Educating the Heart: Nurturing Compassionate Global Citizens

Taster Activities for Primary and Postprimary
Children in Crossfire is proud to offer these taster activities from our wider Educating the Heart Pupil Programme. An important part of our education work here at home is to raise awareness of the underlying causes of poverty, and prepare young people emotionally and intellectually for becoming informed and compassionate global citizens. There are many issues of common concern among children and young people worldwide, and we aim to create a sense of global interdependence, compassion and solidarity with the hope of people working together to make the world a better place for everyone.

We acknowledge the importance of supporting and working alongside ITE students and teachers within schools to build on their skills and enhance their understanding of local and global issues. We also acknowledge that the curriculum provides great potential for connections to be made across subjects to ensure the content and methods are relevant to young people in an ever changing interdependent world.

We hope that Educating the Heart will have a lasting and resonating effect for the teachers and pupils within the school environment and for our society as a whole; that everyone may benefit from a greater knowledge and awareness of ourselves as compassionate individuals, interconnected in a global community.
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Pupils Securing their Space

**Aim:**
To create a space where pupils can acknowledge the individual and unique qualities they bring to the classroom and to agree some ‘grounding principles’ that will help everyone work together as best they can.

**Pupils will:**
- Begin to understand the core principles and values which contribute to creating a safe space to work in
- Learn to create a group contract for working together

**Time allocated:**
- Activity 1: 20 – 30 minutes
- Activity 2: 20 – 30 minutes

**Resources:**
- Playdoh (preferably 1 small tub for each pupil)
- A table or space to work on (the floor will do)
- Flipchart paper
- Markers – different colour for each group (N.B. this means the teacher can track groups and their deliberations)

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**ACTIVITY 1:**

**Part A**
- Give each pupil a tub of Playdoh
- Ask them to mould the Playdoh in any way they wish, noticing the texture, smell and any sounds it might make
- Ask them to mould their Playdoh into the shape of a person
- Explain that as they continue to mould, they should think of a time when they felt proud of themselves.

**Discussion Prompts:**

- How did it feel? What emotion did they experience at the time?
- Pinpoint one of the qualities that they felt proud of – provide some examples (e.g. strength to finish something, courage to speak out, willingness to learn something new, creativity to design something, empathy to help someone in need etc.) *Reassure them that they do not have to share this with the wider group. They only have to reflect quietly.*
- Invite them to reflect on a unique quality that they bring to the class- something positive!
• Explain that their class is made up of many qualities and traits and that sometimes this diversity of character can cause the class to have differing views, but that it is important that everyone treats one another with respect
• Ask them to share some of these qualities with each other in pairs

Part B
• Invite pupils to remould the Playdoh in any way they wish, noticing the texture, smell and any sounds it might make
• Ask them to mould any object or shape of their own choice
• As they continue to mould, explain that throughout the next number of weeks or months they will be:
  » working together
  » learning together and;
  » creating together
• Explain that it is important to create a space where everyone feels valued and safe
• Explain that such a space can only be created if everyone is willing to work on and agree on some grounding principles - like a class contract
• Ask them to think about grounding principles as the 3 Rs: Respect! Responsibility! Real Good Time!

  Discussion Prompts:
  » What is respect, and how can it be put into practice in the classroom?
  » What is responsibility? In what ways should we act responsibly in the classroom?
  » How can we make sure we all have a real good time as we work and learn together as a class?
  » Can you think of any other important grounding principles, we might add to the 3 Rs?
• Record some of the examples on flipchart paper and agree on a class contract
• Explain that their class contract will be displayed on the wall, and will be referred to for on-going discussion, debate and dialogue

ACTIVITY 2:
• Once again, invite pupils to remould the Playdoh in any way they wish, noticing the texture, smell and any sounds it might make
• Ask them to shape their playdoh into a sculpture that represents one of the grounding principles they are most interested in
• Ask them to talk in pairs about their individual sculptures
• Invite the class as a whole, to agree on one big sculptural shape they could mould as a class symbol
• When the class has agreed on one – ask them to bring their individual sculptures and work together to create the symbol for the class
• Once the symbol has been created, check that everyone is happy with it
• Explain that it can be revisited at any time and changed accordingly
• To finish securing the space, ask each pupil to put their thumbprint gently on to the symbol –adding their own unique mark to it
Making Connections

