

<b>Lesson Title</b>	A Plan For Positive Action		
<b>Lesson Plan Number</b>	<b>12</b>	<b>Age Range/ Year Group</b>	15-18 years
<b>Resources</b>	<b>Learning Outcomes</b>		
1. Ability to show YouTube clip (with sound). 2. Resource Sheet 1. Task 1 – Why are we learning about people in other countries? 3. Resource Sheet 2. Task 2 – Can what we have learnt make a difference? 4. Resource Sheet 3. Task 3 – What are some examples of famous people who've put learning about intercultural dialogue into practice? Task 4 – What are some examples of non-famous people who've put learning about intercultural dialogue into practice? 5. Resource Sheet 4. Task 5 - What am I going to contribute to the global community?	By the end of this lesson students will be able to; <ul style="list-style-type: none"> <li>• Understand that individuals can make a difference to society.</li> <li>• Appreciate that they personally can make a difference to society.</li> </ul>		

### LESSON INTRODUCTION

This lesson encourages students to join a global debate about their vision for 2020. It prompts them to do so through providing them with motivational stories about citizens who have made a significant difference to other people's lives.

### STARTER (15 mins)

- Tell students that today's lesson will provide them with the chance to reflect upon lots of their previous learning and to think about which internet forums etc they are going to join in the future.
- Ask students to read task one.
- Ask students to discuss their reactions to the four statements in pairs.

#### Examples of good answers might include:

"I totally disagree with what person one said. If everyone relied on the newspapers for getting information about people from other cultures, then the world would be even more racist than it already is! Pupils need educating about foreign cultures otherwise they will assume that everything on television is true."

"I agree with the second statement. I know that I would be really different if I'd been born into another religion or into another family. I don't think that I'd ever thought about that until we talked about it with our teacher."

- Praise those who take part in the discussion.
- Ask students to read the instructions for task two and to fill in the table.
- Encourage students to work in small groups for this task so that they can influence each other.
- Invite a few students to read out their ideas, then ask other students to comment on these ideas.



**Examples of good answers might include:**

“I am going to stop judging people on what they wear now that I have realised that cultural misunderstanding happen really easily.”

“I am going to stop buying newspapers that constantly insult Asylum Seekers now that I’ve been taught about media bias.”

“Now that I realise how dangerous extremism can be, I am going to run a club for younger pupils at my school. It will teach them how to recognise when adults are discussing extremist views.”

**MAIN ACTIVITY (15 mins)**

- Show students the ‘Making Poverty History’ information in task three.
- Next, show students the YouTube clip about the European Commission’s new Ambassador for Intercultural Dialogue, author Paul Coelho. (<http://uk.youtube.com/watch?v=1aGHWMM8a9k&feature=related>. Approx. four minutes).

**Invite students to answer the following questions:**

- How did one man’s idea help to change the destiny of Africa through ‘Making Poverty History’?
- How do you think that internet and television helped to make Bob Geldof’s campaign such a huge success?
- If you could ask Paul Coelho to do one thing to improve intercultural dialogue by 2020, what would it be?
- Not many people know who the Ambassador for Intercultural Dialogue is, yet most people recognise many famous footballers. Why is this? How does this make you feel?
- Praise students who get involved in the discussion.
- Show students task four.
- Ask them to discuss both stories in small groups.

**Invite them to answer the following questions:**

- Is it only famous people who have the chance to change our world for the better, or can non-famous people help too?
- In what ways did the people in the task four stories put their knowledge about intercultural dialogue into practice?
- Did either of the stories in task four fit in with your vision for 2020?
- What were the similarities and differences between the people in task three and the ones in task four?

**Examples of good answers include:**

“I don’t agree that only famous people can have an impact on our world and improve it significantly by 2020. With the right education and the right websites at our fingertips, we can all make a big change. The only advantage that famous people have is that they might be able to get sponsorship from really big companies.”

“The story of the girls who worked for UNICEF reminded me of my vision of the world for 2020. One of the things that I said I wanted to see happen was for poorer countries to have better access to information about HIV and AIDS.”



**SUMMARY (10 mins)**

- Ask students to read task five.
- Encourage students to work alone (and in silence) for this activity so that they have the chance to consider the ideas really seriously.

**Invite students to respond to the following questions:**

- Did you think of any ideas of your own? What were they and why did you choose them?
- Can someone who starts off making small-scale changes end up having a large-scale impact? Explain.
- What effect can mediation have on small and large disputes?
- Can you think of any individual from your local community or from the news who has significantly changed things for the better? What did they do?
- Which websites are you going to get involved with so that you can take part in global debates about key issues? Can you recommend any to other students in the room?

**EXTENSION/FOLLOW UP IDEAS**

Look at the <http://www.connectingcultures-education.co.uk> part of the Connecting Cultures website.

Post a comment on the site.

Be ready tell other students what your comment was about (and whether you got any responses) next lesson.

**CHECK THE WEB**

1. [www.un.org](http://www.un.org) for an overview of the United Nation's history, present and future.
2. [www.connectingcultures.co.uk](http://www.connectingcultures.co.uk) for more information about the changes that Connecting Cultures is making to the world.
3. [www.cisv.org](http://www.cisv.org) for more information about Doris Allen's organisation.
4. [www.unicef.org.uk](http://www.unicef.org.uk) for opportunities to get involved in important global issues.
5. Try typing in 'youth voice' and/or 'global issues' into a search engine. Interesting new websites appear on a very regular basis.

**NATIONAL CURRICULUM LINKS**

**KS4:** 1.1.a, 1.2.b, 1.3.c, 1.3.d, 2.1.a, 2.1.d, 2.3.a, 2.3.d, 3a, 3d, 3h, 3m, 3n, 4a, 4b, 4c, 4g, 4h & 4i.



**TASK ONE. Why are we learning about people in other countries?**

In many countries across the world, young adults are being taught about what life is like outside of their own country.

