



Cambridge Global Perspectives™ Challenge – Stage 1

Skills focus: Communication – Growing and growing up

Topic: Family, friends, community and culture

By the end of this Challenge, learners will have developed their communication skills by sharing information, listening to the views of others and responding to thoughts and ideas related to growing up and getting older. Learners develop the skill of analysis and making connections by talking about how they can use their hands to help others and what they would like to do when they grow up. Throughout the Challenge, learners will also develop their ability to think critically and ask insightful questions.

Learning objectives
Communication
1Cm.01 Answer questions with relevant information about a given issue.
1Cm.02 Listen to others in class discussions and respond with simple questions.
Research
1Rs.01 Ask basic questions about a given issue.
Analysis
1A.03 Talk about simple, personal consequences of own actions.

Success criteria
Success criteria help you and your learners know when a learning objective has been achieved. You can find guidance about using success criteria in the Cambridge Primary Global Perspectives Teacher Guide. Here are some examples of success criteria: • Learners identify and explain similarities and differences between younger and older people or between themselves and others. • Learners begin to formulate and articulate their own questions, using first-hand/primary sources (such as visitors and their own bodies). • Learners give one example of what they can do differently when they are grown up compared to now and one example of how they can use their hands to help people.



Personal



Local



Global

Activities (sequence)

What does 'growing up' mean?



Begin with a group discussion on the topic of growing up, inviting learners to raise their own questions during the discussion:

What does it mean to 'grow up'? Are you growing up? How do you know? Can you remember being younger? How were you different then? Why do we need to grow up? Why can't we stay as children? How will you be different in a few years? Will you be able to do different things?

Take pre-prepared A3 sheets of paper that have been divided into three sections. Ask learners to draw three pictures of themselves showing: 1) What I could do when I was young; 2) What I can do now; 3) What I will be able to do when I am older. Allow learners to draw pictures or write words or sentences. As they are doing the activity, invite them to think carefully about the things that we are able to do as we grow older. Invite learners to share and talk about their pictures in a group; some learners may like to use technology to record themselves talking about growing up.

End the session by reading a book about growing up. A suggested book and accompanying questions can be found in Teacher Resource – Growing and growing up T1.1, but any age-appropriate book on growing up will be suitable.

How do our hands change as we grow older?



Ask learners to look closely at their hands. Invite them to talk about the lines and patterns they can see on their palms and fingertips. Ask them to compare their hands with someone else's. Ask them to try and find someone who has hands that are smaller, larger and the same size as theirs. Discuss:

Are your hands (in the class) all the same size? Why not? Have your hands grown since last year? Are they much smaller than mine (or another adult's)?

Invite learners to think about growth and how they are getting physically bigger each year. Then ask them to make handprints with paint. With support, learners cut these out and leave them to dry. Bring in some handprints of younger and older people. Ask learners to compare them. Discuss and compare the handprints, and talk about what we can do with our hands:

How old do you think this person is? How is their handprint different from this one? What can people do with their hands (for example, what can a baby do)? What can you do with your hands? Can you do the same thing with both hands? (Try writing or drawing with each hand.)

Talk about what we are able to use our hands for as we grow older. Depending on the class, this may lead to a discussion about using our hands for doing good things (e.g. helping others) or bad things (e.g. stealing):

How can we use our hands to help other people who live near us?

What is it like to be an older person?



Discuss the idea of getting older and what it means to be 'old'. Encourage learners to think about the positive aspects to ageing and possible difficulties faced by older people:

What does it mean to be 'old'? How do you know if someone is old? What must it feel like? What kind of difficulties might an older person have? Do you know any older people? Do any older people live near you? How can we help the older people who live near us? Are there any good things about being old? How must it feel to have lived a long life?

(You will have already arranged for an older person to visit the class during the next session. It is important that the visitor feels comfortable talking to children of this age about their life and the advantages and difficulties of getting older. The visitor could even be someone who works in the school.)

Tell learners that in the next session they are going to have a visit from an older person. Tell them that this will be an opportunity to talk to the visitor about their life and what it is like being an older person. Learners prepare for this visit by preparing a set of questions to ask. The questions should come from learners, but you can encourage them to ask the visitor about their life, their experiences, and their interests, and about the advantages and limitations of being older. Write out learners' questions with them and encourage them to practice asking their questions clearly.

During the second half of the activity, ask learners to prepare a gift for the visitor, such as a drawing or a drawing with a piece of writing. Tell learners that they should prepare something that they feel an older visitor would like:

What kind of drawing (or writing) do you think an older visitor would like to receive? Why?

Learners could make individual gifts for the visitor, or they could work in pairs or groups to make their gifts together.

Discussion with an older person



Welcome the visitor and introduce them to the learners. Give the visitor time to talk a little about themselves, then allow learners to ask questions. Learners can use the prepared questions, but it would also be good if they can ask new questions that respond to the discussion they are having. When this session has come to a natural end, ask learners to give the visitor the gifts they have prepared. They can explain their picture or presents as they give them to the visitor. Learners could draw or write other gifts while they are waiting their turn. Afterwards, you could read a book with the learners about an older person (for some ideas see Teacher Resource – Growing and growing up T1.2).

What is it like growing up in a different country?



Talk to learners that they have been learning about growing up and getting older and move the discussion to explore the fact that they are growing up in a particular environment or country. Depending on the class, begin to talk about the home countries of learners. If learners have recently moved from another country, they might be able to talk about differences in things like the school environment.

Following this, introduce learners to a book about a child living in a different country (see Teacher Resource – Growing and growing up T1.3 for an example). Use this to stimulate discussion about the ways in which the learners' lives are different to the child in the story. Learners could find photos on the

internet with your help or another adult and make an electronic presentation about children around the world, or they could do a writing or drawing activity.

What would you like to do when you grow up?



Ask learners for their thoughts about what they would like to do when they grow up.

Encourage learners to talk about whether their thoughts have been influenced by any of the activities and issues they have explored in this Challenge. For example, what they can do differently when they are grown up compared to now, using their hands to help people, what it's like to be an older person, what it is like to grow up in a different country. This aim is to encourage learners to make connections and develop the skill of analysis.

Have a selection of props prepared such as dressing-up clothes, paper, and pens. In groups, ask learners to prepare a short play/show/presentation showing what they might do when they grow up. The value in this activity is the communication of thoughts and ideas during the show, rather than the actual performance itself. Learners could video each other doing this and then watch the recordings; this is a nice way to use technology to record ideas.

Challenge resources
Provided by Cambridge
Teacher Resource – Growing and growing up T1.1 Teacher Resource – Growing and growing up T1.2 Teacher Resource – Growing and growing up T1.3
Other resources
Reading books on growing up. Suggested books, and accompanying questions, can be found in the Teacher Resources (these include questions that can be used with suggested reading books) A3 sheets of paper divided into three sections Materials for drawing or painting Recording device (optional) Handprints of people of different ages Older person from area or school as visitor

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