**Aim:**
To help pupils appreciate interdependence, and to begin to develop empathy, respect and gratitude for others

**Pupils will:**
- Be able to identify groups that people participate in
- Begin to learn about the global dimension
- Be able to have a sense of global connection and interdependence
- Begin to develop social responsibility

**Time allocated:**
- Activity 1: 20 minutes
- Activity 2: 20 minutes
- Activity 3: 15-20 minutes

**Resources:**
- Map of the World (Peters Projection Map)
- Pebbles/sticky dots
- Items from home (labels must be intact) e.g. clothing, household products, food
- Fairtrade Chocolate – for the pupils
- Flipchart/Colouring pencils/markers (for Lesson Development Suggestion)

**ACTIVITY 1:**
- Divide class into groups of 4, and distribute flipchart, markers/colouring pencils
- Invite each group to consider the theme of ‘Connection.’ On the flipchart, they should write/draw all the places to which people might be connected to (e.g. school, youth group, church, football club, dance class, orchestra etc)
- Once pupils have completed this task, you should pause for debrief questions

*Prompt Questions*
» Do you think people connect to these places by ‘choice,’ or do you think these places were ‘chosen’ for them?
» Do you think people have any rights in any of these groups?
» Can you think of people who might be excluded from any of your listed groups? Why is this? Is this fair/unfair?
» What might happen if someone from one of the groups was mistreated? What do you think the group should do to resolve this?
» Do you think it is the responsibility of the group to bring fairness for everyone?

Note: Pupils should be made aware that they do not have to reveal personal information about groups they might be connected to.
ACTIVITY 2:

- Divide class into groups of 4, and distribute a selection of household items to each group
- Invite each group to look at the labels, and identify where the items came from
- Once pupils have identified where their items came from, introduce them to the Peter’s Projection Map. Can you notice anything obvious about the position of the pebbles/sticky dots? For example, why might we see China with a lot of pebbles/dots?
- Invite pupils to place a pebble/sticky dot on the country on the map where their items came from

**Prompt Questions**

» How do you think these items got to you?

» How many people do you think were involved in getting the item to you?

» Can you notice anything obvious about where the position of the pebbles/sticky dots? For example, why might we see China with a lot of pebbles/dots?

» Do you think a lot of items are produced in poorer countries around the world? Why do you think this might be the case?

» Do you think all of these people were treated fairly?

» Who do you think makes the most money out of the items?

» If we were to look at labels of all the things we use and wear, how many places and people across the world do you think we depend on?

» Do you think it is important that we are thankful for all these people?

» Do you think we have a responsibility to make sure these people are treated fairly?

» Did you notice if any of the items you looked at had a Fairtrade Mark?

» What do you think Fairtrade means?

ACTIVITY 3:

- Offer each pupil a small piece of Fairtrade chocolate
- Invite them to enjoy it – really trying to identify the different ingredients by noticing the texture and taste of it
- In small groups of 4, ask the pupils to brainstorm the ingredients in the chocolate. What makes up a piece of chocolate? Ask them to list their answers on a page
- After they have exhausted their list, ask them to note beside each ingredient where in the world it might come from? If pupils do not know, they can use books or the internet to research it
- The teacher should introduce pupils to Fairtrade, through choosing a short film or resource available at the Fairtrade Foundation Website www.schools.fairtrade.org.uk/
Spaceship Earth

Aim: To help pupils develop motivation to participate and take action as a global citizen

Pupils will:
- Have increased knowledge of global inequality
- Develop their skills as critical thinkers
- Begin to use skills to respond to structural injustice with empathy, understanding and compassion

Time allocated:
- Activity 1: 30 minutes
- Activity 2: 20 minutes

Resources:
- Spaceship Earth Script and Flight Plan
- The Global Village Youtube Clip by Hyperfine Media

ACTIVITY 1:
- Explain to the pupils that they are going to take part in a role play/simulation about the world
- In role, the teacher should take the pupils through the Spaceship Earth Simulation (see Spaceship Earth Script and Flight Plan)

ACTIVITY 2:
- Ask the pupils, how they think the Spaceship Earth simulation relates to the world

Prompt Questions
- How does the Spaceship relate to real life?
- Who do you think the first-class passengers represent?
- Who do you think the second-class represent?
- Who do you think the third-class represent?
- Why do you think it is so unequally divided?
- Is this fair? Why/Why not?
- Do you think conflict could breakout because of the inequality? Why/Why not?
If possible the lesson could take place in a hall or large space. If not, tables need to be placed at the sides of the classroom preferably before the class arrives so that the simulation can start immediately. Seats should be set out in an aircraft/spaceship style (see flight plan). It will be very beneficial if the pupils are familiar with the teacher-in-role so they will not be surprised to find the teacher playing the part of the crew.

