

If I was a world leader

A Cambridge Global Perspectives® Challenge

Skill focus: Evaluation	Stage: 6	Age: 10–11	Topic: Values and beliefs
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Learning objectives	Success criteria
Evaluation	
Discuss a source, considering the author and/or purpose, and comment on its strengths and limitations	<ul style="list-style-type: none"> Learners can talk about the reliability of their source(s) when they carry out their research Learners can explain the purpose of a source and whether it might be written from a particular point of view Learners are able to identify potential areas of bias in a source Learners are able to describe the author(s) of a source in terms of experience and qualifications Learners start to make judgments about the validity of a source, comparing one source with another and stating which they think might be better
Analysis	
Find and interpret simple patterns in graphical or numerical data	<ul style="list-style-type: none"> Learners collect information on a particular issue, checking their data in more than one resource to help ensure its validity Learners report statistics back to the rest of the class, showing clear understanding of the data Learners can find and describe patterns and trends in data and make comparisons with their own context Learners can make connections between data relating to one global issue and data relating to another, e.g. comparing data related to school attendance and measures of national economic wealth or progress

Challenge summary

By the end of this Challenge, learners will have developed their evaluation skills by assessing the reliability of information from different sources. They will learn about the educational rights of children worldwide, the problems with school attendance in some countries, what organisations are doing, as well as possible actions they could undertake as individuals to help the situation.

Activities (sequence)

What are your values? Where do they come from?



Start a whole class discussion on the question 'What are values and where do our values come from?' You may need to explain to learners what values are (e.g. deeply held principles that guide our thoughts, choices, actions, responses) and prompt learners by suggesting families, school, clubs, friends, books, films, internet, the law etc.

This will lead learners naturally into thinking more about the things that are most important to them as individuals. Learners then compile a list of values. Learners share their work within groups or with the whole class.

Now ask learners to answer the question 'How important is education to you?' Learners should write down their initial personal response.

Possible extension activity: individual learners produce their own values chart (Learner Resource – If I Was a World Leader L6.1).

What are the children's and young people's human rights?



Learners can consider the difference between 'Wants' and 'Needs' and look at the list of needs described by articles 1 to 42 in the UN Convention of the Rights of the Child <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>. Small groups of learners could be given cards of needs (based on the UN Convention of the Rights of the Child) and wants and asked to sort and discuss them. An activity of this type is available at http://projecttrust.org.uk/wp-content/uploads/2014/12/Human-Rights-Treasure-Hunt-Wants_and_Needs_Cards.pdf

Ask learners to identify which articles in the UN Convention refer to education i.e.

- Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.
- Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Use these to introduce the concept of educational rights of the child as a global document and statement that the majority of world leaders have agreed to. The highlighted sections can be omitted if preferred.

Extension activity: Learners could find out about the role of Unicef in protecting the rights of the child.

Are all your education needs met?

Learners explore how all their education needs are met, and who is responsible for this. Give learners an opportunity to read their school mission and vision statement, compare this with the statements in Unicef Articles 28 and 29, and check that all their needs are met.



Ask learners:

- Does the school mission need to be changed or adapted?
- Who will you talk to about this?
- Can you make suggestions to add to the mission statement?

This activity can be done individually, in pairs or small groups.

What are the problems with school attendance worldwide? What is being done about it?



Put learners into four groups to work on world education (Learner Resource – If I Was a World Leader L6.3). During this activity they find information on school attendance worldwide and then in their individual groups, research one organisation from the list, using and comparing different sources.

Learners report back to the rest of the class on what their organisation is doing to help get every child into school. The report could be a simple factsheet, a presentation or a more formal spoken report.

Learners should also include a statement about the reliability of their sources, by looking at the 'About' section on each website, and using the checklist (Learner Resource – If I Was a World Leader L6.4). Remind learners that most countries already agree that every child has a right to education.

What would you do about education if you were a world leader?



Learners discuss findings on world education as a whole class and look at similarities and differences. They discuss the implications of their findings and come to a whole-class decision on what they would do about education if they were a world leader.

Possible answers might refer to:

- school location and timetables (e.g. schools closer to where people live, lessons at different times of day, lessons delivered through computers/the internet)
- teachers (e.g. increase the number of teachers, training for teachers)
- resources for schools (e.g. number of schools, equipment, textbooks, electronic equipment)
- lessons and learning (e.g. change the subjects/types of activities to make school more appealing).

There may be several answers that are equally valid and workable and if this is the case, invite the class to vote for 'the best one'.

What could you do to help?



As a final activity, individual learners think about what they could do next personally. Give learners needing more help suggestions such as: start a charity campaign for one of the organisations they have researched; lobby their government through their local representative if appropriate; start to think about ways that they could encourage their own school to partner a school in need elsewhere in the world.

Learners write down their ideas and hand in to the teacher and/or read out to the rest of the class.

Possible extension activity: learners undertake some of their suggestions.

Challenge resources

Provided by Cambridge

Teacher Resource – If I Was a World Leader T6.1

Learner Resource – If I Was a World Leader L6.2

Learner Resource – If I Was a World Leader L6.3

Learner Resource – If I Was a World Leader L6.4

Other resources

Resources for research, including internet access

School rules/code of conduct

Software tools to create a presentation/factsheet/report



Personal



Local



Global

This Global Perspectives Challenge has been designed to be flexible and should be adapted to school requirements and the needs of your learners. Further guidance and support for planning is given in the Teacher Guide.

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