

**OUR  
CHANGING  
WORLD**

# OUR CHANGING WORLD

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## Main Objectives

1. To recognise and show respect for similarities and differences.
2. To learn about identities and the things that contribute to our identity, including our membership of different groups.
3. To learn that all children have basic needs and rights as human beings, regardless of their gender, ethnicity, size, ability, etc. and that people emigrate for many different reasons.

## Useful Websites.

[www.awesomelibrary.org/Classroom/Social\\_Studies/Multi-cultural/Multicultural.html](http://www.awesomelibrary.org/Classroom/Social_Studies/Multi-cultural/Multicultural.html)

This site organizes 14,000 resources. Find lesson plans, field trips, photos, maps, and online video. A really good and well-organized site.

<http://www.primaryresources.co.uk/pshe/pshe.htm>

Excellent resources for PSHE, including worksheets, posters and presentations.

[www.citizenshipfoundation.org.uk](http://www.citizenshipfoundation.org.uk)

Downloadable resources on 'Tackling controversial issues' and 'Tackling political issues', as well as lists of other organisations that can help with teaching PSHE. Also information about the Citizenship Foundation's own publications and training and consultancy services.

[www.globaldimension.org.uk](http://www.globaldimension.org.uk)

DFID's website on the global dimension. Includes Curriculum Guidance for England, Scotland, Wales and Northern Ireland, a searchable database of Development Education resources and resource providers, links to DFID's own resources including Global Eye and Developments, and links to other organisations in categories such as 'International Financial Institutions'.

[www.teachingcitizenship.org.uk](http://www.teachingcitizenship.org.uk)

Association for Citizenship Teaching Website. Contains information about training, very useful guidance on assessment, a limited database of resources and a selection of case studies provided by teachers in schools around the country.

[www.globalteacher.org.uk](http://www.globalteacher.org.uk)

The Global Teacher project is working with universities to embed the global perspective in teacher training and classroom curricula. It provides training and support for teacher trainers as well as a termly newsletter including ideas, examples of good practices, resources and news from global education practitioners.

[www.teachcitizenship.co.uk](http://www.teachcitizenship.co.uk)

Hodder Murray's site dedicated to published resources for PSHE teaching. Contains free downloads of samples from their publications for KS3 (6° de Primaria)

[www.learn.co.uk/citizenship](http://www.learn.co.uk/citizenship)

Excellent site from the Guardian and Barclays New Futures, packed with guidance on planning PSHE policies and programmes, lesson plans for discrete PSHE modules and delivery of PSHE through other subjects, reviews of resources, and reviews of useful websites.

[www.developingcitizenship.org.uk](http://www.developingcitizenship.org.uk)

The Developing Citizenship project supports secondary school teachers, governors and managers with practical ideas for the school curriculum, school policies, whole school experiences and a forum for sharing of experiences and ideas. It is supported by Oxfam, Unicef and Save the Children, as well as DEC's in various locations. The site provides useful guidance on general PSHE policy and programming, as well as links to other relevant organisations.

OUR  
CHANGING  
WORLD

similarities

immigrate



emigrate

ethnic

African

European

Asian

South  
American

customs

language

beliefs

prejudice

equality

respect

differences

economic



political

nationality

global village

European  
Union

tolerance

<p><b>beliefs</b></p>	<p>n. feeling of certainty that something exists or is true: <b>"All non-violent religious and political beliefs should be respected equally."</b></p>
<p><b>custom</b></p>	<p>n. way of behaving or a belief which has been established for a long time.</p> <p><b>"In my country, it's the custom for women to get married in white."</b></p>
<p><b>economic</b></p>	<p>adj. relating to trade, industry and money.</p> <p><b>"Many people immigrate for economic reasons."</b></p>

<p><b>emigrate</b></p>	<p>v. to leave a country permanently and go to live in another one:</p> <p><b>"Millions of Germans emigrated from Europe to America in the nineteenth century."</b></p>
<p><b>equality</b></p>	<p>n. right of different groups of people to have a similar social position and receive the same treatment.</p> <p><b>"We should all be treated with equality."</b></p>
<p><b>ethnic</b></p>	<p>adj. person belonging to an ethnic group which is very different from those that are common in western culture.</p>