**Lesson Development Suggestion: Designing a Poster Campaign**

- Divide the class into groups of four
- Distribute Flipchart and ask them to imagine they have been asked to create a poster campaign for letting people know about how unfair Spaceship Earth is, and for encouraging people to make the Spaceship more equal

  **Prompts**
  - What is the main message you want people to understand through your poster?
  - What do they need to know most about the unfairness?
  - What actions can you suggest for the people to take to help make the Spaceship fair for everyone?
  - Invite each group to share their completed poster campaigns with the rest of the class

- If possible, posters can be further designed through ICT

**Spaceship Earth Script and Flight Plan**

- Hello and welcome on board Spaceship Earth. We hope you will have a very enjoyable journey with us today. Please can you leave your luggage (school bags) at the entrance and we will keep them in the hold until the end of the journey. Please choose a seat, you can sit anywhere you like (the teacher should wait until everyone is seated and ready)

- My name is ___________ and I’m one of your cabin crew. Today you will travel on one of our older models, Spaceship Earth which is about 4.563 billion years old. It’s adorned with beautiful blues and gorgeous greens, and it has a unique ability to sustain life on board way into the distant future. But this is only possible if we all take care of the Spaceship

- Some parts of our spaceship are overcrowded due to a growth of population. It’s estimated that Spaceship Earth currently has over 7.4 billion people on it. You’ll notice not ALL sections are over-crowded though.

- If you decided to sit here (Teacher walks to first-class) then you are one of our first-class passengers. Welcome on board; we hope you will have a very pleasant journey with us today. I will be happy to be at your beck and call. You will have access to all our premium goods, premium food, premium water, premium movies and premium garments. You will also have access to our premium heating devices. You are VERY welcome!

- If you decided to sit here (teacher walks to second-class) you are one of our second-class passengers. Although you have a little less room than our first-class passengers, you will be comfortable throughout the journey. Although you will not get the level of service available for our first-class passengers, rest assured you will have enough food, water and things to make it a comfortable journey. You can request a change in temperature and we will try to accommodate your requests as best we can.

- If you decided to sit back here (teacher walks to third-class), you are one of our third-class passengers. It seems you didn’t choose the best seat. This is slightly awkward, because... well, um... by the time our cabin crew is able to serve you, we won’t really have much left. I know it is cramped back here, but remember you did choose to sit here, didn’t you? So, if you can keep the noise down we’ll bring you food when we can, and we will send you some things when our first and second-class passengers are finished with them. A lot of the
waste from first and second-class often ends up down here, so you might find yourself some treasures if you look through it. The waste doesn’t do Spaceship Earth any good though; it has gathered here and has created a giant hole, the size of a football field back here. That might explain the draught! Look, the truth is, we don’t know what else to do with all this waste, so if you can find a way to cover it up that would be good.

• (Teacher walks to front of Spaceship) As part of our customer satisfaction promise, we’d like to hear your views:

• Are you having a good journey so far? What might help make it better? How are our first-class passengers feeling at the moment?

• What about our third-class passengers, are you feeling good about your journey? What would make it better for you?

• Look, I understand some of you might be feeling annoyed but that’s just the way it is, it’s too hard for me to change it... sure I’m only one person! I will speak to the Captain and get back to you. (Teacher places hand to ear as if you are receiving information) The captain has just informed me that the current breakdown of resources has been released. First and second-class passengers – you are using 80% of Spaceship Earth’s resources, yet, you account for only 20% of Spaceship Earth’s population. Third class passengers – You are using 20% of the resources on board, yet, you account for 80% of Spaceship Earth’s population. Let’s take a moment to digest that information:

• Does anyone have anything they want to say?

• How does that make you feel?

