

Section 4

SHARING OUR PLANET

1. This section engages students in global citizenship issues.
2. Activities in this section aim to:
 - Focus positively on the people and nations around the world.
 - Give students a better understanding of the relationships between nations.
 - Improve students' knowledge of international organisations working to find solutions to global problems.
3. Issues the class are likely to explore include:
 - Rich and poor countries, and negative and positive images of different countries.
 - Conflict between and within nations, global terrorism.
 - Famine, refugees, and humanitarian aid.
 - Renewable and non-renewable resources, global warming, recycling.
 - Ways in which individuals can take a more responsible attitude to global problems.

ACTIVITIES

Wants and needs

It's our world

Running out of resources?

What's in the basket?

Why do we buy things?

The real cost of things

Round the world with a can of drink

Caring for the Earth or just good advertising?

My favourite charity

Give it to charity!



4

Section 4 Activity 1
WANTS AND NEEDS

Aim: to enable students to distinguish wants from needs.

Warm-up: Ask students to think about all the things they would like to have, i.e. wants. From this list, identify the needs. If no needs are apparent, prompt with examples.

1. Using Worksheet 4a, ask students to rank the items in order of importance. Discuss which are material needs.
2. Ask students to choose one or two needs that they would discard if only very basic needs could be met. Which did they choose and why?
3. Ask students to imagine themselves in a country in the developing world. Do they think their wants would be the same? Why/why not? Do they think their needs would be the same? Why/why not?

This activity could provide evidence for: OCR.4, OCNS.3, OCNC.2, ESB.1, ESB.2, KSC1.1, KSW1.1, KSW1.2

Section 4 Activity 2
IT'S OUR WORLD

Aim: to stimulate thinking about different countries of the world.

Warm-up: Students think of as many countries in the world as possible. Asking them to name one or more for each letter of the alphabet is one way of approaching this. Countries ending in a letter of the alphabet would be more challenging.

1. Elicit information from the group about the countries listed on the board, e.g. languages spoken, quality of the football team, climate.
2. Introduce students to the concept of the developing world and ask them to identify which countries on the list are from the developing world.
3. Building on points one and two, ask students to work in pairs to identify six similarities and six differences between lifestyles in the UK and another country.

This activity could provide evidence for: OCR.4, OCNS.3, OCNC.2, OCNC.4, OCNC.5, ESB.1, ESB.2, KSC1.1, KSW1.1, KSW1.2, KSW1.3

RUNNING OUT OF RESOURCES?

Aim: to encourage students to think about the Earth's resources, and to recognise which are renewable and which are not.

Warm-up: Ask students to name household items that can be easily recycled, e.g. newspapers or cans, and household items you cannot, e.g. plastic food packaging.

1. Ensure that the class understands the distinction between 'renewable resources', such as wind power, soft woods, vegetables, solar power and 'non-renewable resources', such as petrol, gold, aluminium, hardwood, coal, gas.
2. Working in groups of three and using magazine pictures, ask each group to select three illustrations of renewable resources and three illustrations of non-renewable resources.
3. Each group feeds back to the whole class their findings.
4. Students could then make a collage about resources, using pictures from magazines.

This activity could provide evidence for: OCR.4, OCNS.2, OCNS.3, OCNS.4, OCNC.2, OCNC.4, ESB.1, ESB.2, KSC1.1, KSC1.2, KSW1.1, KSW1.2

WHAT'S IN THE BASKET?

Aim: to enable students to understand something of world markets and international trade.

Warm-up: List foods/dishes on the board from around the world and as a class, ask students to identify which country/part of the world they come from, e.g. curry – India, pasta – Italy, paella – Spain, roast dinners – UK, hamburgers – USA.