<p><b>global village</b></p>	<p>n. concept that we are all linked together without barriers of race, religion etc. coined in an era of mass human migration, links by communication, transport and media.</p> <p><b>"We are all part of a vast global village".</b></p>
<p><b>immigrate</b></p>	<p>v. when someone comes to live in a different country.</p> <p><b>"When did your family immigrate to Spain ?"</b></p>
<p><b>nationality</b></p>	<p>n. the official right to belong to a particular country.</p> <p><b>"I live in Madrid, but I have Romanian nationality."</b></p>

<p><b>political</b></p>	<p>adj. relating to politics.</p> <p><b>"We came here as political refugees from Somalia."</b></p>
<p><b>prejudice</b></p>	<p>n. unfair and unreasonable opinion or feeling, especially when formed without enough thought or knowledge.</p> <p><b>"Racial prejudice is against the law."</b></p>
<p><b>respect</b></p>	<p>n. when you accept that different customs or cultures are different from your own and behave towards them in a way which would not cause offence.</p> <p><b>"We should always try to respect the customs of any country we visit."</b></p>



**tolerance**

n. willingness to accept behaviour and beliefs which are different from your own, although you might not agree with or approve of them.

**"Tolerance is the first step towards acceptance."**

## Glossary

- beliefs** n. feeling of certainty that something exists or is true:
- custom** n. way of behaving or a belief which has been established for a long time.
- economic** adj. relating to trade, industry and money.
- emigrate** v. to leave a country permanently and go to live in another one:
- equality** n. right of different groups of people to have a similar social position and receive the same treatment.
- ethnic** adj. person belonging to an ethnic group which is very different from those that are common in western culture.

**global village** n. concept that we are all linked together without barriers of race, religion etc. coined in an era of mass human migration, links by communication, transport and media.

**immigrate** v. when someone comes to live in a different country.

**nationality** n. the official right to belong to a particular country.

**political** adj. relating to politics.

**prejudice** n. unfair and unreasonable opinion or feeling, especially when formed without enough thought or knowledge.

**respect** n. when you accept that different customs or cultures are different from your own and behave towards them in a way which would not cause offence

**tolerance** n. willingness to accept behaviour and beliefs which are different from your own, although you might not agree with or approve of them.

What is the  
difference between  
immigration and  
emigration?

Why do people  
emigrate from their  
countries?

How many  
nationalities are  
represented in our  
school?

How many  
nationalities are  
represented in our  
class?



How many languages  
are spoken in our  
class?

What does it mean  
to 'seek asylum'?

In what ways are  
we similar?

In what ways are  
we different?

Write down 5 things you know about the population of Spain

1.

2.

3.

4.

5.

**Hands on activity 1**  
**Where are we all from?**  
**What do we have in common?**

**Main Objectives:**

4. To recognise and show respect for similarities and differences.
  
5. To learn about identities and the things that contribute to our identity, including our membership of different groups.

**Introduction**

This activity aims to raise awareness of the similarities and differences in ethnic origin, customs, food etc. within the class or school. It is important to begin by establishing some basic rules for any of the discussion work that takes place. These 'rules' should be set with the children. The fundamental rule is one of respect.

Begin by asking the children how many of them live in the local community. Then ask how many of them have always lived in the local community. Begin to establish that people move from one place to another all the time. Some have moved from the country to the city, others have moved further from one country to another and sometimes one continent

to another.

### **Development**

Give the children the passport worksheet, and ask them to fill in what they know about themselves. Discuss that some children may have what we call **DUAL NATIONALITY**. Ask them to complete the passport by adding a photo of themselves. Then locate the passports around the map and connect them with coloured string and map pins to show where each of the children's families originate from.

We have established that we all have identities, some of us are Spanish, others Romanian, others Moroccan, but what do we have in common? Tell the children that you will ask some questions and that they should come and form a circle when they can answer one of the questions:

e.g.

*"Come to the circle of your parents are Spanish."*

*"Come to the circle if you wear glasses."*

*"Come to the circle if you can speak Arabic." Etc.*

Finish with,

*"Come to the circle if you are in class \_\_\_\_\_."*

### **Plenary**

Emphasise that we are all different, but that we have things in common, too. We all live in Madrid, we

are all learning English, and some of us come from countries where they speak Spanish. The different factors that make us different, also contribute to our identities. As a finishing off activity, the children could design a badge or coat of arms to illustrate their identity. And share this with the class.