• In one word, can you say what you are thinking or feeling? (Give them a minute to think of one word)

• I think it’s fairly obvious that we need to change what’s happening here (teacher can now come out of role)

Ask each pupil to call out their word (thought-tracking) as you move through the aisle between the seats (this strategy can often be quite profound - especially when only one word is being used). THOUGHT TRACKING is when a person, in role as a character, is asked to say what they are thinking or feeling at a given moment in the drama or tableau.

• Explain to pupils that the simulation has ended, and in a follow-up activity they will have the opportunity to come up with ways to change the Spaceship for the better.

<table>
<thead>
<tr>
<th>FLIGHT PLAN</th>
<th>In a class of 25</th>
<th>In a class of 30</th>
<th>In a class of 35</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class Passengers</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Second class passengers</td>
<td>4</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Third class passengers</td>
<td>20</td>
<td>24</td>
<td>28</td>
</tr>
</tbody>
</table>

• The numbers of places are based on 80:20 figures.
• 80% of the world’s population own 20% of the world’s wealth.
• 20% of the world’s population own 80% of the world’s wealth.
It’s Not Fair

Aim: To help pupils develop knowledge and understanding of global issues and interconnection, and to develop their capacity to unpack the issues through critical and emotional literacy

Pupils will:
• Begin to explore the structural causes of poverty and inequality
• Begin to apply critical thought to global issues
• Develop a deeper understanding of how they are interconnected through global systems
• Develop an awareness of how they respond emotionally, physically and cognitively to the issues
• Begin to think through and express imaginative solutions

Time allocated:
• Activity 1: 30 minutes
• Activity 2: 30 minutes

Resources:
• Inequality Quiz
• Colouring pencils/markers/paper
• Youtube Clip For the Heroes A Pep Talk for Kid President by SoulPancake

ACTIVITY 1:
• Remind the pupils of the Spaceship Earth Lesson 8 activity and ask them to recall the whole experience
  
  Prompt Questions
  » Can you remember where you were sitting on the spaceship?
  » Can you remember how this felt?
  » Can you remember how you thought the Spaceship related to the real world?

• Explain to the pupils that they are going to find out some more about how the Spaceship links to real life situations
• Explain that they will do this through a true or false quiz (the teacher might wish to organise the class into teams, or ask the pupils to participate on their own)
• The teacher should call out the quiz questions from the Inequality Quiz
• Once pupils have completed the quiz, the teacher should ask a range of debrief questions

*Prompt Questions*

» Are you surprised by any of the facts you discovered through the quiz?

» Do you think it is fair that the richest 1% have so much wealth? Why/Why Not?

» Do you think big corporations should pay more tax? Why/Why Not?

» Should big corporations pay a fair price to farmers? Why/Why Not?

» Who do you think should be responsible for making the world fair for everyone?

» How does this unfair world make you feel?

**ACTIVITY 2:**

• Divide the class into groups of 3-4, and explain to them that they are going to create ‘the person the world needs most’

• Distribute paper to each group, and ask them to draw an outline of a body

*Instructions*

» Think about everything you have learned about our unequal world

» Imagine you can create ‘the person the world needs most’. This person can be a superhero who has all the qualities and powers needed to make the world a fairer place for everyone

• When each group has finished, they can each share their superhero with the rest of the class

• The lesson can be finished by playing Youtube Clip For the Heroes A Pep Talk for Kid President by SoulPancake

**Inequality Quiz**

1. **The world does not produce enough money and food for everyone to be well fed and have their needs met** - **FALSE**
   
   There is enough money and food in this world for everyone, but it is not distributed fairly, and a lot of people do not have access to food or a fair wage. There is also a lot of food wasted in developed countries like Ireland, USA and UK

2. **Most of the world’s farmers are from poorer countries** - **TRUE**
   
   Most agricultural farmers are from poorer countries. They depend on growing food for their survival. A lot of big companies like Nestle trade with these farmers to bring food to our supermarket shelves. However, they do not pay the farmers a fair price which means the farmers remain trapped in poverty

3. **More and more of the food produced by farmers, and more and more of the food we buy from the supermarket is controlled by a few big corporations who make a lot of money for themselves** - **TRUE**
   
