

Topic: Interconnections between the UK, Europe and the rest of the world

Lesson: Children making connections	KS or Year Group: Y7
Resources: <ol style="list-style-type: none">1. Resource 1 – CISV2. Resource 2 – Danny’s story3. Resource 3 – True or false?	Objectives: <ul style="list-style-type: none">• Pupils can discuss how connected they are with children in other countries.• Pupils can think about why it is a good idea for children from all over the world to meet each other.

National Curriculum

Key Concepts: 1.3c

Key Processes: 2.1a, 2.2c, 2.2d

Range and Content: 3g, 3k

Curriculum Opportunities: 4a, 4b, 4c, 4h, 4j

Lesson

Pupils talk about their own experiences of meeting children from other countries. They read information about a charity called Children’s International Summer Villages (CISV) and fill out a worksheet about this charity. They then take part in some role-plays based upon participating in a CISV camp.

Starter

- Lesson objectives are shared with pupils.
- Pupils are asked to discuss the following questions in pairs:
 - Have you ever met a child your age from another country? If so, describe him/her.
 - If you could meet a child from any country in the world, which country would you choose? Why?

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- Do you think that British children learn enough about children in other countries? Explain your answer and/or give examples.
- Pairs are invited to give feedback to the rest of the class. Those that do so are praised.

Main activity

Activity 1:

- Pupils are each given a copy of **Resource 1 – CISV**. Volunteers are chosen to read out from the sheet.
- Pupils are asked to share their first impressions of the charity by answering questions such as:
 - Is this the kind of charity that you would like to be involved with? Why (not)?
 - What is the point of arranging for young children from all over the world to meet up?
 - Why do the CISV camps last for a month rather than for just a few days?
 - Why do CISV children travel in a small group with an adult who can speak their language?

Activity 2:

- Pupils are given **Resource 2 – Danny’s story**. Volunteers take it in turns to read out the story.
- The teacher asks the class questions such as:
 - How do we know that Danny had a positive experience with CISV?
 - Would you expect the Costa Rican meals, clothes and landscapes to be similar to UK ones?
 - Why is it useful to learn about other countries’ cultures through watching children dance, sing and give out food? What is the advantage of this as opposed to reading that same information in a book?
 - Why do you think that there is a mix of fun and serious activities on CISV camps?
 - Can you think of any stereotypes about countries outside of Britain (e.g. ‘All French people eat snails every day’, ‘All Americans own Hummers’ or ‘All Dutch people wear clogs’)? What is the best way for children to learn that these stereotypes are not true?
 - Why does Danny really care about some of the stories on the news?
 - If children who had been on CISV camps grew up to be politicians or journalists or teachers, how might their CISV memories affect their jobs?

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- Pupils are given **Resource 3 – True or false?** which they complete (using **Resources 1 and 2**).
- The teacher goes through the answers with the class, encouraging pupils to justify their decisions.

Plenary

- Pupils are asked to get into groups of three or four.
- Each group is asked to reproduce a scene from Danny's story. For example, they might choose to show the flight to Costa Rica, or Danny communicating with his new foreign friends, or the Brazilian group explaining about their country, or Danny explaining that the stereotypes about Britain are often wrong, or Danny watching the news when he gets back from the camp.
- Volunteer groups perform their short role-plays to the class.
- As they leave the lesson, each pupil is asked to give a positive word or phrase that, in their eyes, sums up CISV. Prompt words from the teacher might include: *anti-racism, learning, cultural exchange, fun, citizenship, friendship, inter-connectedness and understanding*.

Aim high

- During the starter, high-achieving pupils should contribute ideas to the discussion.
- During the main activity, high-achieving pupils should get all of the answers right on the worksheet (and be able to justify these answers).
- During the plenary, high-achieving pupils should volunteer to perform their role-plays.

Assessment

In order for pupils to achieve certain levels within the lesson, the following should be considered:

Level 5:

- Pupils can present clear arguments about the advantages of charities that operate on a worldwide level.
- Pupils can give reasons for their opinions about the worth of CISV.

Level 6:

- Pupils can describe ways in which their opinions on other countries in the world have been influenced by Danny's story.
- Pupils can provide a persuasive case for donating to/getting involved with charities such as CISV.

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Level 7:

- Pupils can question the stereotypes that are held by some British people about citizens in other countries.
- Pupils can evaluate the role of CISV in terms of shaping children's decisions about what makes a good citizen.

Level 8:

- Pupils can make perceptive observations about the impact that CISV might have in the future if all Year 7 children in Britain were involved.
- Pupils can ask challenging questions about whether British children feel sufficiently connected to citizens in other countries.