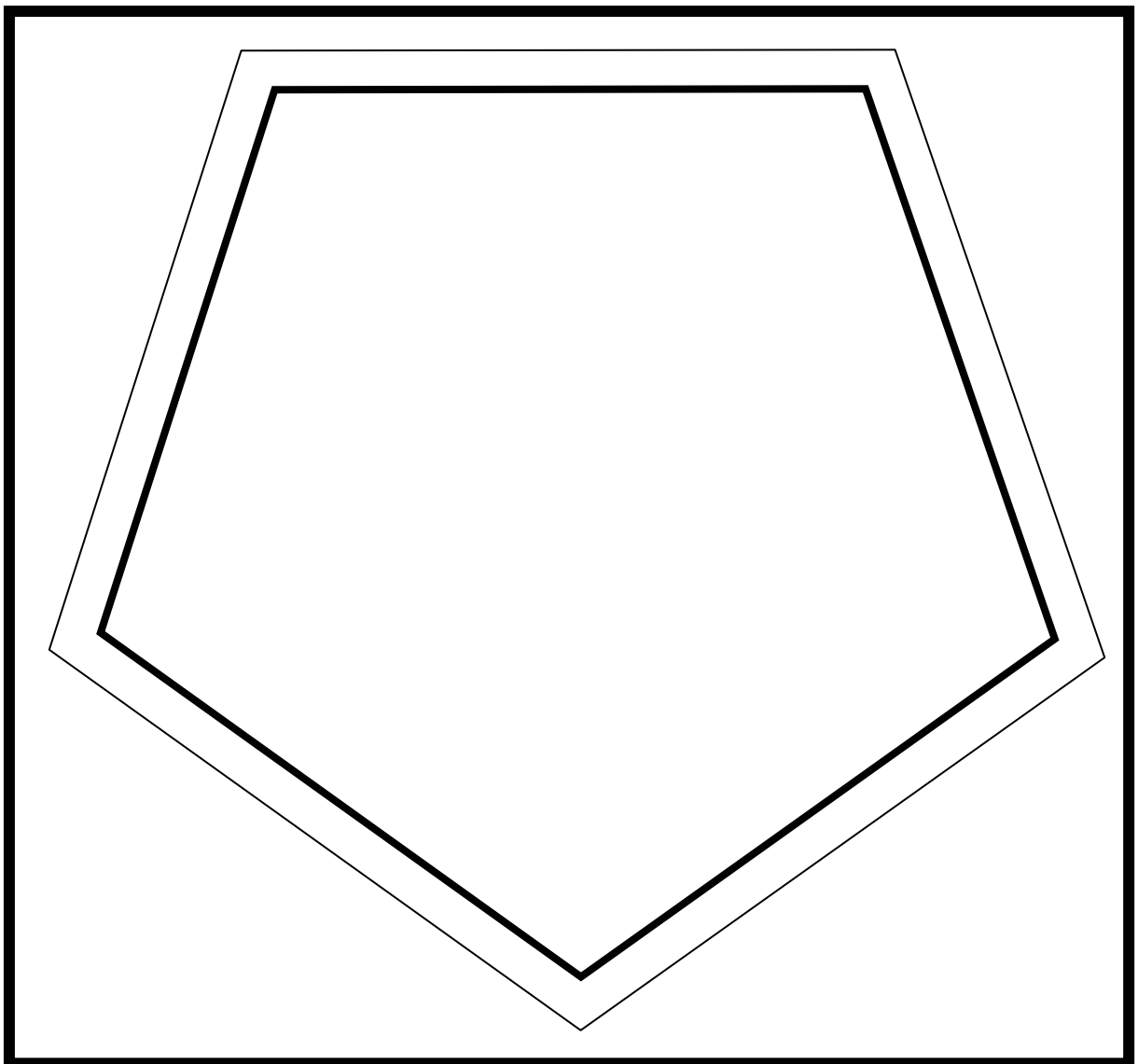
### **Optional Activity**

A very nice activity that will help integrate children who have a different mother tongue is to learn how to say hello or welcome on each language represented in the class. The children could then design labels and display them on the door to the classroom.



**Name:**

Design a badge that identifies you. You may consider using the colours of your home country's flag, typical foods, a phrase in you home language etc.



## Hands on Activity 2 Poster Project

### Main Objective

1. To learn about identities and the things that contribute to our identity, including our membership of different groups.

### Introduction

This activity encourages children to learn more about the countries of origin of their classmates. There are a number of ways this activity can be done:

1. Each child researches and presents a poster on their own country of origin, including the Spanish children.
2. Each child selects one of the countries represented in the class or school and compiles a poster on that country.
3. The children make a comparative study of Spain and another country represented in class.

