

# Global Citizenship in the Whole School

## 7 Assembly ideas

### Assembly idea 1: Acting it out

**Aims:**

To encourage pupils to think about rights and responsibilities in the way they treat, and are treated by, others.

**What to do:**

Ask pupils (preferably who have rehearsed) to play out several scenarios showing different kinds of behaviour.

First scenario: A new pupil in school gets lost taking the register to the office and asks for help from two other pupils. One is unkind and doesn't help the newcomer, the other does.

Second scenario: It is playtime and some friends are playing together. Another pupil comes up, wanting to join in. Some of the original group say they can't play, others say they can.

Third scenario: At lunchtime a pupil takes an apple from another pupil's lunchbox. The second pupil asks for it back: one person supports them and another backs the person who took it. Just as each scenario is being completed, 'freeze frame' the action and ask the audience what they think each person in role feels like inside. Also ask what the injured pupil has learnt from the behaviour of the others.

### Assembly idea 2: Links across the globe

**Aims:**

To give pupils a sense of the wider world, and highlight links and connections between different places and between our lives and the lives of others.

**What to do:**

You will need a world map and some large, clear photographs of children in different countries around the world - on OHP transparencies if there is a large group of pupils. Ask pupils what they can see in each photograph that they recognise (and which therefore connects them to the person in the picture). For example, it could be that the person is wearing a necklace, is on a bicycle, or is playing. There will always be a connection if you look hard enough!

With help from pupils, locate where each of the photographs was taken on a world map. Ask the pupils to describe any other connections they may have with the countries. For instance, they may have visited one of the countries, or have family or friends living there. Ask if anyone knows anything about any of the countries, such as the capital city, someone famous living there, or a language spoken there.

As a follow-up, in class, gather the information on post-it notes to add to one big world map showing the world links and connections from all the school.

### **Assembly idea 3: What's my job?**

**Aims:**

To challenge stereotyped ideas and offer an alternative view.

**What to do:**

Invite one or two visitors who have unusual jobs into the school. Ensure they understand their role. Introduce the visitors by name, and allow three guesses from the pupils as to what job each person does. Then encourage the pupils to ask the visitors questions about their job, to which they can only answer 'yes' or 'no'. After a period of questions, or if the correct job is guessed, ask the speakers to describe their work.

Classroom follow-up could focus on the difference between the initial guesses and why they might have been suggested, discussing the dangers of stereotyping and the actual job each person did. (You could ask a couple of friends to role-play this exercise if necessary.)

### **Assembly idea 4: Sustainable lifestyles - reducing waste**

**Aims:**

To encourage children to think about their own lifestyle in our consumer society, and to reflect on how we can live in a more sustainable and less wasteful way.

**What to do:**

Take a selection of ordinary household 'rubbish' (suitably washed!) into assembly. Go through each item, for example, unwanted shirt, apple core, plastic bag, junk mail, empty tin, plastic yoghurt pot. Have a number of headings on view such as 'Recycle', 'Reuse', 'Refuse' (in future), 'Compost', 'Give to charity/jumble sale'. Hold each item up and ask the pupils what could be done with it. If 'reuse' is suggested, ask pupils to say what new life the item might have. (You could mention the 'Slim your bin' initiative from 'Going for Green', where one family reduced their household waste by 90 per cent in a week.)

**Other ideas include:**

- historical investigation - What rubbish would have been recognised by people 100 years ago?
- looking at examples of packaging - What is necessary and unnecessary? What is environmentally sound and unsound? What can we do about it?
- comparing relative amounts and types of rubbish from households here and in other countries.

**Assembly idea 5: Co-operation!**

The poster 'The Two Mules' from Quaker Peace & Social Witness provided the idea for this activity.

**Aim:**

To encourage pupils to think about how difficulties can be resolved through compromise and co-operation.

**What to do:**

Put a PE hoop on the floor, and ask two children to stand in it, facing opposite directions. Put one apple on each side of the hoop, just out of reach. Ask the children inside the hoop to hold hands, pull in opposite directions and try to reach their apple. (Explain to them that they must not pull each other over!) Then ask other pupils to suggest why this is not a good idea, and how the children in the hoop could each reach their apples in a more co-operative way. The most obvious way is for the children to move together to pick up the apple first from one side and then from the other.

**Assembly idea 6: Local and global news****Aims:**

A regular assembly slot for local and global news provides an opportunity to present important issues to pupils in a clear way, and allows updating of ongoing issues.

It also enables pupils to be involved during assembly in contributing relevant newspaper or Internet articles for inclusion.

**What to do:**

Topics for such news assemblies will obviously depend on what happens, but they might include the following:

**A local issue** which has caused disagreement - for instance, a new bypass, a new shopping development, the housing of asylum seekers locally, or the arrival of a community of travellers. Outline the arguments that have been given for and against - discuss these in terms of which are fact and which opinion. Ensure that there is a balance of views and that prejudices are not fuelled. Ask the pupils what they think, why, and whether these views are fact or opinion. (This could be followed up in class by asking pupils to role-play a dispute, with the rest of the class required to discuss each situation and suggest possible solutions.)

