

# If I was a world leader

## A Cambridge Global Perspectives® Challenge

<b>Skill focus:</b> Evaluation	<b>Stage:</b> 6	<b>Age:</b> 10–11	<b>Topic:</b> Values and beliefs
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Learning objectives	Success criteria
<b>Evaluation</b>	
Discuss a source, considering the author and/or purpose, and comment on its strengths and limitations	<p>Learners can talk about the reliability of their source(s) when they carry out their research</p> <p>Learners can explain the purpose of a source and whether it might be written from a particular point of view</p> <p>Learners are able to identify potential areas of bias in a source</p> <p>Learners are able to describe the author(s) of a source in terms of experience and qualifications</p> <p>Learners start to make judgments about the validity of a source, comparing one source with another and stating which they think might be better</p>

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 do this in the context of learning about the educational rights of children worldwide, the problems with school attendance in some countries and what some organisations are doing to improve access to education.

Challenge resources
<ul style="list-style-type: none"> <li>Teaching resources available from the Online Learning Area</li> <li>Resources for research, including internet access</li> <li>School mission and vision statement</li> <li>Software tools to create a presentation/factsheet/report</li> </ul>



## Activities (sequence)

### What are your values? Where do they come from?



Start a whole class discussion using a presentation(Teacher Resource – If I Was a World Leader T6.1) on the question ‘Where do our values come from?’ You may need to prompt learners by suggesting families, school, 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 L6.2).

### What are the children’s and young people’s human rights?



At the end of the PowerPoint, learners undertake the Unicef Needs and Wants activity:

[http://projecttrust.org.uk/wp-content/uploads/2014/12/Human-Rights-Treasure-Hunt-Wants\\_and\\_Needs\\_Cards.pdf](http://projecttrust.org.uk/wp-content/uploads/2014/12/Human-Rights-Treasure-Hunt-Wants_and_Needs_Cards.pdf)

This can be undertaken in pairs or small groups as appropriate but will still require a personal input and response. Learners should also find out about the role of Unicef in protecting the rights of the child.

### What worldwide educational rights are there for children?



Unicef Articles 28 and 29 of the Convention on the Rights of the Child focus respectively on a child’s right to an education, and on the quality and content of education: [www.unicef.org/rights-respecting-schools/about-the-award/child-rights-in-schools/right-to-education/](http://www.unicef.org/rights-respecting-schools/about-the-award/child-rights-in-schools/right-to-education/)

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.

## 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?



**Note:** this activity is the most important for meeting the learning objectives in this challenge.

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. Then, in their groups, they research one organisation from the list, using and comparing different sources. For each source they use they should identify:

- the authors, their expertise and possible biases
- the purpose of the source and whether it has been written from a particular point of view.

They should then identify which sources are the most reliable for their research.

For online resources learners can look at the 'About' section on each website, and use the checklist (Learner Resource – If I Was a World Leader L6.4) to evaluate the source.

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 electronic presentation or a more formal spoken report.

Learners should also include a statement about the reliability of their sources.

(If internet access is not available for learners, download a factsheet for use by all groups: [www.sendmyfriend.org/resource/if-i-were-a-world-leader/](http://www.sendmyfriend.org/resource/if-i-were-a-world-leader/))

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 be: 'put more money directly into education'; 'richer countries support poorer countries with more money'; 'supply more teachers to poorer countries'; 'send more education resources to countries with greater needs'. 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'.

#### Resources – available from the Online Learning Area

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



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 available from the Online Learning Area.

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