

# The BUSY TEACHER'S Guide to the World

CHILDREN

want to know about  
their world

WE

help them discover it

YOU'RE

their inspiration

We Save the Children  Will you?





# THE WORLD IN YOUR CLASSROOM

**We know that there are many ideas and initiatives that teachers would love to devote more time to. But we also know how hard it can be to find the time in a jam-packed school day.**

This guide can help. It shows you just how easy it can be to incorporate teaching about the world into your everyday classroom practice. It can make your life easier by giving you interesting new ways to teach subjects like literacy, history, drama – even PE!

We show you ways to include teaching about the world (known as the 'global dimension' in the jargon) into subjects you already teach. And to create cross-curricula projects on different aspects and topics.

“I wanted to do something because I know what poverty is like. I began to teach children to read and write. I also teach children about their rights.”

Dennis, 12,  
volunteer teacher,  
Honduras

Find out more...  
You can read more personal stories from children like Dennis in our *Young Citizens* pack and in other packs like *Welcome to My World* and *Working Children Worldwide* (see page 10).

STUART FREEDMAN



There's a simple activity here to get you started. Once you've got going, there are more free activities on the web that you can download, including:

- a video clip of Hashi in Sri Lanka
- a photo-based activity exploring family life in Burkina Faso
- an art lesson from Cuba
- a citizenship lesson about a boy actively changing his world.

Finally, we've got ideas for every area of the curriculum from our teaching packs. So if you're stuck for ideas for that PE lesson on dance, want to jazz up a literacy lesson, make history real or get your young citizens active, we've got some great ideas.



## Tsunami tale

Hashi is a little girl living in a rural community in Sri Lanka. One day, while she's helping her mum do some chores, a tattered red and white kite floats into their courtyard. Fascinated by its arrival, Hashi follows it on an adventure through her village, uniting friends and neighbours to share in the sense of freedom it brings.

In an area that was ravaged by the tsunami of 2004, Hashi's story shows the importance of community in children's lives – even in the face of disaster.

Find out more...

Hashi's story is one of six stories that give a snapshot of the lives of children around the world on our *What Makes Me Happy?* DVD (see page 10). The ten-minute films can be used to inspire young learners (5–8 years), through imaginative writing, art, music and dance. Preview the films at: [www.whatmakesmehappy.tv](http://www.whatmakesmehappy.tv)

# WHY BRING THE WORLD INTO YOUR CLASSROOM?

**As the UK becomes more diverse, our lives are more closely linked to other people around the world.**

Learning about the world gives children a better idea of their place in it and can help them develop the knowledge and skills they need to live in a global community. It helps children to understand how individual and local action has global consequences, and to make informed decisions about the roles they want to play in the global community.

If you want to know more about the global dimension, the Department for Children, Schools and Families has produced a booklet that identifies the key concepts. Available at: [www.dfes.gov.uk/pubs/files/dev-global-dim.pdf](http://www.dfes.gov.uk/pubs/files/dev-global-dim.pdf)

## 8 KEY CONCEPTS OF THE GLOBAL DIMENSION

- global citizenship
- conflict resolution
- diversity
- human rights
- interdependence
- social justice
- sustainable development
- values and perceptions

(taken from *Developing the Global Dimension in the School Curriculum*, DfES, March 2005)





# YES BUT...

## “I don’t want to teach about starving children.”

Teaching about the world doesn’t mean just looking at the poorest children and families. Within individual countries there’s variety in levels of wealth and lifestyles. It’s important to show children this. You could also look at the differences within our own country – something we do in our teaching packs.

Emphasise to your pupils the similarities between their lives and those of children in other parts of the world. Encourage children to think of themselves as part of a global community and to respect people, wherever they come from.

When you are looking at the poorest children and families, explore why they are poor. And don’t show them as victims. Show them as active. We’ve got great ideas on how to deal with tough subjects like growing up in poor urban areas, as well as teaching about the fun things children get up to wherever they are.

## “I don’t feel I know enough about other countries, especially poor countries.”

You don’t have to be an expert in international development. Our teaching packs give you everything you need for your lessons – including photocards, posters and, in some cases, film. But if you want to find out more, there are plenty of places to start:

- Save the Children ([www.savethechildren.org.uk](http://www.savethechildren.org.uk))
- your local Development Education Centre – find yours at [www.dea.org.uk](http://www.dea.org.uk)
- the Geographical Association ([www.geography.org.uk](http://www.geography.org.uk))
- the BBC’s Newsround website ([news.cbcb.co.uk/bbcnews](http://news.cbcb.co.uk/bbcnews))
- the British Council – to explore the possibility of a link with a school in another part of the world ([www.britishcouncil.org/globalschools](http://www.britishcouncil.org/globalschools)).