### Development

Model for the children how to use the planning sheet. Choose a country **not** represented in the class and a fill out the planning sheet. Write research questions that will help to structure the poster, using **Where? Who? What? When? How? Why?**

Once the children have their questions, discuss the layout of the poster, where each piece of information will go, will they include drawing or photos? Remind them to think what their audience might want to know.

The poster can be done on A3 paper and less able children could use the support sheet.

### **Plenary**

Once the children have completed the task, give opportunity for each child to talk about what they have learned and display the posters around the map.

## Hands on activity 3

### Where are we from and why have we come to Spain?

#### Main Objectives

1. To learn that all children have basic needs and rights as human beings, regardless of their gender, ethnicity, size, ability, etc and that people emigrate from many different reasons.

#### Introduction

THIS ACTIVITY SHOULD ONLY BE DONE IF THE CLASS TEACHER DEEMS IT APPROPRIATE.

This is a discussion based activity that aims to raise awareness of the reasons why people emigrate to other countries be it for economic, political or religious reasons. The activity also aims to raise awareness of equality and tolerance. This activity is best done sitting in a circle. Some of the issues may be delicate, so proceed with tact.

#### Development

The link below has an excellent activity on asylum. It is in the UK context, but the ideas can be transferred to the Spanish context.

[http://news.bbc.co.uk/cbbcnews/hi/teachers/citizenship\\_11\\_14/subject\\_areas/human\\_rights/newsid\\_1853000/1853538.stm](http://news.bbc.co.uk/cbbcnews/hi/teachers/citizenship_11_14/subject_areas/human_rights/newsid_1853000/1853538.stm)

Use the following key questions to structure the discussion. Remind the children of the rules they established at the beginning of the unit:

- *What is the difference between immigration and emigration?*
- *Why do people emigrate from their countries?*
- *What does it mean 'to seek asylum'?*

More questions:

