

Act for your dream - UK school programmes KS1 and KS2

How can the interactive session of Children of the Mekong be useful for the children?

I. Help develop notions of the National curriculum

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

1. Geography

Human and physical geography:

- **climate zones**, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- **types of settlement and land use**, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork: Use world maps to identify the **countries, continents** and oceans studied at this key stage

2. History

Gain historical perspective by placing their growing knowledge into different contexts, **understanding the connections between local, regional, national and international history**; between cultural, economic, military, political, religious and social history;

II. Promote SMSC (spiritual, moral, social and cultural development)

<http://www.doingsmsc.org.uk/>

1. Spiritual:

- reflection on their own beliefs and experiences
- enjoyment in learning about others and the world

2. Moral:

- interest in investigating and offering reasoned views about moral and ethical issues
- ability to understand and appreciate the viewpoints of others on these issues

3. Social:

- working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- volunteering, cooperating well with others and being able to resolve conflicts effectively

4. Cultural:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others, willingness to participate in and respond positively to cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

III. Becoming a Global citizenship

Global citizenship in the Classroom A guide for teachers by OXFAM:

<https://oxfamlibrary.openrepository.com/bitstream/handle/10546/620105/edu-global-citizenship-teacher-guide-091115-en.pdf?sequence=9&isAllowed=y>

- > Globalisation and interdependence - “even the wealthiest countries rely heavily on other countries’ riches – from physical commodities such as foodstuffs and minerals to knowledge and culture”
- > Social justice and equity - “all human beings belong to a single human race, share a common humanity and are of equal worth”
- > Identity and diversity - “be open to engaging positively with other identities and cultures, and able to recognise and challenge stereotypes”
- > Sustainable development - “our relationship with the earth needs to acknowledge the limits of finite resources and the human rights of all”
- > Peace and conflict - “bound up with questions of social justice, equity and rights.”

Develop the idea of global citizenship in class by:

- > Asking questions and creating a discussion
- > Making connections between the rights, the needs, geography, housing
- > Exploring viewpoints and values: Collaborating in their learning and actively listening to the opinions of others

Goals/activities of our presentation with Children of the Mekong:

1. Raise awareness

- Presentation of Children of the Mekong

Where is Asia, what is the mission of the association, what is it that we are about today?

Talk about children who do not go to school to help their parents

- Viewing of film

- Readings of testimonies proposed to the pupils before our intervention, in agreement with the teacher's opinion, this allows us to raise their awareness before our intervention

2. Involve the children

- **Discussions** on "School is an opportunity" through different portraits
=> at school and at home; the chance of education; why can't some children not go to school; culture and ethnicity
=> Questions and discussions: (Where does Tak live; What is his parents' job; Why can't Tak live with his parents; Why doesn't Tak go to school anymore; Is he happy not to go to school anymore?)
- **Descriptions of what they have seen/heard** in the exchanges on the testimonies
=> Complicated transport: long distances, difficult access and rotten roads, hot climate and rainy season, How do you come to school, how much time do you need?
- **Context in Asia:** Family breakdown and separation of parents, very precarious family home, poverty
- **Differences with England?**
- **Question to students:** What do you do after school? Why do they like going to school?
=> bring them little by little to the notion of gratitude (thank you)

3. KS1 - Activity - Collective creation of the "Wall of Gratitude":

Make the link with the testimonies and children who express their gratitude.

Students can also choose one or more images (projected with the slides) that correspond to what they want to express.

This workshop should allow them to develop a free time of expression, let them speak as much as possible.

The facilitator can use the cards with the key words written on them to support the pupils if they are not inspired or to complete:

(e.g. to be healthy, to learn to read, write, count, play, ride a bike, to be loved by my family, to grow up thanks to my teacher, to be treated by a doctor, to go to school every day, to eat what I like best etc.

3. KS2 - Activity - Exchange on "School is an opportunity ":

Ask the pupils why they like going to school and bring them little by little to the dream and how they could achieve it?

Through observation of the different testimonies presented, a small "game" of individual introspection to learn to know oneself better

Workshop: "The Man" - "Cultivating your talents through self-knowledge" 5 to 10 minutes



Children of the Mekong

workshop to learn to know oneself better: what I like to do/not do, what my talents are, my relationship with others etc.

Collective realisation of the recipe to achieve my dreams: what do the testimonies we have seen show us? Discussion of the pupils' dreams.

Individual and collective **time for reflection**, to write and discuss and create a common conclusion.