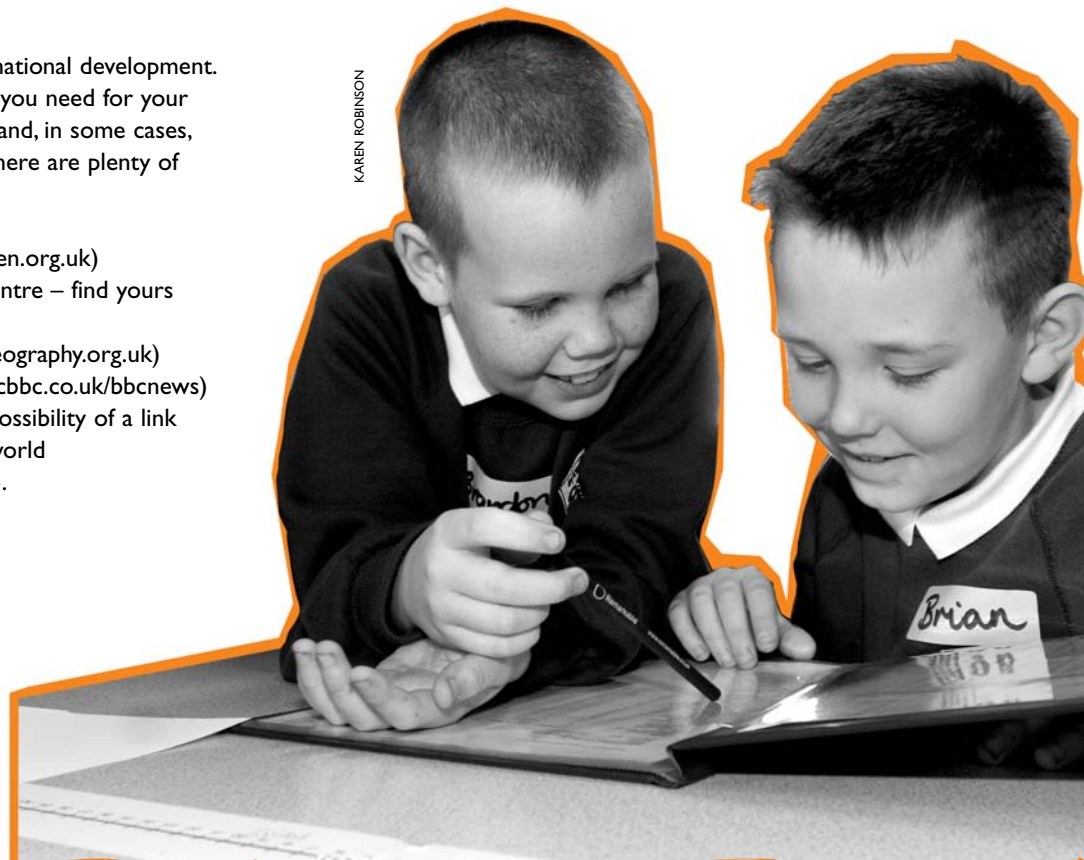
## “It’s not really part of the curriculum.”

The government wants the global dimension to be taught as part of your usual curriculum. The most obvious subjects to bring in the global dimension are geography or PSHE and citizenship, but there are plenty of ways to do it in other subject areas – see all the ideas on page 6.

## “Pupils aren’t interested in these issues.”

It depends how it’s done. Start with your pupils’ own experiences, and you’re more likely to engage their interest. The global dimension appeals to children’s sense of justice and fairness. And it’s an opportunity for pupils to take the lead on deciding what they want to explore.

KAREN ROBINSON



# GETTING STARTED

## SAMPLE ACTIVITY: OUR CONNECTIONS

### Summary

Pupils take it in turns to describe a connection they have with another country.

### Objectives

- To explore pupils' connections with other parts of the world.
- To develop an appreciation of diversity.

### What to do

1. This activity is an adaptation of a traditional game. Begin the sequence by saying "I am connected to the wider world by..." and put in a connection. Connections can include the food you like to eat, the music you listen to, holidays abroad, relatives who come from overseas, languages spoken, where you were born, parents/grandparents who were born in another country, or wearing clothes that were made overseas.
2. Ask the person to repeat the original connection and add in their own: "Maya is connected to the wider world because her granny lives in Peru. I am connected because I can speak French." As the sentence continues around the class, the list will grow and it will also become a test of memory!