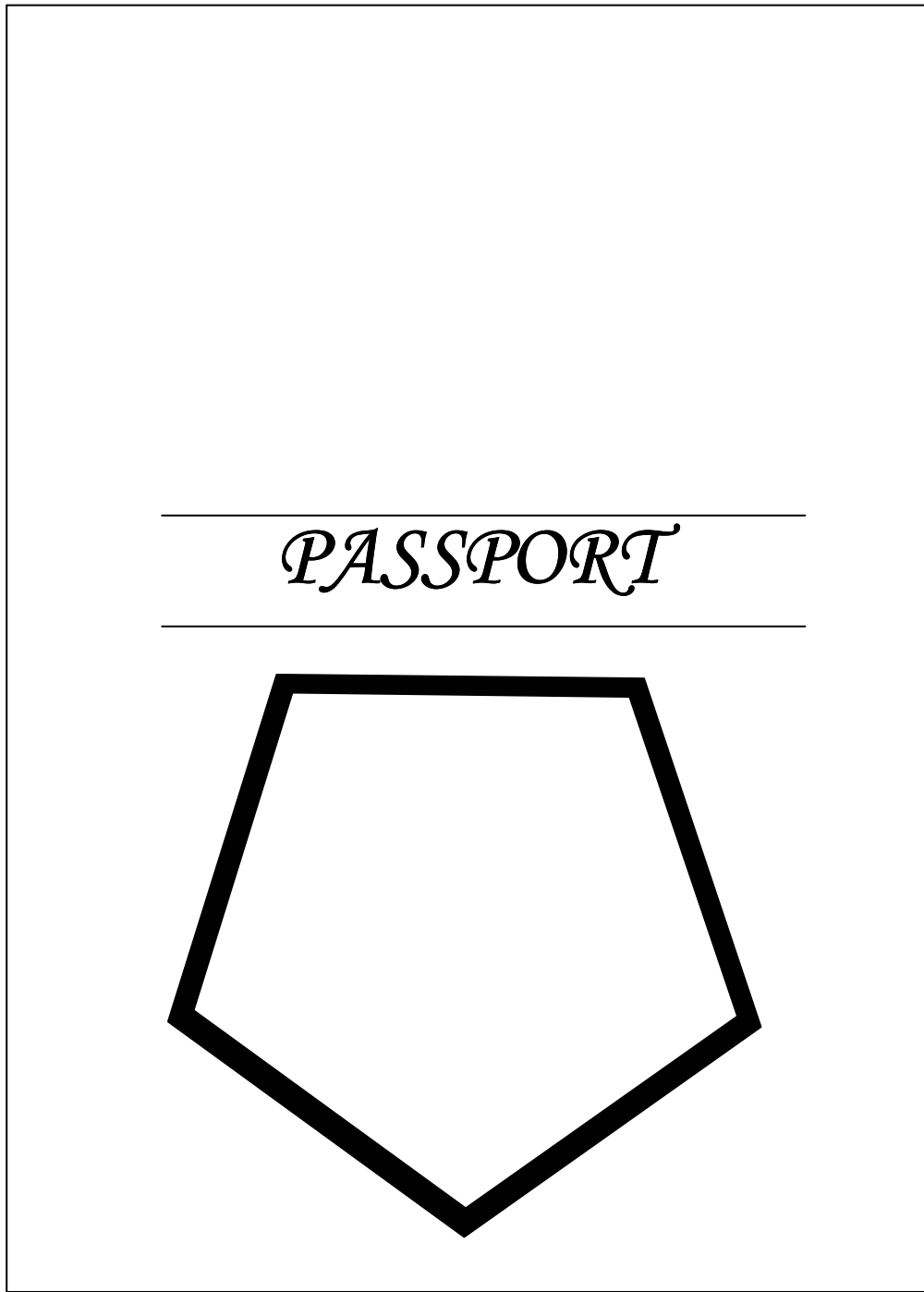
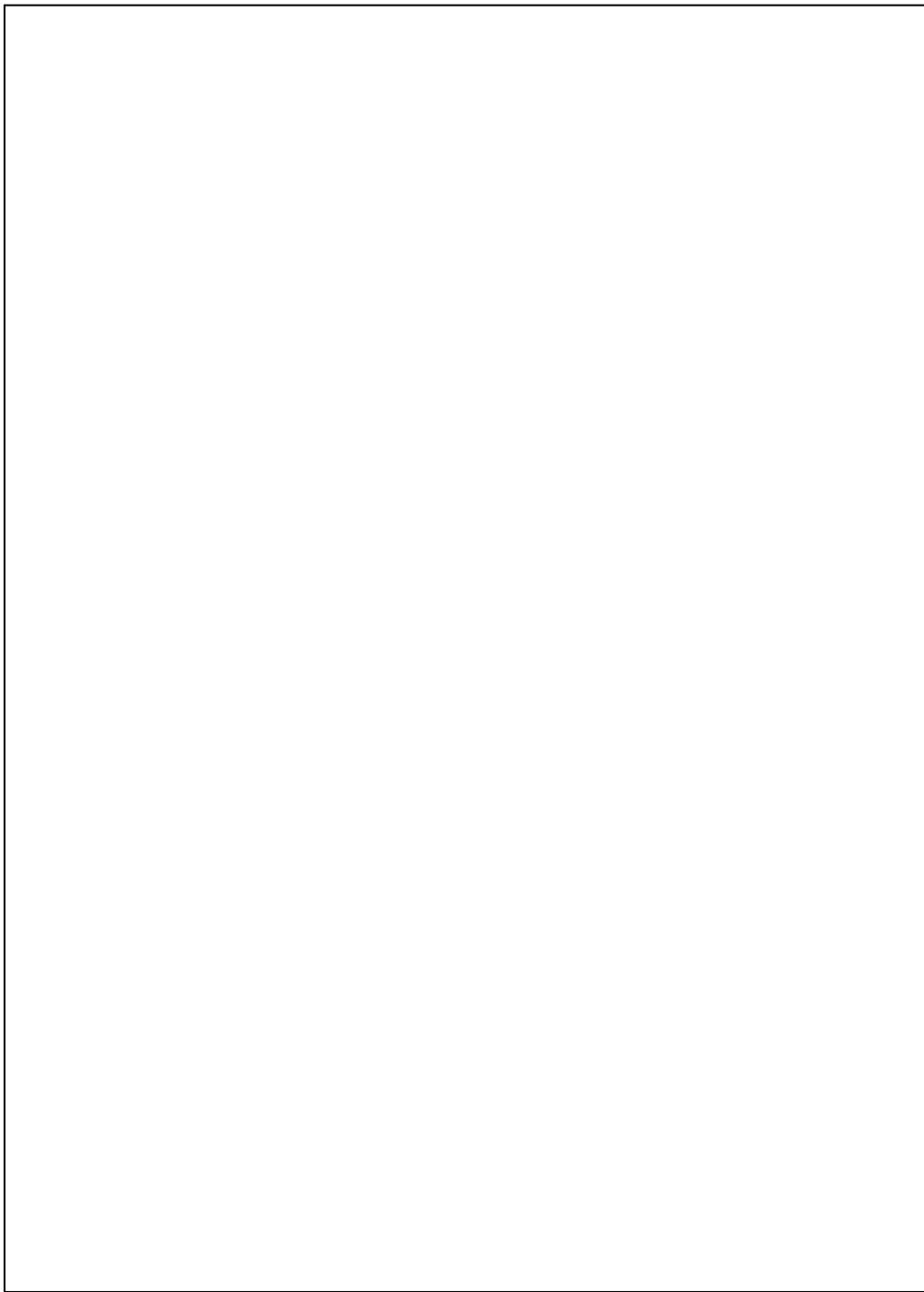
- *Why do people from African countries risk their lives to come to Spain?*
- *What conditions in their own countries make them want to leave? Economic problems, religious suppression, political beliefs, poverty, war and conflict.*
- *What are EU governments doing to help 'refugees'?*
- *What advantages have immigrants brought to Spain? Construction, nannies etc.*

