

Activity	Resources	Curriculum links
<p>Globingo! It would be best to complete this activity after pupils have been introduced to the work of ActionAid via an assembly. If you are a sponsoring school you can request a free assembly from an ActionAid Teacher each year, or alternatively an 'Assembly PowerPoint'.</p> <p>Test each others' knowledge of global poverty and the work of international NGO ActionAid. Ask students to find the answers to the nine statements on Activity Sheet 1. They could do this by finding a person, reading one statement aloud to them and asking them "Do you think this is true or false?" Students should record the name of each person they have asked, as well as their answers, in the boxes provided. The first person to finish shouts 'Globingo!'</p> <p>Share answers as a whole class. Use the 'ANSWERS' sheet to extend their knowledge and understanding.</p>	<p>Activity sheet 1: ActionAid Globingo!</p> <p>ANSWERS: Activity sheet 1</p>	<p>Citizenship key stage 3 – programme of study Key concepts 1.2 Rights and responsibilities a. Exploring different kinds of rights and obligations and how these affect both individuals and communities</p> <p>Global dimension Understand long term global challenges, including climate change, conflict and development and how these issues impact on and change society</p>
<p>Country survey Find out more about the country where the child you are sponsoring lives. Start by organising a survey to find out how much your class mates already know about this country.</p> <p>Students can use the survey provided on Activity sheet 2 or design their own. The survey lists three closed (yes / no) questions and three open (full sentence) questions. Students should use them to interview five people.</p>	<p>Activity sheet 2: Country survey</p>	<p>Geography key stage 3 – programme of study Key processes 2.1 Geographical enquiry b. collect, record and display information</p>

We have the right

Ask pupils to work in small groups and think about their rights as young people. Make and agree a list of the rights they think are most important to them. They could make these into statements each starting with 'We have the right to ...'

Now give pupils a copy of **Activity sheet 3: We have the right**. Ask them to compare the statements written by young people in Kenya with their own. What are the key similarities and differences? Why do you think this is?

Finally ask the class to rank the cards in a diamond shape (as shown on **Activity sheet 3**) placing the most important right at the top. They can do this by choosing from either their own statements or those written by young people in Kenya. They should be able to justify the choices they have made.

In plenary, look at everyone's diamond rankings. Make sure participants express their views on the placement of cards and reasons for their chosen priorities. Discuss the similarities and differences between the priorities of young people in a developing country like Kenya and their own.

Activity sheet 3: We have the right**Citizenship key stage 3 – programme of study**

Key concepts

1.2 Rights and responsibilities

a. Exploring different kinds of rights and obligations and how these affect both individuals and communities

Geography key stage 3 – programme of study

Key concepts

1.7 Cultural understanding and diversity

a. Appreciating the differences and similarities between people, places, environments and cultures to inform their understanding of societies and economies