

## PLANNING GLOBAL BITES FOR A SPECIFIC AGE RANGE

*Some Global Bites work with any age; others are more targeted, You need to know what to expect, and modify your “bite” accordingly. Here are some watch points.*

### **Working with the under 8s.**

FETES, FAIRS. With very small children, your aim may be to have your “global conversations” with the parents/carers. If so, you want the parents will stay with them – you need them to anyhow, especially if your volunteers have not been CRB checked, and the activity is in an enclosed space. You may need to be assertive about the parents staying. Say you need them to help the child. You can chat with them as you all work. Handouts can be aimed at the adults.

CHILDREN'S GROUPS, HOLIDAY SCHEMES. Involve the leaders or other adults who are acting *in loco parentis*. Even with older children, your “global conversations” should include these adults, and will often be enriched by them. But don't underestimate the children's own capacity to participate in the discussion. Never talk down to the children; if you use a long word, add a simple phrase after it which means the same thing – it helps



the children learn new words, and is a technique commonly used by teachers. Don't forget that the leaders of the group take the responsibility. Make sure you talk to them beforehand about this, about CRB checks, and whether there are any problems they feel you should be aware of in individual children (eg deafness, learning difficulties, etc)

### **Teenagers.**

Treat them as adults. They will often be intensely interested in and passionate about global issues, and have really good ideas. In mixed age groups encourage teenagers to help younger children with activities (this will allow the teenagers to join in an activity they want to do but feel might be seen as not “cool”), but make sure their behaviour is appropriate and that they help rather than do things for the younger child. Point out health and safety issues (sharp scissors etc) and be vigilant about this. For youth groups, unless you feel very confident, make sure a youth leader stays with you – their engagement in global conversations will also help. Talk to the leaders beforehand about the nature of the group and any particular problems that may arise.

### **Older adults.**

Watch out for hearing difficulties. Ask if there is a hearing loop you can use, and to be shown how to use it. Mobility issues, arthritic hands, long sightedness etc can discourage people taking part in activities – be sensitive to this. Problems with reading or writing can cause embarrassment – don't assume that everyone you work with can read instructions or write down quiz answers. Don't push people to do anything they are reluctant about.

If your “bite” is about a particular country, always ask near the beginning if someone has been there or lived there. If they have, use them as a resource for first hand information.

**Health and safety.** Risk assess (or if you don't know how to) get someone else to risk assess, and activities you are planning. If you come up with ways of making them safer, make sure you put them into practice. In particular make sure you keep all sharp tools or objects and all poisonous, corrosive, or otherwise dangerous fluids or materials out of children's reach, and make sure your volunteers do likewise. Count items of equipment in and out. Consider the nature of artefacts before you encourage children to handle them.