### Key questions

- Have pupils found out things they didn't know about each other?
- Are they surprised by the number of connections that we have with other places?
- How do these connections enrich our lives?
- Can pupils think of any other connections that they have with other countries (for example, historical links, migration, sport)?

## TEACHING CHILDREN'S RIGHTS

One way to help pupils identify with children in other countries is to teach them about children's rights.

Feedback from teachers suggests a link between teaching about the rights of children around the world, and a positive impact on overall behaviour and attitudes towards others. As children are supported in becoming more responsible for their learning and behaviour, they are also more prepared and informed to challenge the injustices they see in the world.

For more information on teaching about children's rights you can download our guide at: [www.savethechildren.org.uk/en/docs/childrensrights\\_teachersguide.pdf](http://www.savethechildren.org.uk/en/docs/childrensrights_teachersguide.pdf)



# THE WORLD ACROSS THE CURRICULUM

We know that time is often short, and that you're always looking for ways to make your teaching more effective. We've been producing resources for schools for more than 20 years – and teachers love them. Here are some ideas on how to use them right across the curriculum.

## English

Teaching about children in other places and about children's rights offers a wide range of themes to engage children and support literacy. And there are lots of different activities you can use – debates, presentations, role-plays, reading case studies, creative writing and practice with a range of writing frames.

*What Makes Me Happy?* (see page 10) – a DVD of children's own stories from around the world – is ideal for work on poetry and creative writing. Children can develop stories, explore characters and look at the use of language and gestures as a means of communicating throughout the world. Through Ranjita's story about taking the family water buffalo for a wash, they can look at figurative language. Mahmoud's and Junjie's stories can be used to explore and express feelings.

Our *Working Children Worldwide* pack has great opportunities to develop skills in speaking and listening and non-fiction writing. Children take on the role of TV reporters, design an e-campaign and develop debating skills as they represent children involved in exploitative work. Models for writing are included – for example, to persuade and to recount. Our teaching packs *Partners in Rights* and *Young Citizens* are also ideal for supporting skills in speaking and listening.

## Numeracy

Teachers are always looking for ways to apply numeracy skills to real contexts. Learning about country facts – like percentages, map scales and graphical information – is an excellent way to do this.

Our pack *Welcome to My World* has exactly this kind of information in country profiles of Vietnam, India, Ethiopia and Peru. Activities based on Naresh's life (a young boy from urban India) include drawing plans to scale and making 3-D shapes. There are activities to develop number skills by playing a boardgame to discover how children's lives around the world can be improved.



"I used 'What Makes Me Happy?' as a part of our geography lessons. They were quite surprised at the similarities that they shared with other children. I recommend it to other teachers as a good way of widening children's knowledge about the experiences of other children around the world."

Natalie Hunt, Billingshurst Infant School



## Art and Design/Music/PE

At first glance you may not see many ways of getting global citizenship and children's rights into these subject areas. However, there's a wealth of opportunities. Children can explore colours, textures, paint and collage as a way of making connections with different cultures around the world. They can learn about rights through music and rhythm, dance, puppetry and photography.

For example, our *Partners in Rights* pack explores themes of rights and identity through puppetry, collage, rap and dances, like Capoeira from Brazil.

After watching our *What Makes Me Happy?* DVD children can present their own experiences of happiness through drama. The DVD's images are inspirational for Art and Design activities.

## Design and technology

It's always useful to have material that supports design skills while children learn other relevant knowledge at the same time. For example, in our *Partners in Rights* pack, the activity on 'Modelling a community' helps children learn about their community and other people around the world. They also develop skills in D&T as they create a model of their neighbourhood.

"We used 'We are citizens', 'Getting active' and 'Making choices' from the pack *Young Citizens* as a part of our assemblies... Using these resources carried the children off into unexpected directions."

Richard Gower, Hazelbury Bryan Community Primary School



KAREN ROBINSON

## Geography

Finding practical examples to help children develop geographical skills and knowledge is a challenge. Teachers look for ways for children to relate to real lives and positive representations of other places. You also probably welcome links to citizenship, rights and the global dimension.

Our *Welcome to My World* pack is a great tool for geography lessons. The case studies help children develop an understanding of place, the features of different environments, geographical language and skills for gathering information. Through Naresh's story from India and the accompanying activities, they learn about migration and the differences between rural and urban living. By learning about Alexia's life in Peru they are introduced to the importance of a healthy environment and the study of a local area.