1. Bring in a box of foodstuffs (or labels from tins/jars/bottles, etc) and ask students to identify the country of origin of each.
2. Think about the advantages of eating food from all over the world, e.g. variety, buying out-of-season produce or tropical produce, bringing export earnings to poor countries. Think about the disadvantages, e.g. food is transported long distances, land is used to grow cash crops for export rather than substantive crops to feed local people.
3. Ask students to work in pairs to identify the country of origin of products, locate them on a world map and estimate how far they have travelled to get to the supermarket. This is known as 'foodmiles'.
4. Discuss with students what sort of diet we would have if all our food came only from the UK.
5. Hold a discussion or debate on the advantages and disadvantages of eating food from all over the world.

This activity could provide evidence for: OCR.4, OCNS.3, OCNC.2, ESB.1, ESB.2, KSC1.1, KSC1.2, KSW1.1, KSW1.2

WHY DO WE BUY THINGS?

Aim: to enable students to consider the nature of the world market, and the pressures that make people feel they need to buy things.

Warm-up: Ask students to remember the last thing they bought from a shop that cost more than £10. Share with the whole class.

1. With students working in groups of three, and using Worksheet 4b, give each group a set of cards to rank the statements, according to how strongly they agree with them.
2. Get feedback. Ask students if they agreed or disagreed within their groups. Ask each group to explain their choices. Discuss how advertising influences our choice of purchase.
3. Students could work in pairs to produce a script or storyboard (this is an illustrated and basic script, see Worksheet 5e) for a TV advertisement that plays on people's feelings. Or individually write an account of a shopping trip in which someone spends more than they can afford.

This activity could provide evidence for: OCR.3, OCR.4, OCNC.2, ESB.1, ESB.2, KSC1.1, KSC1.2, KSC1.3, KSW1.1, KSW1.2, KSW1.3

THE REAL COST OF THINGS

Aim: to enable students to realise that we can all choose whether to meet our needs with high use of resources or by finding low resource solutions.

1. Give students an advertisement for a high resource object, such as a very expensive car. After admiring it, ask them to work in pairs to identify any way at all that they could travel around with a less damaging effect on the environment. Write suggestions on the board.
2. Hand out Worksheet 4c and explain the concepts of 'high resource solution' and 'low resource solution' (see Answer Sheet below). Working in pairs, students identify the correct answers from the list at the bottom of the worksheet and enter the numbers in the right space.
3. Discuss the answers and ways in which individuals can make a difference.
4. Students could create a poster encouraging people to recycle particular items or to take a more responsible attitude to resources.

Answer Sheet

Need	high resource solution	low resource solution
Bread	drive to the supermarket to buy it packaged and sliced	buy unwrapped from local shop or bake your own
Music	buy all the latest CDs	learn to play an instrument
Nappies	buy disposables	use fabric ones and a laundry service
Milk	buy in a carton from the supermarket	have it delivered in a returnable bottle
Lunchtime drink	buy can from a machine	have something in a washable cup
Table	buy a new one made from tropical hardwood	buy a second-hand one
School art materials	buy from art stores	get from scrap project which recycles offcuts from industry
Novels	buy from bookshop	borrow from library
Travelling to school	go by car	walk, cycle or take a bus
Electric lights	use ordinary bulbs and buy power from a general supplier	use low energy bulbs and buy power from a company that specialises in renewables
Potting compost	buy bags of peat	make your own by composting vegetable peelings and garden waste
Portable radio	buy one which uses disposable batteries	buy a wind-up one or use solar powered batteries
Toilet paper	buy the pink luxury kind	buy ones made from 100% low grade recycled waste

This activity could provide evidence for: OCR.4, OCNC.2, ESB.1, ESB.2, KSC1.1, KSC1.2, KSC1.3, KSW1.1, KSW1.2, KSW1.3

ROUND THE WORLD WITH A CAN OF DRINK

Aim: to enable students to recognise that many different processes and people contribute to an everyday product, and that recycling products can help to conserve resources.