**A local or national injustice** to people, animals or property - for example, damage to the school or local area, hurtful graffiti, cruelty to animals, a mugging incident, or even a murder. Explain the circumstances to the pupils and encourage them to think of ways in which such injustices can be prevented in the future.

**A current world crisis** such as a war or natural disaster. Explain the reasons for different situations and focus on ways for pupils to do something positive in response. Encourage pupils to find out more about the issues. Ask them to look into the role of aid agencies and other bodies in relief work. This may lead to pupils supporting a campaign or local charity shop by donating goods or holding a sale. (Clearly, there are some issues here about raising money for charity, such as where it goes and how effective it is, and whether parents feel able to contribute. However, certainly through the right channels, money can help to alleviate suffering.)

**An annual or regular event** such as the Nobel Peace Prize awards or the publication of an influential report like UNICEF's *The State of the World's Children*. This contains statistics on health and poverty worldwide. As with the last suggestion, it is important to give background and context to such work.

## Assembly idea 7: A Global Citizenship assembly calendar

The **calendar** (below) provides ideas for celebrating specific days related to Global Citizenship throughout the year. We hope that our suggestions will give you a starting point from which you can develop ideas to suit your own educational situation. Although there are many possibilities for a calendar of this type, our selection is both small and, while all of the ideas are relevant to Global Citizenship, fairly arbitrary. The entries in the calendar are brief, and will require additional research.

We have intentionally not included religious festivals because there is a wealth of information available elsewhere already. We have also not included saint's days but certainly, there is much scope to celebrate the national saints; in the UK these are St George (23 April), St Andrew (30 November), St David (1 March) and St Patrick (17 March). There are also other important national days in every country that could be recognised, such as that to celebrate Robert Burns in Scotland (25 January).

You will see the inclusion of some celebration days that reflect the themes of Global Citizenship (marked with an asterisk). Although a particular month has been suggested for these, the dates are not set - use any which are convenient to you. Each celebration day could either be confined to assembly time, or extended for the entire day, with activities to reflect the theme. If you would like to celebrate these days, in addition to the notes given in the calendar there are many ways this could be done. Here are some suggestions:

Use the assembly or day to concentrate on exploring one or more people, events or issues that illustrate the focus of the day.

Draw on the school community for individuals who could give advice and enrich the assembly or day, for example, people giving testimonies, a storyteller or performer, a local expert such as a Development Education Centre worker or local NGO worker.

Use an extended assembly or a day to run a simulation game, or have a quiz or debate.

Another idea is to roll the days into a Global Citizenship Week with events going on for all or part of each day. You could take one theme of Global Citizenship each day, such as 'social justice and equity', or 'appreciation of diversity'. Alternatively, concentrate on one topic within a theme; for example, for social justice and equity, concentrate on the UN Convention on the Rights of the Child, with a different 'right' looked at each day for a week. Alternatively, each day of the week could be used to profile five people who worked for social justice and equity.

## Global Citizenship Assembly Calendar

### KEY

SJE=Social Justice and Equity,  
 G&I=Globalisation and Independence,  
 D=Diversity,  
 SD=Sustainable Development,  
 PCR=Peace and conflict resolution.

For more information see **Oxfam's Curriculum for Global Citizenship**.

Assembly date	Assembly topic	Background information and suggestions	Global Citizenship focus
<b>January</b>	Social Justice Day*	Focus on people who have worked for equity in their lifetimes, e.g. Mahatma Gandhi, Olaudah Equiano, Aung San Suu Kyi, the Dalai Lama, Mother Theresa or Nelson Mandela.	SJE, G & I, D, SD, PCR
<b>4 January</b>	Ogoni Day	International Day to celebrate the Ogoni people of West Africa. Ogoni leader and peaceful activist Ken Saro-Wiwa and others were executed in 1996 for their beliefs and actions in defending Ogoni culture, land and environment.	SJE, D, SD
<b>15 January</b>	Martin Luther King Day	Focus on King's 'I have a dream' speech and ask pupils what they want the future to hold.	SJE, D, PCR
<b>27 January</b>	Holocaust Memorial Day	Use a children's book exploring diversity or, for older pupils, the diary of Anne Frank as an introduction to the issues. Discuss the reasons for and consequences of xenophobia.	SJE

