



## The Waverley Abbey Global Citizenship Award Key information

The award is open to Year 5 students only.

The award spans the whole year. Children can sign up in Autumn term and the deadline to complete all sections will be May half term.

Some sections will be completed in school curriculum time. Other sections will be completed in children's own time.

The award consists of three sections: Joint projects and shared learning with Thundu School Malawi; an in depth language and culture study demonstrated in a presentation; courageous advocacy – use your voice to make a change.

All children who successfully complete the challenge will earn a certificate and a badge which they can wear on their uniform. There will be a presentation evening to celebrate which the families of all children who complete the challenge will be invited to attend.

Entry to the award costs £5. This will cover the cost of a certificate, badge and presentation evening. Any money left over after this will be used to fund the Thundu Waverley link and container collection.

There will be several 'check-in' points throughout the year where children can come and show us what they have achieved so far, have sections of their award to be signed off and ask for support.



## What is Global Citizenship?

A Global Citizen is someone who understands the world and their place in it. They take an active role in their community and work with others to make our planet more peaceful, sustainable and fairer.

### Examples of Global Citizenship

Exploring your local and global connections to understand how we are connected to others around the globe. Being aware of and challenging our views, values and assumptions. Exploring issues of social justice locally and globally. Engaging with multiple perspectives to consider issues from other people's point of view. Applying our learning to real life contexts. Having opportunities to make informed, reflective action and to have our voices heard.

### Benefits of Global Citizenship

Global citizenship allows children to build their understanding of the world and world events. It encourages the development of personal values and gives opportunities to take learning into the real world. Global Citizenship challenges ignorance and intolerance. Children can get involved with local, national and global communities, developing their voice and demonstrating their power to invoke change.



## Section 1: Joint projects and shared learning with Thundu School, Malawi

Thundu School is Waverley Abbey's partner school. It is a primary school in Malawi, Africa. Thundu is a rural village school with approximately 1600 children on role. There are 7 classes (called standard 1–7) and children have to pass the end of year exam to progress to the next class.

Thundu teach many similar subjects to Waverley Abbey, including maths, English, religious studies, humanities and expressive arts. Some lessons are taught in English and some in Chichewa (their native language). Exams are taken in English.

We have considered the English and Malawian curriculum carefully and created several opportunities to work together on our learning. We will be sharing knowledge and completing similar lessons together. Our aim is to consider similarities and differences between our two schools and to learn from each other.

To complete this section, children will be expected to participate in lessons and reflect on their linked learning. This section will be completed in school curriculum time. We are aiming to link at least three different units of work to this award: Autumn term PSHE and Spring term Geography and English.





## Section 2: An in-depth language and culture study presentation

Children will be expected to complete this section out of curriculum hours.

Children will pick one country to complete an in depth study on. The children are encouraged to pick a country that is important to them. The children will present their learning in a presentation. This could be presented in many ways: some suggestions are a power point presentation, scrapbook or large poster. The children may just hand in a written presentation or choose to also present this verbally to their class. The presentations will take place in early Summer term (date TBC).

The in depth study must include:

- Language learning. The children must learn at least 10 basic phrases in the native language of their chosen country.
- Culture. The children must research at least three different cultural elements of their country. This could include (but is not limited to) cooking traditional food, making traditional clothes, taking part in a traditional celebration, learning traditional songs or games.
- Geography. Children must know where their country is on a map, the flag of the country, know the capital city and any important physical features such as rivers or mountains. This could be presented as hand-drawn annotated maps or a fact file.

We would expect children to complete this project over a term. The above expectations are a minimum requirement but children may add additional information too.



### Section 3: Courageous advocacy

To complete this section, children need to complete one independent act of courageous advocacy. Courageous advocacy is the act of speaking up and taking action to make a positive change. There are many options for children to take inspiration from, however we would like children use their voice to make a change in an area they are passionate about.

Some suggestions for this section are:

- Write a letter to a local MP to campaign for change in their local area.
- Write to a member of parliament or person of influence to campaign for change on a global scale.
  - Volunteer in your local area to help invoke a change.
- Create awareness about an issue that you are passionate about. This could be through distributing information posters, public speaking at a local club or event, or creating an information video or podcast.
  - Write to local business about making a sustainable change.

To pass this section, children will need to document and explain what cause they have chosen, who they have approached and what impact they have had.