

Barnet to Bangalore

Free resources for KS3 citizenship

Schools and Youth
ActionAid
Leach Road
Chard TA20 1FR
Telephone: 01460 238000
Facsimile: 01460 67191
deved@actionaid.org.uk

www.actionaid.org

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two lesson plans for KS3 citizenship

Lesson plans

1 Conflict tree

2 River of life

Plus, examples of pupils' work from Barnet and Bangalore

Programmes of study

These lessons support many elements from the citizenship programmes of study for KS3, including:

- Knowledge and understanding - the importance of resolving conflict
- Skills of enquiry and communication - pupils contribute to group and exploratory class discussions
- Skills of participation and responsible action - pupils use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.

Teaching pack

If you like these activities, order 'Who decides?', an ActionAid resource for KS3 and 4 citizenship and geography. See our online catalogue at www.actionaid.org, click on 'Schools and Youth', or call 01460 238000 for details.

lesson plan: conflict tree

Aims

- Develop knowledge and understanding of the causes and effects of conflict
- Identify pupils' personal experiences of conflict and their reactions to it
- Express experiences of conflict on a graphic
- Participate in group discussions

Instructions

- Pupils think of a conflict they have experienced in their own lives.
- Pupils look at the diagram of a conflict tree.
- Pupils draw and label their own conflict trees. They label the trunk with what happened; the roots with the causes of the conflict; the branches with the effects; and the fruit with possible solutions for solving the conflict.
- Pupils explain their conflict trees to each other. Pupils share their trees with the class.
- Pupils look at conflict tree from Barnet and Bangalore.

Discussion

- How useful was the activity in understanding conflict?
- Are some solutions more important than others?
- What can we learn about peace from looking at the tree?

ActionAid link

In countries where ActionAid works, conflict trees are used to get people thinking about solutions to problems they might have. For example, how to foster peace after a period of conflict, or how to improve a polluted, overcrowded environment.

lesson plan: river of life

Aims

- Enable pupils to identify key personal experiences
- Express those personal experiences on a graphic
- Participate in group discussions

Instructions

- Pupils think about their lives from the time they were born to the present day. They focus on important moments, both positive and negative.
- Pupils put this information on a drawing of a river. The river can be any size and shape and include features like waterfalls and islands.
- Pupils remember that everything they draw represents something in their lives. For example, stones can represent difficult times.
- Pupils explain their rivers of life to each other. Some share their rivers with the class.
- Pupils look at rivers of life from Bangalore.

Discussion

- Did the fact that it was a river help?
- Are there any other ways of presenting the information in a useful and interesting way?
- What action could be taken to make any changes to the future course of a river of life?
- What are the similarities and differences between the rivers of life from the UK and those from Bangalore?

ActionAid link

In countries where ActionAid works, the river of life activity is often used with people wanting to know more about HIV/AIDS. The river helps people reflect on their own lives before learning about HIV/AIDS.

translation: conflict tree

Shaeed, 13, Bangalore

What happened

When my mother, Shanaz, wanted to send me to a hostel, I fought back.

Causes

- I left school and stayed at home.
- I was playing with other children.
- My uncle planned to send me to work.
- I refused to go to work and my mother got angry.

Solutions

- I want to look after my parents.
- I want to go to school.
- I really like to go to school to learn.
- I want to study and get a good job.
- I want to learn computing.

translation: river of life

Aslam, Jeevanu Kaushalya Pathashala School, Bangalore

The river starts when I was born. It shows when my brother was born - I was five years old.

It also shows the time when I argued with my parents. I wanted to go to school, but they needed me to work.