Our *Young Citizens* pack also engages children in real stories. The section on community supports teaching about comparing places, and looks at our role in managing and changing our community and environment. Children develop a plan of action for improving their local area.

## History

Teachers know that any study of the past is not complete without making links to the present. What better way to make these links than by taking children on a journey through human rights?

Our *Working Children Worldwide* pack looks at children's work in the past and present. Children become time travellers as they go back into the 19th century to learn about the conditions of work for children living in Victorian Britain. They also learn about the experiences of children today, including those in the UK, and how children's rights are important in protecting them.

Our *Partners in Rights* pack includes an activity that looks at the history of human rights by focusing on universal commemorative days. An activity on the Capoeira dance is an opportunity to look at the transatlantic slave trade, human rights and the diversity of UK society past and present.

*"We gave copies of the 'School Council Guide' to older members of the school council and paired them with younger members to support them with the reading. The children love the illustrations. It's colourful and written in child friendly language."*

Sally Moore, Headteacher from St Paul's Primary School, London





## PSHE and citizenship

Teaching about children's rights is a connecting thread through PSHE and citizenship. It's an opportunity for children to understand their rights and responsibilities, and to appreciate their roles as citizens in their community and in the world. Learning how these rights apply to other children develops pupils' sense of empathy and tolerance, and their appreciation of diversity and difference.

Our *Young Citizens* pack looks at five children in different countries who are active citizens in their communities. It gives children the opportunity to explore social responsibility and connections with others. In the activity 'Our qualities', children look at self-esteem and the effects of their actions on others. In other activities children learn about the role of community and voluntary organisations. A school survey on bullying is part of the work on respect.

In *Partners in Rights* children look at 'What is a right?', 'Name calling', 'Rights in the classroom', 'Special places' and 'Defending rights'. The United Nations Convention on the Rights of the Child is presented in creative activities and through the experiences of children from Latin America and the Caribbean.

### Children's rights

Teaching on children's rights is the thrust behind many of our resources. Children can be introduced to these through the simple pocket book *I've got them! You've got them!! We've all got them!!!* Children can personalise this by colouring in cartoons illustrating key rights in their own style. It can be a great starting point for talking about rights and also be used to form the basis of creative chants and raps!

"I used 'Welcome to My World' as part of our school's One World Week when children were learning about appreciating diversity and cultural difference. The resource was good as it is completely different from the kinds of things the children are used to using."

James Ledger, Handale Primary School

### Whole school

One of the best ways of learning about rights is to experience them. Your school council can be one way to do this. The whole school can be mobilised as children learn about their right to a voice and their responsibility to others. Our *School Council Guide* is full of ideas and guidance, giving children a fun, lively way to learn about the rationale, aims, elections and activities of a council.

Our packs on *Young Citizens*, *Welcome to my World*, *Partners in Rights*, *Working Children Worldwide* and *What Makes me Happy?* can be used to support assembly plans, as a basis of theme weeks or to support work around international and charity days. They could also support your school in building stronger links with different groups in your local community.

# TEACHING RESOURCES TO HELP YOU

## Young Citizens

*Children as active citizens around the world – a teaching pack for key stage 2*

24 stand-alone activities that explore citizenship through the lives of five children making a difference in their communities.

74 pages plus 16 photo cards £15.00

Download a 'taster' activity at [www.savethechildren.org.uk](http://www.savethechildren.org.uk) under 'teaching resources'.

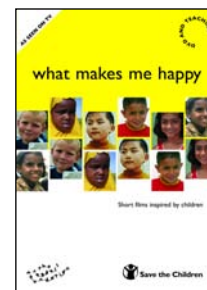


## Welcome to My World

*Exploring the lives of children in Ethiopia, India, Peru and Vietnam*

This pack provides four films and ten geography and citizenship activities to help children learn key skills, while exploring the similarities and differences between their lives and those of four children from around the world.

96 pages plus DVD £20.00



## What Makes Me Happy?

*Short films inspired by children – DVD and teaching ideas*

Six short films that show what it's like to be a child in six different countries, including the UK. A collaboration with the makers of *Teletubbies* and *Rosie and Jim*.

DVD £11.99



## Working Children Worldwide

*A cross-curricular resource pack on child labour and globalisation*

Pupils investigate children's work, past and present, through 16 stand-alone activities, with supporting information and materials. Covers curriculum requirements and key skills in geography, history, English and literacy, and PSHE/citizenship.