<b>February</b>	Globalisation Day*	Focus on the interdependence of countries around the world, and how this affects us in our everyday lives.	G & I, D, SD
<b>February</b>	Our Wonderful World Day*	Base the assembly on one or more of the 630 UNESCO World Heritage sites. 150 countries worldwide have signed an agreement to conserve these sites, which are of outstanding value. Some sites are natural and others made by human endeavour. They include Uluru-Kata Tjuta National Park in Australia (Ayers Rock), Robben Island in South Africa and the Giant's Causeway in Northern Ireland.	G & I, SD
<b>March</b>	All Different, All Equal Day*	See 'What's my job?' and do other work on challenging stereotypes, finding similarities between people.	SJE, D, SD
<b>Early March</b>	World Book Day	Share stories and poems from different traditions. Engage a storyteller or author, especially one who uses a range of languages, dialects, or accents.	SJE, G & I, D, SD, PCR
<b>8 March</b>	International Women's Day	Focus of the life of someone who has promoted respect and equality for women, e.g. Emmeline Pankhurst, Mary Seacole, Mary Robinson, or invite a local businesswoman or a woman community activist to speak about her work.	SJE, G & I, SD
<b>Second week in March every two years</b>	Red Nose Day	Explore the reasons for the situations for which money is being raised. Show pupils examples of positive and negative media coverage linked to 'charity'. Prompt pupils to find out more about the issues.	SJE, G & I, SD

<b>Second Monday in March</b>	Commonwealth Day	Hold a world knowledge quiz about an aspect of the Commonwealth, e.g. focus on one country, or on famous people and places of the Commonwealth. Tell the pupils in advance, so that those who wish to can do some research in preparation.	G & I, D, SD
<b>April</b>	Disability Awareness Day*	Celebrate the achievements of a famous disabled person, e.g. David Blunkett (MP), Evelyn Glennie (musician), Professor Stephen Hawking (scientist), Tanni Grey-Thompson (athlete). Invite a speaker to raise issues of disability with the pupils.	SJE, D, SD
<b>April</b>	Appropriate Technology Day*	Look at different examples of transport, house-building or toy-making around the world.	G&I, D, SD
<b>May</b>	Self-esteem Day*	Celebrate the achievements and talents of pupils and staff in the school, e.g. through presentations.	SJE, D, SD
<b>Early May</b>	International Dawn Chorus Day	Talk about the protection of bird life and bird habitats. Launch a bird survey of the grounds or local area.	SD
<b>5 June</b>	World Environment Day	Investigate a local or global environmental issue, perhaps with the support of the Local Agenda 21 Officer or conservation worker.	G & I, SD
<b>Second half June</b>	Refugee Week	Focus on the difficult situation many refugees are in when they have to leave their homes quickly, or on the contribution made to our society by refugees. Invite a refugee speaker to talk to the pupils or read a testimony from a refugee or asylum seeker.	SJE, G & I, D, SD, PCR

<b>July</b>	Creativity Day*	Celebrate visual and performance art, drawing on a breadth of traditions.	G & I, D, SD
<b>September</b>	Sustainable Development Day*	Look at definitions of sustainable development and what they mean for children.	SD
<b>October</b>	Black History Month	Celebrate Black History. Contact the Local Education Authority for local initiatives. There are many influential black people in history, e.g. Cleopatra, Noor-un nisa Inayat Khan, Mahatma Gandhi, Nelson Mandela.	SJE, G & I, D, SD, PCR
<b>Mid October</b>	World Food Day	This could introduce many facets of food: the variety of food we eat; where it comes from; the pros and cons of local and global production; healthy eating; whether the people who produce our food get a fair deal.	SJE, G & I SD
<b>Second Monday in October</b>	Columbus Day	A national holiday in America where there is a strong movement to refocus it as a national holiday honouring Native Americans, thus celebrating the colonised rather than the colonisers.	SJE, G & I, D, SD, PCR
<b>Annually in October</b>	Geography Action Week	Contact the Geographical Association for ideas and activities	SJE, G & I, D, SD, PCR
<b>October</b>	One World Week	Contact the One World Week for a week of educational activities and celebration of world issues following an annual theme.	SJE, G & I, D, SD, PCR
<b>November</b>	Indigenous People Day*	Discuss what can be learnt from the wisdom and traditions of indigenous people, and how we can support them to maintain their chosen lifestyles.	SJE, G & I, D, SD, PCR

<b>11 November</b>	Remembrance Day	Bring red and white (for peace) poppies and describe their significance. Read the work of a war poet. Discuss the contributions of black and Asian communities to the war effort. Think about the many conflicts happening in the world today and remember the people affected by them.	SJE, G & I, D, PCR
<b>October/ November</b>	International Children's Day	Base the assembly on the UN Convention on the Rights of the Child.	SJE, G & I, D, SD
<b>December</b>	Peace and Co-operation Day*	See the Co-operation activity on this site.	SJE, PCR
<b>10 December</b>	Human Rights Day	Look at the work of the UK High Commission of Human Rights, or at what the new European legislation means in practice, or focus on a particular case study.	SJE, G&I, D, SD, PCR
<b>1 December</b>	World AIDS Day	Challenge stereotypes and focus on practicalities: explain that you cannot contract HIV/AIDS from talking or hugging, and tell pupils what to do if they find a used needle.	SJE, G & I, D, SD

\* Celebration days that reflect the themes of Global Citizenship