Warm-up: Ask students to think of as many household items as possible and list on the board. From this list, and as a whole class, classify each item into recyclable and non-recyclable. Afterwards, take a vote on who recycles and who does not.

1. Give out Worksheet 4d and go through it carefully, clarifying any difficult words or concepts. Check understanding.
2. Working in groups of three, students come up with four ways in which recycling could be encouraged in the UK.
3. Groups feed back to the whole class.
4. Using the Prison Library for research, and using Worksheet 4d as a model, students work in pairs to write the storyline for another product, such as a tyre, a garden seat, a diamond necklace, or a pair of trainers.

This activity could provide evidence for: OCR.4, OCNC.2, ESB.1, ESB.2, KSC1.1, KSC1.2, KSC1.3, KSW1.1, KSW1.2, KSW1.3

CARING FOR THE EARTH OR JUST GOOD ADVERTISING?

Aim: to encourage students to think about what labels tell them about products, and about recycling.

Warm-up: On the board, and large enough for the class to see, draw the recycling symbol from Worksheet 4e (top right-hand corner). As a whole class, ask students to describe what it means. Students then think of as many products as possible where this symbol appears.

1. Give out Worksheet 4e. Ask students to work in groups of three or four to identify the labels that indicate an attempt to protect the environment, and those which are just 'green whitewash'.
2. Compare notes as a whole class and discuss any differences. Ask students to explain the reasons for their decisions. Recognise that broad statements like 'environmentally friendly' are meaningless unless supported by detailed information.
3. If possible, find out what recycling goes on in the prison, and invite the person responsible to come and talk to the class. The local Council's Environmental Officer might be prepared to visit the class (see Section 2, Activity 13).
4. Students could think about novel ways of recycling products, or suggest ways in which the prison could become more eco-friendly.

This activity could provide evidence for: OCR.4, OCNC.2, ESB.1, ESB.2, KSC1.1, KSCI.2, KSW1.1, KSW1.2, KSW1.3

MY FAVOURITE CHARITY

Aim: to encourage students to find out about the role of global charities.

Warm-up: Think of as many international groups and global charities as possible, e.g. Oxfam, United Nations, Action Aid, Friends of the Earth, Greenpeace, CND, Amnesty International. Ask students if they have ever supported a global charity. If so, why? If not, why not?

1. Using the Prison Library or other resources, students investigate which global charities exist, and identify one to research in greater depth.
2. Invite a speaker from a global charity to come and talk about their organisation's work (see Section 2, Activity 13). Ask them to cover the following headings: aim of charity, types of activities undertaken, where the charity operates, the major differences in lifestyle between the people they work with and people in the UK, including food, housing, education, work and health. Find out if the prison has a charity it supports or has supported in the past.
3. During a session agreed in advance, and using Worksheet 4f, students each give a five minute presentation on their chosen charity, including its purpose, where it works, how much money it raises, how long it has been operating, and any other relevant facts.
4. Hold a debate or a discussion on the motion that 'giving to charity just makes the problem worse'.

This activity could provide evidence for: OCR.1, OCR.2, OCR.4, OCNS.4, OCNC.1, OCNC.3, OCNC.4, ESB.1, ESB.2, KSC1.1, KSC1.3, KSW1.1, KSW1.2, KSW1.3

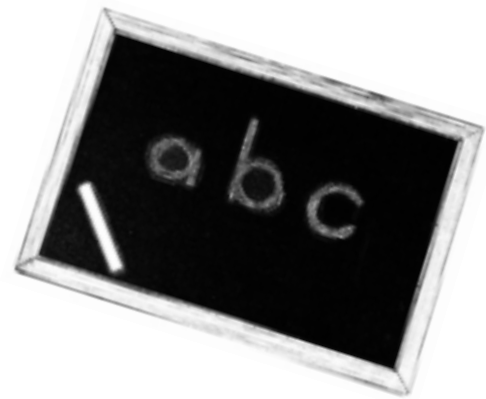
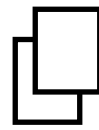
GIVE IT TO CHARITY!

