

# Global Explorers

---

## Subject: RE/RME

Lesson plan

Duration: 45 minutes

### Resources

- Charity logos copied from the internet
- Transformers video clip from the Global Explorers resource
- Quiz from the About Christian Aid worksheet from the Global Explorers resource
- Materials to create a Christian Aid 'tree'

### Learning objectives

For children to:

- Find out more about Christian Aid
- Consider the motivation of Christian Aid as a faith-based charity

### Activity 1 (10 minutes)

#### What is a charity?

**Aim:** To think about charities pupils have heard of and to begin to consider what Christian Aid does.

Display a range of charities' logos, including that of Christian Aid. Ask the pupils if they know anything about them and what they have in common. Write the word 'charity' up on the board. Ask the class what it means. Explain that charities are organisations that aim to help someone or something. Show the Christian Aid logo or write 'Christian Aid' up on the board. Explain that this is a charity that you are going to find out more about. In pairs, the children should discuss what they think Christian Aid does. Write their suggestions on the board and leave the list there for reference later.

### Activity 2 (10 minutes)

#### Video clip

**Aim:** To explain how and why Christian Aid works.

Watch the Transformers video clip from the Christian Aid section of Global Explorers.

Complete the quiz from the About Christian Aid worksheet, either up on the whiteboard, as a class, or by printing out copies for your pupils.

## Activity 3 (10 minutes)

## Why, why, why?

Aim: To consider why people with religious beliefs, including Christians, want to help others.

Ask the pupils if they can recall from the film how and when Christian Aid was started. Write 'Why?' on the board and explain that you are going to think about why it might have begun. Listen or read the story of the Good Samaritan from the Christian Aid section of Global Explorers. Ask the class for suggestions to answer why Christian Aid was started and write their responses up on the board. To take the exercise further, for each reason why, ask why again. Eg, Why? Because things weren't fair. Why isn't it fair? And so on.

## Activity 4 (5 minutes)

## What is Christian Aid?

Aim: To compare thoughts about Christian Aid with reality.

Go back to the list of assumptions about Christian Aid and its work from the first activity. Go through the list with the class and put a cross, tick or question mark by each suggestion, based on your learning of what Christian Aid does. Ask the children what they think about Christian Aid.

## Plenary (10 minutes)

## A Christian Aid tree

Aim: To consolidate learning about Christian Aid as a faith-based charity.

Create a large tree shape on a wall or on paper, or design one from recycled materials. Write 'Christian Aid' on the trunk. In the roots area, ask pupils to include information about how Christian Aid was started and why people support it. Ask for examples of the work Christian Aid does. Write these on the branches. Draw fruit on the tree and inside these write examples of people who have changed their lives with help from Christian Aid.



# Global Explorers

---

## Subject: Citizenship/PSHE/PSD/PSE/ESDGC/PD&MU

Lesson plan

Duration: 45 minutes

### Resources

- Provide a worksheet for each group of children with places at the top to write the name and location of a country, its capital city and to draw a flag. Beneath, you will need four, large, numbered boxes
- Maps, atlases and globes
- Copies of the real-life stories from Global Explorers (printable versions found within the worksheets)
- Sticky notes

### Learning objectives

For children to:

- Learn about different places, drawing on their own and others' experience
- Devise an enquiry into life in another type of community
- Discover that there are similarities, as well as differences, between communities in other parts of the world and our own

### Activity 1 (10 minutes)

#### Country groups

**Aim:** To find out some basic information about their group's country.

Split the class into small groups and give each group a worksheet with one of the Global Explorers featured countries (those appearing in the Scrapbook, other than the UK) written on it. Using maps or atlases, each group should find out a) where in the world their country is, b) the capital city of that country, c) what the country's flag is. They should add the information to their worksheet and draw the flag. This information can also be found using Global Explorers on your whiteboard.

## Activity 2 (20 minutes)

### Real-life story investigation

**Aim:** To find out more about what life can be like in another country.

Give each group a copy of the real-life story from their relevant country. Printable versions of the real-life stories can be found in the worksheets linked to the Scrapbook pages of the Global Explorers resource. Alternatively, each group can take turns to view the real-life story and the accompanying photos on your whiteboard.

Once pupils have looked at the real-life story, ask them to complete this exercise based on De Bono's thinking hats activity:

- In box 1 of their sheet they should write factual information about the story.
- In box 2 they should write good points/advantages seen in the story.
- In box 3 they should write bad points/disadvantages seen in the story.
- In box 4 they should write their feelings/emotional response to the story.

When they have completed their boxes, give each group sticky notes and ask them to brainstorm questions they would like to ask the person in the real-life story. They should then agree a rank order of importance for their questions.

Finally, ask them to discuss who could change or influence life for the people in the case study. They should think locally, nationally and globally.

## Plenary (15 minutes)

### Reporting back

**Aim:** To hear from other groups and compare work.

Ask each group to report back, briefly, on the country and real-life story they looked at. Ask them to share their most important question to the person in their real-life story, as well as who they thought could influence their life. Discuss similarities and differences.

**Extension activity:** Pupils can complete the worksheet for the country they have looked at.



# Global Explorers

---

## Subject: Geography/ Environmental studies

Lesson plan

Duration: 45 minutes

Resources

- Pictures or postcards of places around the world
- Atlases, maps, travel books
- Global Explorers projected on a whiteboard

Learning objectives

For children to:

- Consider how we find out about other places around the world
- Think about how we identify and locate places in the world
- Find out more about a country and what it is like to live there

Activity 1 (10 minutes)

### All over the world

Aim: To show other places in the world to which the class is connected.

Show the class postcards from different places, photos from a recent holiday, or pictures of famous places. As a class, brainstorm countries around the world that the pupils have a connection with – it could be somewhere they've been on holiday or somewhere that they have family. Write the list of countries on the board.

Activity 2 (15 minutes)

### The world in your hands

Aim: To look at the globe and discuss its appearance and the countries in it.

Ask the class for suggestions as to how we can find out about other countries. You could have a selection of maps, atlases, travel books, etc, to show them. Project the Global Explorers globe on your whiteboard. Enter the name and location of your school in order to plot it on the globe, and manoeuvre the world around using your hand. Invite the children to have a go too. Then see if you can locate some of the countries from your list. Are any of the countries ones where Christian Aid works?

### Activity 3 (15 minutes)

## Finding out more

**Aim:** To find out more about a country.

Choose one of the red dots on the globe and touch it to find out more information about that country. Go into the real-life story in that country and find out about the life of someone living there. Discuss any comments the pupils have about the real-life story. In small groups, ask the pupils to think of three questions they would like to ask the featured child.

### Plenary (5 minutes)

## Quiz

**Aim:** To consolidate learning.

Play the quiz for this country and see how well you've packed your suitcase.

**Extension activity:** Ask pupils to investigate a country further, using books and the internet. Children should imagine they are visiting the chosen country and write a postcard home expressing what it is like there.

