

Diversity – Lesson Plan KS1 + 2 Citizenship

Aim: To encourage children to understand that the world is diverse but that what we do can affect those in other parts of the world.

- Show the children pictures of people from different countries.
- Find the countries on a map, talk about the climate and what life is like there.
- Ask the children what are the main things that they spend their time on. Make a list on the board.
- Make another list of what the children value most. (Family, friends, TV, pets, etc.)

Do the children think these two lists would be the same for a child in another country? Narrow it down now and talk about one particular country.

Do the children think this child would spend its time on the same things as them? What might be different? Make a third list of the main elements of this child's life.

Possible follow-up activity

Children could make a collage of the differences between their life and the life of a child in a particular country. They can refer to possessions, climate, environment, etc. You could make different materials available e.g. sand/grass, as well as different kinds of paper and cloth. The children could do further research on the country e.g. on the internet. Perhaps, give the children a range of countries to choose from.

Down the middle of the collage the children could represent the things that the two countries/children have in common, based on the lists made earlier.



Subsequent lesson:

Is there any connection between our world and theirs?
Do we ever come into contact with each other?

Ask the children to imagine that the father of a child in Ghana is a cocoa farmer. What do we eat that has cocoa beans in it?

So, if we buy a chocolate bar, will some of the money go to this child's dad.

Supply Chains:

On a world map, trace the chain of supply of a chocolate bar.

Talk about the fact that each link in the chain has to be paid for, and this affects the cost of the chocolate. Sometimes companies pay the people at the beginning of the supply chain a disproportionately small amount. Sometimes there isn't enough for these people to live on.

Ask the children to imagine how they would feel if they went home this evening and there was no food. Their parents tell them that they are being paid less for their jobs and there is no money to buy food. They can't have their pocket money and they can't go on holiday in the summer. At Christmas there will be no Christmas presents. How would they feel? Many children of poor producers have never had these things which many of us in Britain so take for granted.

Has anyone heard of fair trade?

Fair trade is something that some companies support to make sure that the farmers who grow the cocoa beans get enough money to live.

Show the Fairtrade Mark. What does it look



like? (Some people think it looks like a parrot / a leaf / a strange version of the ying and yang symbol

/ a road and a sun...! It is actually a person with their right arm raised as if they are cheering.)

If food has this Mark then it means that the people who grew it/picked it/gathered it are paid enough money to live on and plan for their futures.

When the children go to the supermarket with their parent or carer, they can look out for this sign. It's not on all types of food. Show fair trade foods: chocolate, bananas, honey, coffee, tea, etc.

Have a selection of fair trade foods/fruit juices for the children to try.



Photo: Diyo Alimon