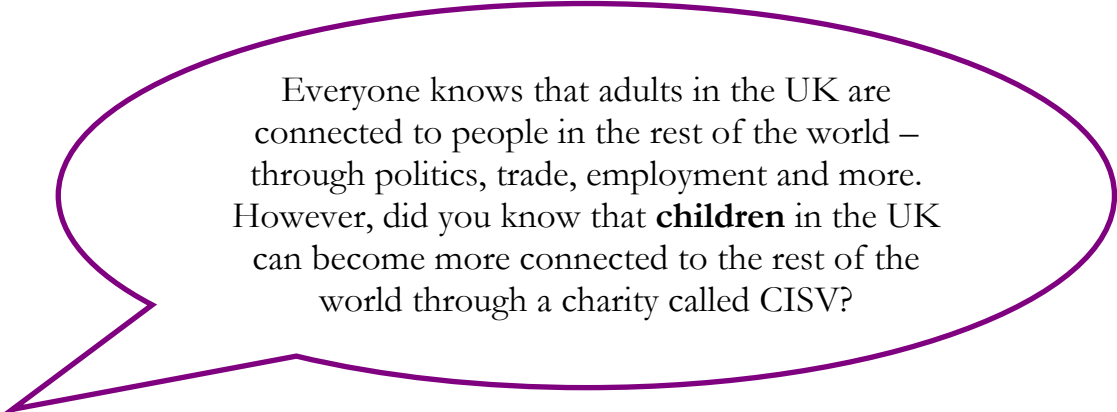
Check the web

www.cisv.org

Summary of key learning

- Pupils can talk in detail about the work of CISV.
- Pupils can explain how CISV might help Year 7 children to see themselves as global citizens rather than just British citizens.

Resource 1 – CISV



Everyone knows that adults in the UK are connected to people in the rest of the world – through politics, trade, employment and more. However, did you know that **children** in the UK can become more connected to the rest of the world through a charity called CISV?

- CISV stands for **Children’s International Summer Villages**.
- CISV offers 11-year-olds the chance to go abroad for **one month** with three friends and an adult leader. While they are away, they meet children from all over the world and they do all sorts of activities together.
- CISV’s aim is simple: it teaches children to care about people in other countries.
- CISV believes that a peaceful world can be created through teaching children that **everyone is the same on the inside**.
- Dr Doris Allen created CISV in 1946. At first, there were only eight countries involved. Now, **over 60 countries** take part (including Britain, Italy, Australia, Jordan, Argentina, the Faro Isles and India).
- Hundreds of thousands of children have been involved in CISV over the years.
 - CISV is run by **volunteers** and is not linked to the government.

Resource 2 – Danny’s story

It is really hard to tell you how amazing CISV is, but I will try my best. Knowing where to start is the hardest part because I have so many good memories that it feels as if my head might explode!

I am 12 and I’m from Birmingham. In Year 7 I went to a CISV camp in Costa Rica with another British boy and two British girls. We also had an adult to look after us. She was a bit like a teacher, but younger and not as strict.

We stayed at the camp for one month. It wasn’t just us there. There were also loads of other groups of children from around the world. My two best friends were a boy from Japan and a girl from Chile. We didn’t speak a word of each other’s languages, but once we had stopped being shy we managed to communicate really well. We used pointing, gestures and body language. Playing sport together never even needed words. All of the children realised that they hardly knew anything about each other’s cultures, so every night we took it in turns to show each other what it was like where we came from. When it was our turn, we made the other children shepherd’s pie with mashed potato and served it with apple crumble. Next we tried to teach everyone how to play cricket, which was hilarious! Then we gave them postcards of the royal family and Union Jack key rings. The funniest bit was when we dressed up in kilts and tried to teach them to speak English with a Scottish accent. My favourite evening was when the Chinese group showed us one of their national dances and gave out Chinese biscuits. I also thought that the group from Brazil were fun because they played us some amazing music and gave us loads of facts about the rainforest.

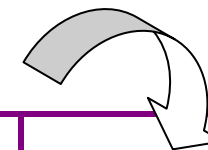
In the daytime we never did the same thing twice. One day we would play football, make a clay model, play capture the flag and then do origami. The next day we might make masks, play board games and take part in a ‘mini Olympics’. Whatever we did, it was fun listening to the adults translating the activities to their groups. I liked listening to Portuguese and Bulgarian the most.

The best activities were the ones that made you think about stuff. For example, we all had to draw a map of the world from memory. I thought that everyone would draw the map in the same way, but it turns out that most children draw their own country in the centre of the map. Another day we spent all morning creating an imaginary landscape out of arts and crafts materials. Ours had a swimming pool, an airport and a huge bridge. Then the adults just stamped all over them without warning us. They weren’t doing it to be nasty – they were teaching us that war can flatten beautiful towns and that these towns can never be properly rebuilt. In another activity we had to tell other children what we thought happened in their countries and then they would laugh and tell us what really happened. One boy thought that all British people lived near the Queen, drank tea at exactly 4 o’clock and wore top hats. It was so funny to tell them what it’s really like!

CISV has changed me forever. Whenever I hear about another country in the news I actually picture my friends from that country. Also, I have learnt that there is no such thing as ‘normal way’ to do things. Just because we eat or act in a certain way in the UK doesn’t mean that we’re ‘right’. After all, there are millions of people in the world who believe that what we do is strange and that the way that they live is normal. I wish that everyone in the world had foreign friends so that people could understand what I mean about everyone being the same deep down.

Resource 3 – True or false?

Fill in your answer



1. The British government pays the people who work for CISV.	
2. CISV was created just after World War II.	
3. CISV hopes to teach children that everyone is equal.	
4. India and Jordan send groups of children to CISV camps.	
5. CISV stands for Children's International Summer Villages.	
6. Danny thinks that the British way of doing things is the right way to do things.	
7. The children on the camp knew a lot about each other's cultures when they first arrived.	
8. The adults trampled on the imaginary landscapes to teach children about recycling.	
9. Danny and his two best friends all spoke Japanese to each other.	
10. Children who go on CISV camps probably feel strongly against racism when they get home.	