

GROWING UP AROUND THE WORLD – KS2

This resource is based on the series **Growing up around the World** and aims to encourage KS2 pupils to explore the differences, similarities and challenges of growing up in different places around the world. These activities fit well within the Geography and PSHE curriculum and can be taught over the course of three to four lessons.

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Introduction

Over the course of more than 20 years tve has followed the lives of 11 children in 10 different countries around the world in the wake of the Rio Earth Summit in 1992. The films provide a unique insight into growing up around the world; the challenges, hopes and dreams of these children; and the impact of the world around them upon their lives.

About this resource

This pack explores the differences and similarities in growing up in different parts of the world and encourages pupils to draw parallels to their own lives. The activities focus on building empathy and understanding of situations in order to develop knowledge and encourage research and critical thinking. Pupils are inspired to think more globally and are introduced to the concept of human rights.

Growing up around the World was designed to be accessible and appropriate for KS2 primary school pupils. The activities can be used in Geography and PSHE teaching and learning. They aim to develop teamwork, creativity and the ability to apply learning. As part of this resource, you can access all the introduction clips of the children, as well as ‘theme clips’ on LGfL. There is also a map and a list of key terms.

Learning objectives

- Understanding of and empathy with some of the issues facing people in different places around the world
- Awareness of the way people are interconnected around the world
- Introduction to human rights and specifically the right to education
- Ability to conduct research, present findings and think critically

Sensitivity

As the films depict the real stories of children around the world, they cover sensitive issues like the loss of a parent, unemployment, poverty and death; for example, one of the children, Vusumzi, is killed at age 15. Children might come from one of the countries depicted or have family there. There may be staff and pupils at school for whom these topics can be very personal or upsetting, so the materials should be approached in a way that safeguards their wellbeing. Teachers should not show any clips without having viewed them in full first.

Activity 1 | Mapping the children (15 min)

(activity) This activity can be completed in small groups or as a whole class. The idea is that pupils work to match the cards on **worksheet 1** with the correct countries on the word map using the clues on the cards. Each card depicts one of the 11 children in the film series. Depending on the ability and knowledge of your pupils, you can also give them access to the online map and the Internet to help them match the cards and research.

(discussion) Ask pupils what they already know, or think they know, about the 11 countries featured. Pupils might have visited some of these countries, or have family there. Write any ideas down on the board. Put a question mark by facts pupils aren't sure about or that might be wrong; they can come back to these throughout the lessons.

Activity 2 | Meet the children (two lessons of 40 min)

(activity) Divide the class into pairs or small groups and assign each group one of the 11 introduction clips¹. In this activity pupils will present 'their child' to the rest of the class by pulling key information from their clip and by gathering further information on the area and country the child lives in. Hand out **worksheet 2** to help pupils write down notes whilst they watch their clip.

Encourage pupils to be specific in their search. For example, Eredo is part of the Turkana tribe and lives in rural Kenya so pupils should avoid presenting only facts about living in the capital city Nairobi.

(presentation) The presentations could be done in the next lesson, which would give pupils the chance to do further research as homework. Give pupils a few minutes to remember what they are going to say and then ask each group to hold a short 2-3 minute presentation.

(extension writing activity) To add a writing element to this activity, ask each pupil to write a short report based on the presentation of another group. They should include key facts they have learned from the presentation and perhaps also questions they want to ask.

¹ We would suggest watching all the clips yourself first to familiarise yourself with the issues covered and be able to prepare for pupils' reactions as some of the topics will be quite sensitive.

Activity 3 | Differences and similarities (20 min)

Difference and diversity make the world an interesting place and equally just because people live in different places doesn't mean they don't have things in common.

(activity) To illustrate both differences and similarities amongst your pupils, call out a series of statements and ask them to stand up if it applies to them. For example, 'I have blue eyes', 'I speak another language than English', 'I like dancing', 'I have siblings', etc. Are pupils surprised by how much they have in common?

If you want students to dig deeper, you could ask them to interview each other in pairs and find out five things they have in common and five things in which they differ.

(activity) Divide pupils into pairs or small groups and assign each group two of the children to research and compare. What do the children have in common and what is very different? Assign pupils two of the children to research and compare in more detail; and also ask them to compare their findings with their own lives.

Activity 4 | Child rights (20 min)

This activity builds on the ideas from the previous activity that we all share a basic humanity, and introduces the concept of human rights. After the Second World War, the leaders of the world came together and formed the United Nations to prevent anything similar happening again. They also drafted a document, the Universal Declaration of Human Rights, to protect the basic human rights of everyone in the world. All the countries² in the world except the USA have signed the Convention on the Rights of the Child (CRC), which outlines specific rights and responsibilities for children.