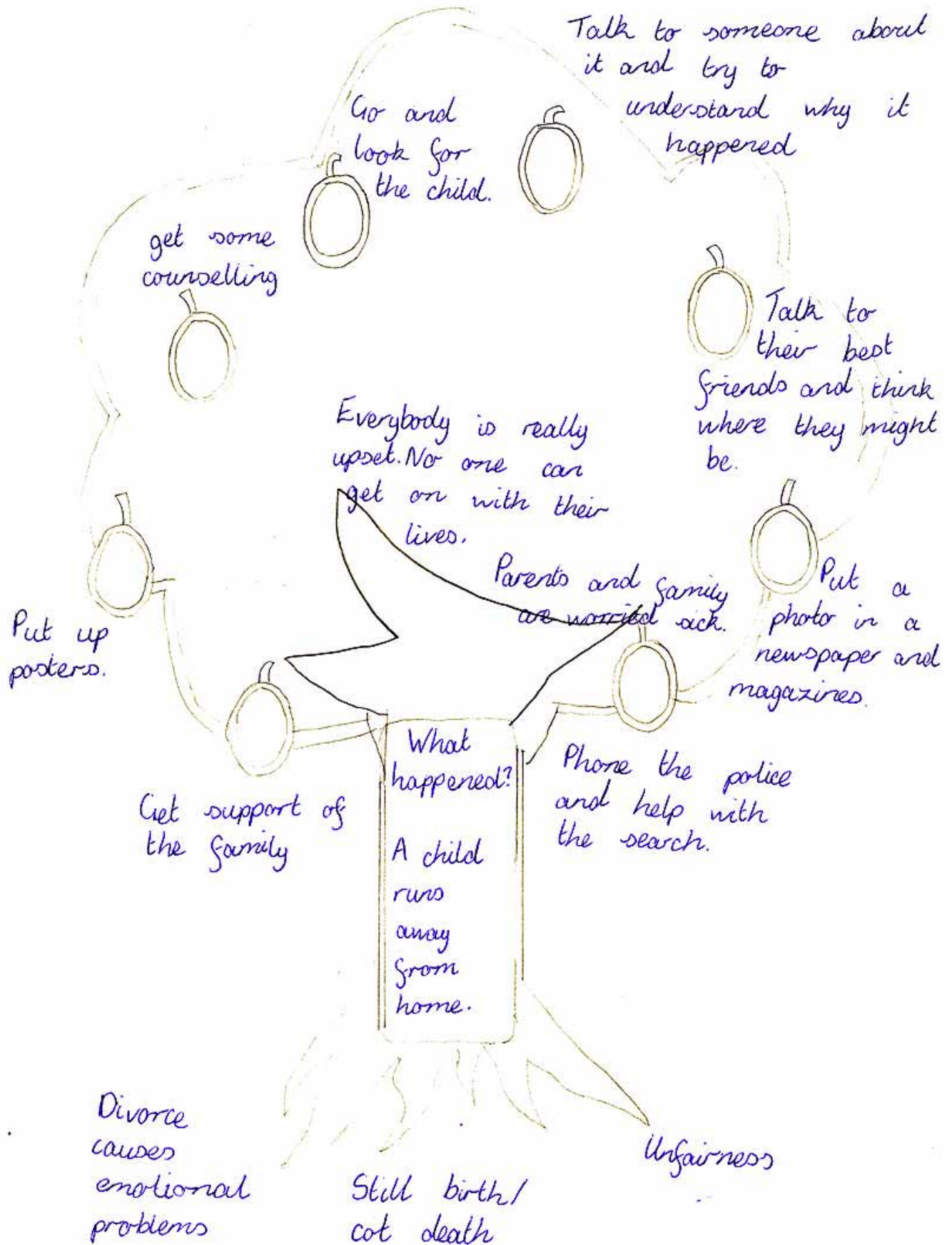
Now I am 13 and have just started school. I am happy to be here.

