

Session 3: Taking Action: My role as a local and global citizen

Age 9-11

Time: 1 hour 30 mins

Outline

This session encourages students to reflect on their roles as both local and global citizens, moving them from identifying ideas to committing to take action to help achieve the Global Goals.

Learning objectives

- To introduce the idea that we all have a responsibility to protect and enhance our communities and our environment.
- To reflect on the different ways we can each take action towards the Global Goals.
- To create a campaign to raise awareness of the Global Goals

Learning outcomes

- Students will have a better understanding of their role as local and global citizens, and that even small actions can make a difference.
- Students will take action on achieving the global goals, by creating an awareness-raising campaign.

Preparation

- Watch Barefoot film, and make sure it is loaded ready to use.
- Ensure you have flipchart paper for the 'Taking action' activity
- Ensure you have arts and crafts materials for the 'Creating a Campaign' activity

Getting started (15 mins)

Discussion of take-home task from session 2 (optional): What other technologies did students find that use solar power? If students didn't complete the task, ask them if they can think of any ideas. Examples you can elicit from students include using solar power in homes and buildings – for heating your home and water or for powering appliances such as your kettle, or washing machine. Solar energy can also be used to charge batteries, and is used in developing countries to power water pumps!

Students watch Barefoot film, part 3. Following the film, ask students: What difference is electricity making to the lives of people in the village? Look back at the graphic of the global goals. How is the Barefoot solar initiative contributing to the goals?

Learning activity

Taking action (20 mins)

Explain to students that as citizens in our local areas, as well as global citizens, we all have a responsibility to protect and enhance our communities and our environment. Even small actions can make a difference!

Working in groups of 4, students think of ideas for actions they could take to start achieving the 7 global goals that link to the Barefoot project. Remind students that as they discovered in the first session, it will be easier to achieve the goals by working together.

- What group actions, as well as individual actions, can they think of?
- How can they link these to activities that are already be happening in their school?

Encourage students to think about the things that they use, the way they use them. Students might mention things such as turning electrical equipment off standby when it is not being used, encouraging family and friends to reuse clothes and recycle, or buy FairTrade products.

While students are working, draw two columns on to the board – individual actions and group actions. Take feedback from the groups and with two students writing the ideas in to the appropriate column.

- Which of these actions are more easy / difficult?
- Which actions would have the most impact?

Using these ideas, students work as a group to create a class pledge that will contribute to achieving one (or more!) of the global goals. When they have made their class pledge, students should then make an individual pledge, committing to an individual action they will carry out.

Learning activity

Creating a campaign (50 mins)

Students work as a group to create a campaign to raise awareness about the Global Goals, and to give people ideas for actions they can take to achieve them. Give students the choice of preparing an

assembly to deliver to other students, writing an article for a local or national newspaper, or creating a display for an area in their school or community. Divide the students into groups as necessary.

After 40 minutes, ask each group to feedback.

- How do you feel about your campaign so far?
- How could you improve it?

Plenary (10 mins)

Ask students to think back to the first session, when they were discussing the biggest challenges that people face today.

- How did they feel?
- Do they feel any differently now?

Students might mention that they feel more positive, with more of an awareness of different solutions people are taking to tackle the challenges that face their communities.

Recap with students that just like the Barefoot Solar Mamas, that through our sessions we have moved from problems to finding solutions through STEM. To make the world a more just place we need to act with our communities in mind and be innovative and creative in our approach to challenges.

Students watch Barefoot film, parts 1, 2 & 3.

Ask students to think about the question "how will I play my part to help my community?", writing their thoughts on post-it notes. Students stick these to a piece of flipchart paper/to the wall as they leave the session.

Collect students' post-it notes – these will be used for evaluation.

Take-home task (optional)

Students conduct research into their local area, and come up with an idea to solve a problem in their community. These ideas will be judged by their class teacher/session leader and the top 3 ideas will receive a reward!