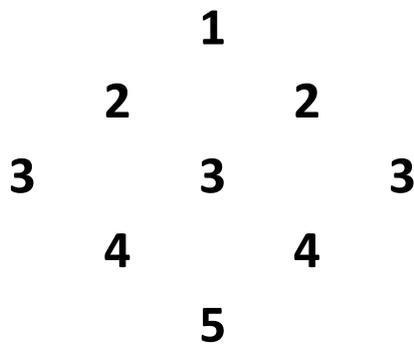
You can read a child-friendly version of the CRC here:

www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf.

² For a long time, the USA and Somalia were the only two countries not to have ratified the CRC, but Somalia signed on 20 January 2015.

(discussion) If human rights is a completely new topic for your pupils, take some time to discuss what a right is. Human rights are “inherent to all human beings, regardless of nationality, religion, gender, ethnicity, etc. They are things that each human being is entitled to”.

(activity) Divide pupils into pairs or small groups. Photocopy and handout the 12 cards on **worksheet 3**. Ask pupils to work together and discuss which rights they think are most important. Ask them to rank the rights in a diamond shape with the most important rights at the top and the least important at the bottom (see image below). Pupils might end up with a different shape if they decide rights are equally important. Once groups are done, draw comparisons and discuss differences.



Activity 5 | The right to education (40 min)

(activity) In this activity, pupils will play a game in which they try to get to school but there are many obstacles along the way. Divide pupils into small groups and give each group a die and enough counters. Hand out a copy of the game on **worksheet 4** and see who makes it to school first. Afterwards, discuss the challenges pupils faced along the way and answer any questions they have.

(discussion) One of the most important rights for children is the right to education - a good education helps you achieve your goals and dreams. Think back to each of the children in the clips – what are their dreams? Who has been able to go to school? Who has been able to continue school? See **worksheet 5** if pupils need help remembering.

Ask pupils what they want to be when they grow up. What will they need to do to get there? What kind of school do they need to go to? What skills do they need to develop? Pupils could interview people with their chosen profession or research more details on the Internet.

Worksheet 1 | Meet the children

<p>Stephanie (age 19) My dad used to work for a logging company but now he works to protect our Redwood forests.</p>	<p>Erodo (age 3) My family is part of the Turkana tribe and traditionally we are nomadic cattle herders.</p>	<p>Panjy (age 19) I had to drop out of school to work in the fireworks factory to help my family. We live in a village in Tamil Nadu.</p>
<p>Emelie (age 1) My father is a fisherman like most people in our community. He fishes cod. The word for fish in our language is fisk.</p>	<p>Kay Kay (age 10) I don't have any brothers or sisters, because my country had a one-child policy.</p>	<p>Angela (age 1) Our island is home to one of the biggest gold mines in the world, which has had a big impact on our environment.</p>
<p>Rosemary (age 10) I live with my mother and seven siblings, we all share one bedroom. Our neighbourhood is called a favela.</p>	<p>Hayley (age 4) My dad works as an electrician now, as the coal mines were closed under Prime Minister Thatcher.</p>	<p>Martens (age 0) When I was born, my country was just emerging from 50 years of Russian rule.</p>
<p>Justin (age 10) My country used to be divided by race and my school only had white pupils. Not anymore.</p>	<p>Vusumzi (age 4) My country has a history of racial segregation which was called apartheid.</p>	

Worksheet 2 | Film clips handout

1. Who is the person in the film? Write down three facts about their life (e.g. about their family, home, etc).

1.

2.

3.

2. What does the person want to be? What are the main challenges facing the person in the film?

3. Write down a quote from the clip:

4. What does their home/area/environment look like?

5. What do you already know about the country in which the person lives?

6. What do you want to find out more about?

Worksheet 3 | Rights cards

Nutritious food	Being protected from violence	Clean water
Education	Health care	Being able to say what you think
Shelter	Allowed to practice your own religion, culture and language	Playgrounds and recreation
Not being discriminated against	Not being held in slavery	Having a say in your future

Worksheet 4 | Getting to school



Worksheet 5 | Aspirations



I want to fight through it all, go to university and get a good job



I want to work in banking as it would guarantee my future



I enjoyed waitressing so I want to go to catering college



I want to be a lawyer or someone in government

I want to be a doctor and treat people for free



I want to open my own restaurant



I want to be a vet or a horse trainer



I want to be a doctor

Primary school only: Vusumzi, Panjy, Rosemary
Finished secondary school: Angela, Hayley, Emelie, Stephanie
College/university: Kay Kay, Justin, Martens, Erodo