   There are about ten big corporations who have bought control of the food production chain. They control how the farmers plant the seeds. They control how the product is shipped across the world. They control how little the farmers are paid. They control how the food is packaged on our shelves. In fact, these big corporations practically control everything we buy (a visual display of these corporations is available at this link https://static4.businessinsider.com/image/53babac36da811ee672b2726/10-companies-that-control-almost-everything-we-eat.jpg)

1sourced from oxfam.co.uk
4. **1% of the richest people have more wealth than the rest of the world - TRUE**
   In 2016, the richest 1% had more wealth than the rest of the world combined

5. **Big corporations pay their fair share of tax to governments - FALSE**
   A lot of big corporations and some powerful and wealthy individuals avoid paying their tax by hiding it in tax havens. A tax haven is a country that has a low rate of tax. A lot of powerful people and corporations register their companies in these havens, and avoid paying the proper tax to their own governments. Also, big corporations go into countries in Africa and do not pay sufficient tax. This means that governments are deprived of a lot of tax money which could pay for food, health and education

6. **If the richest people in the world paid the proper tax to governments, then there would be enough money to end world poverty for good - TRUE**
   If the richest people stopped hiding their money to avoid paying tax, then world poverty and hunger could be solved. In 2013 at least $18.5 trillion was hidden by wealthy individuals in tax havens worldwide, representing a loss of more than $156 billion in tax revenue

7. **Africa is a continent with no resources to trade - FALSE**
   Africa has reserves of diamonds, platinum, oil, gas and timber. But, big corporations go into African countries and take ownership of these reserves and land and make most of the profit for themselves

8. **We can make the world more fair through what we decide to buy or not buy - TRUE**
   We have a lot of power as consumers. We can do some research to find out if the products are linked to the unfair treatment of people or even if they involve child labour. We can write to the big companies to demand that they pay a fair price to farmers. We can also ask them if they pay fair tax to governments. We can tell them we will refuse to buy their products until we can be sure they treat people fairly and equal. We can also ask supermarkets to stock a good range of fairtrade products. We can also buy local produce.
Aim: To encourage pupils to express their ideas for a better world through planning and implementing an action based project

Pupils will:
- Identify and research a specific global injustice issue
- Identify actions that the whole class can take to address the issue
- Negotiate and agree on an overall class action project
- Plan the delivery of the project

Time allocated:
- Activity 1: 40 – 60 minutes

Resources:
- Action Project Proposal Form
- Internet Access for Pupil Research Task

ACTIVITY 1:

Part A
- Explain to pupils that they are going to think about issues that they can address through a class action project
- Ask them to reflect on all the issues they have been learning about over the past number of weeks

  Prompt Questions
  » What would you like to see changed in the world?
  » Who do you think has the power to make this change?
  » What do you think you might be able to do to contribute to this change?

Part B
- Divide the class into groups of four or five
- Distribute the Action Project proposal form to each group
- Each group should agree on an issue they would like to address
- They should research their issue, and complete their Action Project proposal form
• When the above has been completed, each group should then present their Action Project Proposal to the wider class

• The class should then be invited to vote on which proposal they would all like to work collaboratively on through an Action Project

**Action Project Ideas**

• Become a Fairtrade School
• Host a school assembly to raise awareness of the chosen issue
• Make the school Eco Friendly
• Write and record a poem or song about the chosen issue
• Do a waste audit in your school
• Have a no energy day
• Create an ‘Educating the Heart’ pupil committee
• Create a shared creative project with a school in another part

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**Action Project Proposal Form**

<table>
<thead>
<tr>
<th>What issue do you think should be the focus of the Class Action Project?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do you think the class should choose this issue?</td>
</tr>
<tr>
<td>How do you plan to address this issue?</td>
</tr>
<tr>
<td>What would be the main message you would deliver about the issue through your action project?</td>
</tr>
<tr>
<td>Who would be the chosen audience to hear about the Action Project?</td>
</tr>
<tr>
<td>What steps would the class need to take to organise the Action Project?</td>
</tr>
<tr>
<td>What materials and resources would the class need?</td>
</tr>
<tr>
<td>Who or what organisation could help the class with the Action Project?</td>
</tr>
<tr>
<td>What change will be made because of the Action Project?</td>
</tr>
<tr>
<td>How will you know if your Action Project was a success?</td>
</tr>
</tbody>
</table>