bow down to Kings and Queens but hardly acknowledge the aces and ‘2’ cards)

After they have interacted with each other for a few minutes, ask the class to get into the order they think they would rank themselves, without speaking to each other.

How accurate/inaccurate were you?
What number did you think you were? Why was this?
How did you feel you were treated by the other students?
How can we relate this to power and status within our own society, e.g. who could the “King” represent?
Can you give other examples?
How can we challenge power imbalance in our society?
Can you think of international examples that show these power inequalities? Have some examples prepared.
Opportunities for action

- Have students further explore the concept of power, status, etc – to see how young people would rank themselves within society and how they can possibly challenge this.

- Prepare a list of people who may or may not have power, e.g. David Beckham, President Obama, Parent, Teacher, Friends, Simon Cowell, Police Person, Priest/Minister, Bono. Cut list up, and ask the students to rank them in terms of how much power they feel they have.