Using a flip chart or large sheet of paper, write down some of the responses the children give.

### **Plenary**

End the session by asking the children what the word **tolerance** means. Emphasise the importance of being tolerant of people who think differently from us and that we should learn to respect and value the contribution of other ethnic groups. An option ending could be to make a poster that could be displayed in

the corridors, encouraging the children of the school to be tolerant, respectful and value each other's differences and similarities. The class could also present an assembly to the rest of the school about what they have learned.



Name:

Place of Birth:

Place of Residence

Nationality:

Languages I can speak:

- 
- 
- 
- 

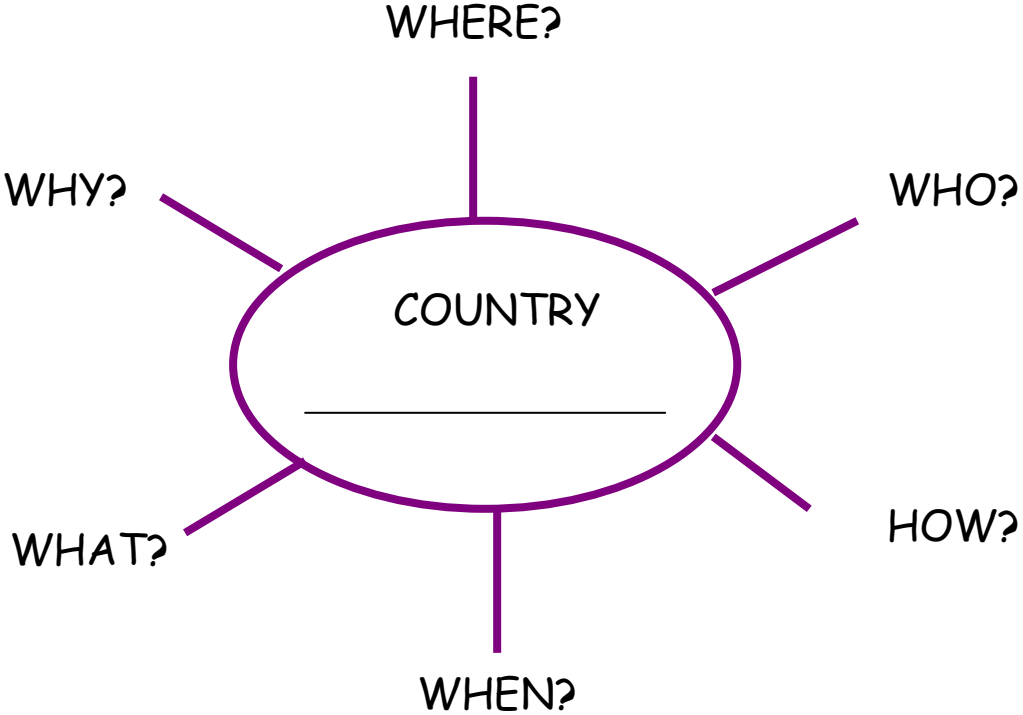
Passport N°:



PHOTO



POSTER PLANNING SHEET



TITLE

**CAPITAL CITY**

**POPULATION**

**LANGUAGES**

**FESTIVALS**

**INTERESTING FACTS**

FLAG

MAP