



Who do we think we are?

Lesson 4: Am I a global citizen?

Key Ideas:

- a) To make a connections between the individual and global events
- b) To understand the importance of being a global citizen
- c) To develop an Action Plan to assist groups of people affected by conflict in the Democratic Republic of Congo.

Starter activity:

Using the interactive Global Disasters map, students will become aware of where most disasters happen in the world and that in the UK we are rarely exposed to major disasters. Students then have to match the type of disaster to the country in which it occurred and place both pieces of information on the map.

Main activity:

In the main activity, students will work in groups to develop an Action Plan to assist groups of people affected by the humanitarian disaster in the Democratic Republic of Congo. Students are first shown a PowerPoint presentation about the disaster. They are given some background information about why there are so many refugees fleeing the conflict, but the aim of the task is not to explore the causes of the conflict, it's to devise an Action Plan to help people.

Students should be divided into eight groups. Each group is assigned one of four categories, with two groups working on each category. The four categories are:

1. The raising awareness campaign
2. The aid agency
3. The activists
4. The British government.

Students should work through the appropriate worksheet, answering the questions to help them to come up with an Action Plan. Once they have worked together in their group, students should join the other group with the same category and listen to each other's ideas. The two groups together should select key ideas from each to come up with a final Action Plan.

If there are G&T students in the class, rather than assigning them to a group, they could be used to talk to the different groups and then feedback at the end of the session, rather than group representatives feeding back. The G&T students would have to structure what to report on and be open to questioning.

Plenary:

Representatives from each group should address the class to explain who they are, what they are going to do and how they are going to do it. As the students report on their plans, the teacher should collate the main points on the board. During this plenary, peer questions should be encouraged.

The session should end with students' thoughts on how effective they think the action plan would be and which part of it should be implemented as a priority.