Aim: to enable students to recognise that there are things that individuals can do to help global charities.

Warm-up: Think about what charities do for people in the developing world. Elicit responses such as, they provide food, clothing and blankets, and set up schemes to build water wells and schools in deprived areas of the developing world.

1. Ask students to work in groups of three to come up with five different ways of helping a global charity, e.g. giving clothes and goods, running a sale, helping in a charity shop, making an individual donation, buying new or second-hand goods.
2. Ask students to identify the benefits to a global charity of two of the above activities, and the benefits to them as individuals, e.g. work experience, making friends, getting cheap clothes.
3. Working in pairs, or by themselves, students can either design a poster or Christmas card for a charity of their choice, plan an event or write or record on audiotape a fashion article about second-hand clothes.
4. It might be possible to tie this in with a particular charity week, and to obtain materials from their chosen charity to display in the classroom.

This activity could provide evidence for: OCR.1, OCR.2, OCR.4, OCNC.1, OCNC.3, OCNC.4, ESB.2, KSC1.1, KSC1.3, KSW1.1, KSW1.2, KSW1.3



wide-screen television

education

food and water

motorbike

work

housing

satellite and cable television

warmth

car

clothing

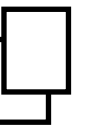
Technics music system

DVD player

health

latest fashion gear

money



If you don't have the right things, your friends will look down on you.

People only have to have the latest things if they can't get respect any other way.

My parents always buy me expensive Christmas presents – it shows how much they love me.

I go shopping every Saturday – what else is there to do?

If I can afford it, I've got a right to have anything I want.

I get bored with things really quickly and want something new.

The purpose of advertising is to make you feel dissatisfied with what you've got so that you buy more.

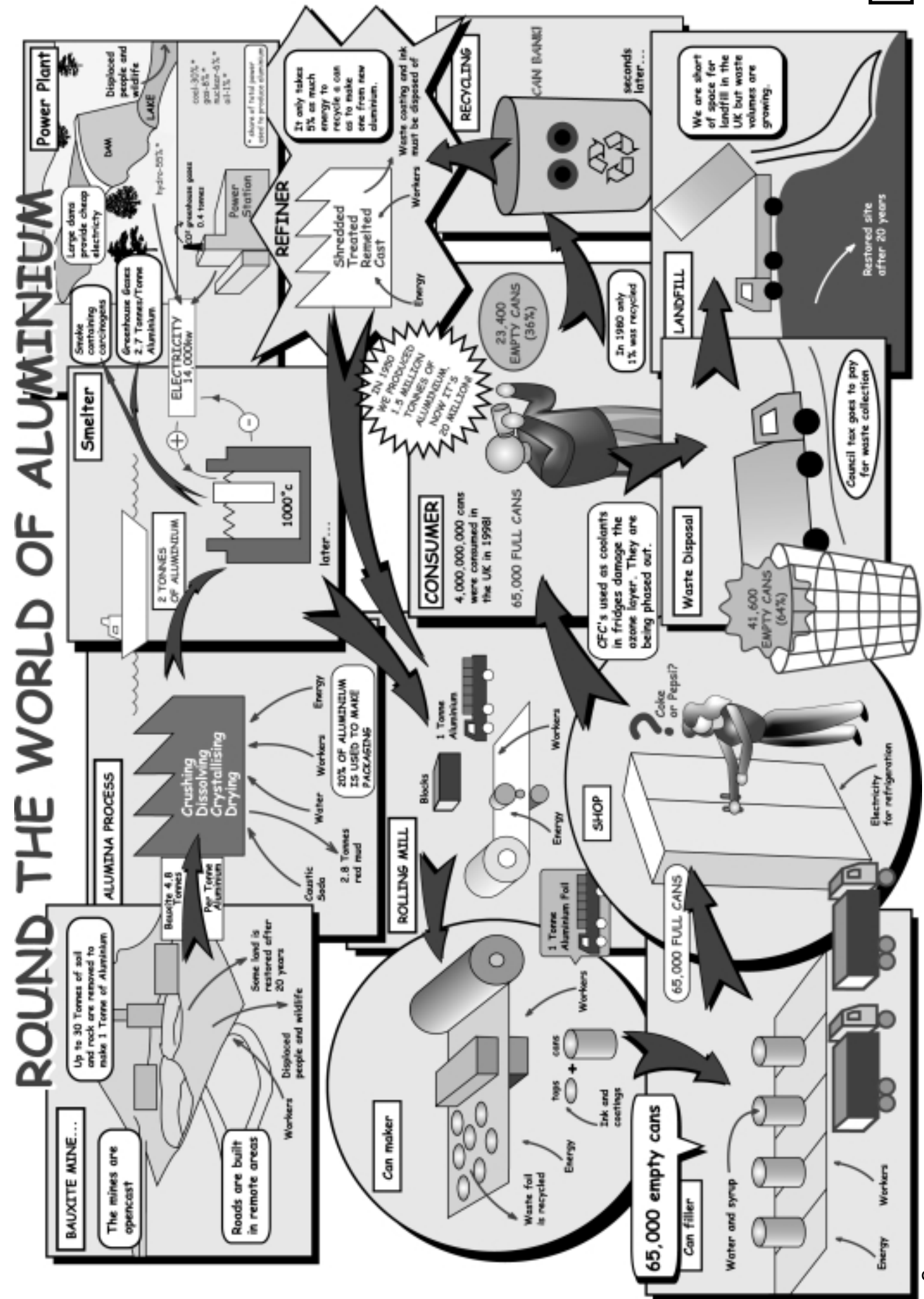
When I'm fed up, buying something new cheers me up.