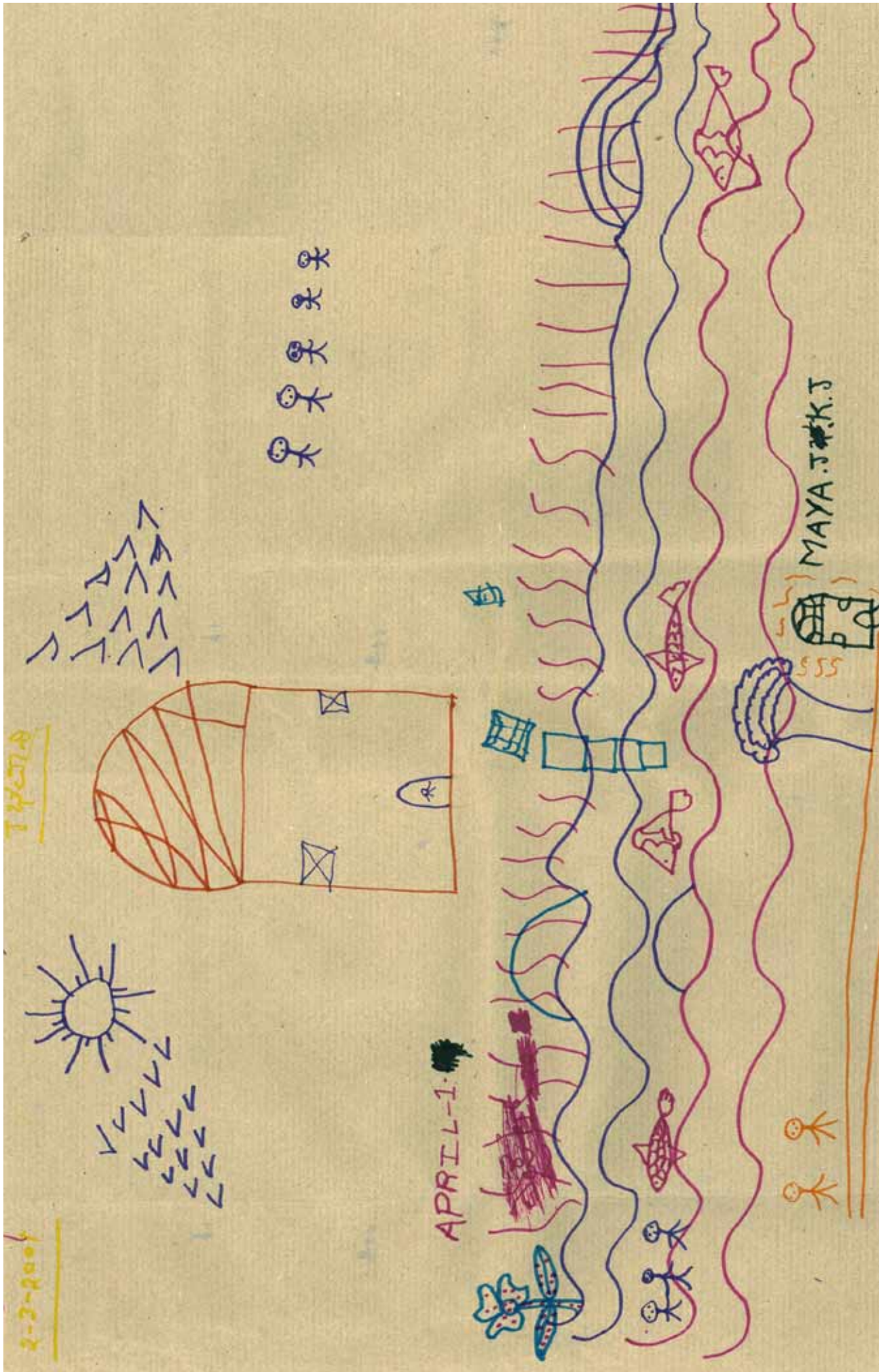
Bhavani, Jeevanu Kaushalya Pathashala School, Bangalore