78 pages plus A2 poster £15.00

Download a 'taster' activity at [www.savethechildren.org.uk](http://www.savethechildren.org.uk) under 'teaching resources'.

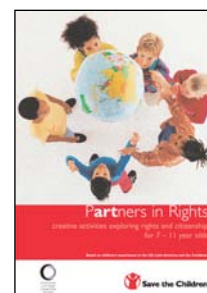
## Partners in Rights

*Creative activities exploring rights and citizenship for 7–14 year olds*

An exciting education pack that uses creative arts to explore children's rights and citizenship issues through a wide range of activities.

116 pages plus 18 photocards £15.00

Download an activity from *Partners in Rights* at [www.savethechildren.org.uk](http://www.savethechildren.org.uk) under 'teaching resources'.



## Families

This pack takes a fresh look at what families are all about – from children's viewpoints.

90 pages plus 8 photocards £15.00

Download a taster activity at [www.savethechildren.org.uk](http://www.savethechildren.org.uk) under 'teaching resources'.

## Time for Rights

Activities for citizenship and PSHE for 9–13 year olds

This is another exciting way to get children thinking about rights. Using a wide range of techniques – role-play, cartoons, stories, poems and music – this pack looks at what rights mean for the individual child, their family, their school and their community.

128 pages, co-published with UNICEF £10.00



## Participation – Spice it Up!

Practical tools for engaging children and young people in planning and consultation

Getting children involved in making decisions can be the best way to get them to feel part of the school and stick to the rules. *Participation – Spice it Up!* looks at how you can engage children in making decisions in a fun and lively way. There are more than 40 tried and tested activities, from 'The Applaudion Chair' to 'Zombies', to use with your class, the school council or the whole school.

160 pages £18.95



## I've Got Them! You've Got Them!! We've All Got Them!!!

This pocket-sized booklet is a colour-in-and-keep introduction to children's rights and responsibilities.

Pack of 25 £6.00

## Home from Home

For refugee children, settling into a new school can be tough. It also presents a challenge to over-stretched schools. *Home from Home* gives clear and practical guidance to schools, covering everything from preparing for new arrivals to developing play opportunities.

156 pages, co-published with Salusbury World £18.95



## A Fight to Belong

A short book telling the true story of a refugee family's fight to stay in the UK – and a campaign by their school and community – plus a guide for teachers on exploring the issues it raises.

There's even a happy ending. Ideal for combining literacy and citizenship/PSHE.

Storybook 64 pages £4.99

Teacher's pack 54 pages £10.00

## Children's rights series

A series of books looking at children's rights to a home, safety, education, health and a voice – illustrated with stories and photographs from children. Ideal for older children to find out what life is like for other children and why rights are so important.

All 32 pages £10.99

Complete series of five books: £40

## The School Council Guide

A lively and interactive guide for pupils (and teachers) who want to know how a school council works.

102 pages £5.00



To order any of these publications use the enclosed order form,  
phone 01752 2023301 or visit [www.savethechildren.org.uk](http://www.savethechildren.org.uk)



# GO GLOBAL

There are lots of ways to bring the world into your classroom and school. Here are some ideas:

## Campaigning

Join our youth campaigns network to find out how your class can help make the lives of children around the world better. For more information email: [youthcampaigns@savethechildren.org.uk](mailto:youthcampaigns@savethechildren.org.uk) or go to [www.savethechildren.org.uk/campaign](http://www.savethechildren.org.uk/campaign)

## Friendship Funday

Friendship Funday is a fantastic opportunity to bring Global Citizenship into the classroom through exploring friendships in local and worldwide communities.

To register for a pack or to receive additional information email: [friendshipfunday@savethechildren.org.uk](mailto:friendshipfunday@savethechildren.org.uk)

## Speakers for your school

Speaking about poverty can be challenging. To help, we've developed a team of trained speakers who can come to your school to talk about children's rights, health, hunger, education, protection, or emergency work. Or if there's somewhere specific you'd like to know about, then just ask. To request a visit from a Speaking Out volunteer, call us on 020 7012 6400 or email: [supporter.care@savethechildren.org.uk](mailto:supporter.care@savethechildren.org.uk)

To order more copies of this guide contact:

Save the Children  
Development Education Unit  
1 St John's Lane  
London  
EC1M 4AR  
020 7012 6400  
[savethechildren.org.uk](http://savethechildren.org.uk)  
email: [schools@savethechildren.org.uk](mailto:schools@savethechildren.org.uk)