**Discuss the comments below with a partner.**

1. I don't see the point of learning about people from other countries. I could just read about foreigners in the newspapers instead, and spend more time at school learning maths and science.

2. I have found it really interesting to discuss what the world 'culture' means with other pupils over the last few weeks. I have now realised that I'd probably be a totally different person if I had been born a couple of hundred kilometres away!

3. My teacher has shown us that journalists leave a lot of stories out of the news, and that this has a big effect on how we interpret our world. I feel inspired to be a journalist because I want to write non-biased articles for people in my country.

4. I had never really thought about extremism until we talked about it in class. I thought that it was interesting, but I didn't see the point of learning about it. After all, I'm not going to be an extremist when I'm older.

**TASK TWO. Can what we have learnt make a difference?**

A lot of young adults find learning about intercultural understanding very interesting. That is great! However, learning about it is only the first step. The next step is to actually use the learning in real life situations.

Look at the table below. Fill it in using realistic targets for your own life.

I have learnt that...	I will put this learning into practice by...	Miscellaneous.
...there is no such thing as a 'normal' culture. Everyone's culture seems normal to them!	e.g. Describing other people's cultures as 'different' rather than as 'strange'.	e.g. I will try this with my younger cousins.
...cultural misunderstandings can very easily arise.		
...the media distorts people's perceptions of other cultures.		
...people are more likely to buy newspapers which have shocking headlines.		
...extremism can be prevented through good anti-extremism education.		
...extremist groups often target young people as potential recruits.		
...dialogue is the best way to resolve both large and small conflicts.		
...it is useful to aim for an 'ideal world' for 2020.		



### **TASK THREE. What are some examples of famous people who've put learning about intercultural dialogue into practice?**

Throughout the world, certain famous people have not only shown an interest in intercultural dialogue but have shown a big public commitment to it.

**Look at the information below (which is about the 'Make Poverty History' campaign). Then watch the YouTube clip (which shows you the European Commission's new Ambassador for Intercultural Dialogue).**

#### **What is the MAKE POVERTY HISTORY campaign?**

- Created by Bob Geldof. Bob Geldof thought that the UK should make the most of hosting the 2005 G8 summit (in Scotland) by addressing world poverty. He convinced Tony Blair to launch an anti-poverty campaign.
- A huge money-raising concert was organised (and so were white wristbands). Events were supported by famous people such as Bono, Madonna, Brad Pitt, Justin Timberlake and Nelson Mandella.
- Involves over 400 organisations (e.g. Oxfam and church groups).
- Aims to end the worst kinds of poverty (especially in Africa).
- Hopes to halve world poverty by 2015.
- Has already raised millions of pounds towards supporting the world's poorest citizens.
- Continues to campaign for an end to world poverty.
- Has an exciting website ([www.makepovertyhistory.org](http://www.makepovertyhistory.org)).

*Edited from* <http://www.unicef.org.uk/youthvoice/swaziland.asp>

### **TASK FOUR. What are some examples of non-famous people who've put learning about intercultural dialogue into practice?**

1. Romy and Rhiannon are two young members of the UNICEF Campaign Action Network (UCAN). They recently visited Swaziland to help with some HIV prevention projects. They got involved with activities such as farming, sport and dance for children born with HIV. They also worked with pregnant mothers with HIV and visited teenagers who were raising large families. Both girls made a big difference to lots of citizens in Swaziland. Well done Romy and Rhiannon!



2. Dr. Doris Allen was working as a child psychologist after World War II. She was determined to help children and teenagers who had lived through the war to build and maintain peace. In 1946, she came up with the idea of 'Children's International Summer Villages'. The aim of her organisation was to bring children from different countries together so that they could play, talk and learn. She believed that if children had fun with other young people from different backgrounds then they would grow up to be open-minded about people from other countries.





## A Plan For Positive Action

In the early 1950s, only eight countries were involved in CISV. Today there are more than sixty countries who take part. Thousands and thousands of young adults have now been involved in CISV and have thus grown up with a desire to help people in other countries. This is all because of the idea of one lady!

**TASK FIVE. What am I going to contribute to the global community?**

All of us can make commitments in terms of improving our world.

Some commitments are bigger than others, but all are important.

**Look at the suggestions below. Circle the statements that you would like to commit to. There is also room to add your own ideas.**

I will regularly check the Connecting Cultures website and take part in its forums.

I will do some research on the internet and find out about other organisations that bring together in peace the world's young people.

I will vote as soon as I am allowed to so that my voice will be heard.

I will write letters of complaint to those newspapers that present biased viewpoints of minority groups.

I will support multicultural events in my community.

I will teach younger pupils at my school about the importance of intercultural dialogue.

I will find out what career opportunities are available to me outside of my country so that I can help to improve the dialogue between my country and foreign countries.

I will become a teacher and pass on my opinions about the importance of intercultural dialogue to future students.

I will start up a campaign about a global issue that I feel strongly about.

I will train as a mediator/learn another language so that I can help to improve relations between people of different backgrounds.

I will find out more about Amnesty International.

I will make video clips for YouTube that show my commitment to respecting people of all backgrounds.

I will get involved in UNICEF Youth Voice.

I will raise money for a multicultural campaign that I feel strongly about.

I will consider working as a politician so that I can support citizens' rights in my country.

I will do voluntary work for/donate to a global charity.

I will tell as many of my friends and family-members as I can about the dangers of violent extremism.

I will do some research about Asylum Seekers who need help in my country.

I will work with poverty-stricken citizens in another country.

I will \_\_\_\_\_

I will \_\_\_\_\_

I will \_\_\_\_\_