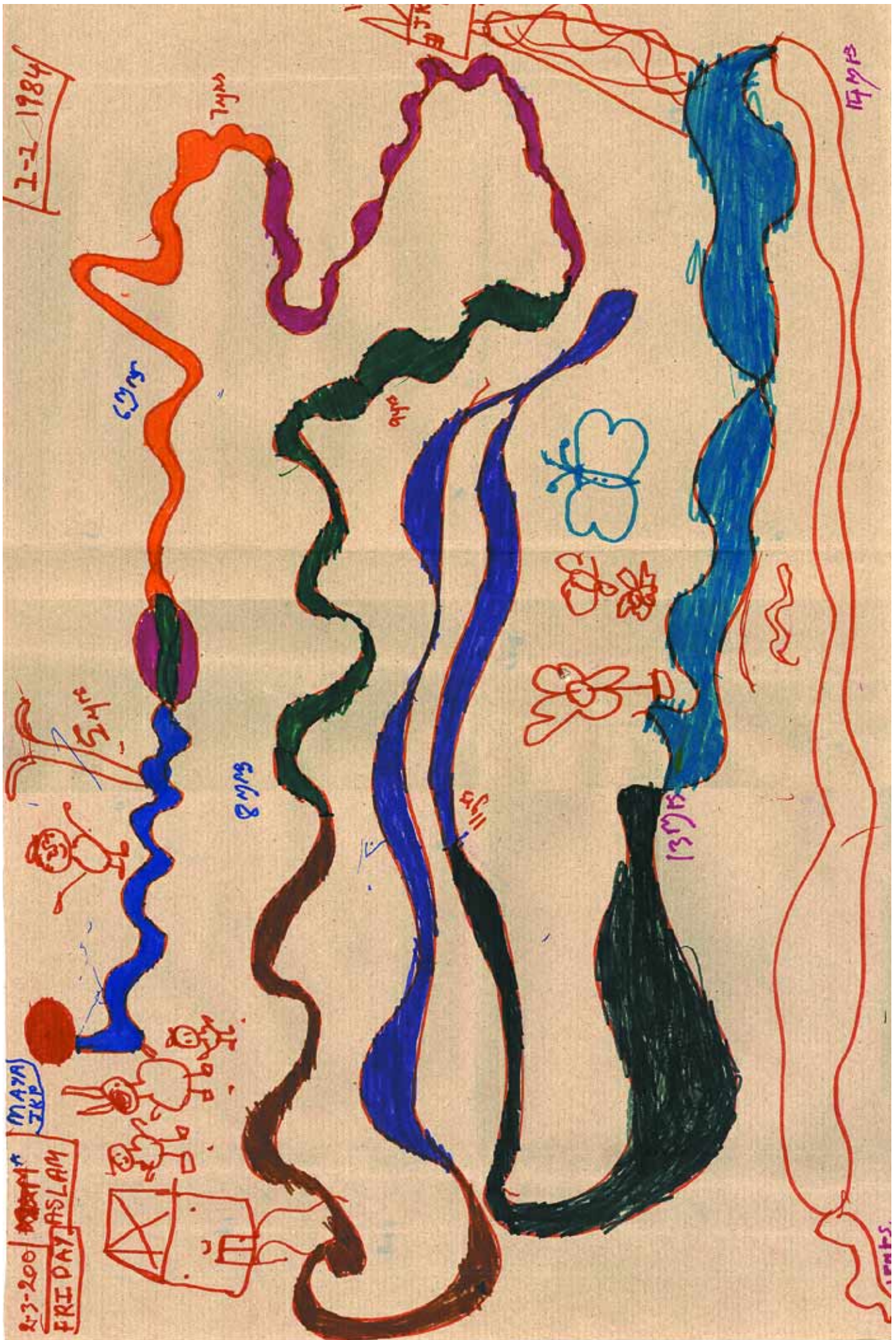
I was born in Gothugene. I used to go to school, but then my sister got married and I had to stop going for a while.

Then I went to another school, but eventually I had to give up and start work. Then, after a while, I met someone from the JKP School who told me all about it.

I've been coming here for the last eight months.







4 River of life, Bangalore Drawn by Aslam