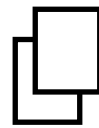
I only buy what I need.

Need	high resource solution	low resource solution
Bread		
Music		
Nappies		
Milk		
Lunchtime drink		
Table		
School art materials		
Novels		
Travelling to school		
Electric lights		
Potting compost		
Portable radio		
Toilet paper		

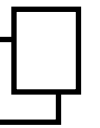
Insert the correct answer from below into the relevant column

- | | |
|--|--|
| 1 buy a second-hand one | 15 buy from art stores |
| 2 learn to play an instrument | 16 buy in a carton from the supermarket |
| 3 use fabric ones and a laundry service | 17 get from scrap project which recycles offcuts from industry |
| 4 have it delivered in a returnable bottle | 18 buy a wind-up one or use solar powered batteries |
| 5 drive to the supermarket to buy it packaged and sliced | 19 walk, cycle or take a bus |
| 6 buy disposables | 20 buy from bookshop |
| 7 have something in a washable cup | 21 buy can from a machine |
| 8 buy a new one made from tropical hardwood | 22 borrow from library |
| 9 use low energy bulbs and buy power from a company that specialises in renewables | 23 go by car |
| 10 buy bags of peat | 24 use ordinary bulbs and buy power from a general supplier |
| 11 buy the pink luxury kind | 25 make your own by composting vegetable peelings and garden waste |
| 12 buy ones made from 100% low grade recycled waste | 26 buy one which uses disposable batteries |
| 13 buy all the latest CDs | |
| 14 buy unwrapped from local shop or bake your own | |





<p>Made from 80% recycled card</p>	<p>Environmentally Friendly</p>	
 <p>ECOLABEL</p>	<p>Contains Recycled Paper</p>	
<p>Organically Grown, Fair Trade Product</p>		<p>Only highly biodegradable ingredients</p>



Presentation

Name of charity

Its main purpose / aim

Types of activities it carries out

Which countries does it operate in?

Why I have chosen to talk about this charity
