

REFLECTING AND SHARING

Age range: 11-16 years

<p>Outline Learners will reflect on and evaluate their learning and understanding about the causes and consequences of poverty and inequality. They will then consider possible ways in which governments can help to make the world a fairer, more just place without poverty. Finally, they will work in groups to discuss, choose, plan and carry out an activity to share their learning with others.</p>		
<p>Learning objectives</p> <ul style="list-style-type: none"> • To consider ways in which governments can help to make the world a fairer place. • To justify reasons for opinions. • To evaluate learning and understanding about well-being and inequality. • To collaborate effectively with others to choose, plan and carry out activities. 	<p>Learning outcomes</p> <ul style="list-style-type: none"> • Learners will consider and then justify their opinions about how governments can act to make the world a fairer place. • Learners will use an evaluation wheel to evaluate learning about the causes and consequences of poverty and inequality. • Learners will work with others to choose, plan and carry out an activity to raise awareness of inequality among the wider community. 	
<p>Key questions</p> <ul style="list-style-type: none"> • How can governments make the world a fairer place? • Which areas of learning are we more confident about? • Which areas of learning are we less confident about? • What do I think is the most important thing I have learned? • Which activities did I find the most interesting and why? • What would I like to learn more about? • How can I share my learning with others? 	<p>Resources</p> <ul style="list-style-type: none"> • Resource sheet: <ul style="list-style-type: none"> ◦ <i>How can we make the world a fairer place?</i> • Activity sheets: <ul style="list-style-type: none"> ◦ <i>Evaluation wheel</i> ◦ <i>Sharing our learning with others</i> ◦ <i>My learning journey</i> (if desired) 	
<p>Curriculum links</p>		
<p>England KS3 English <i>Pupils should be taught to:</i> Spoken language</p> <ul style="list-style-type: none"> • Speak confidently and effectively including: <ul style="list-style-type: none"> ◦ Using Standard English confidently in a range of formal and informal contexts, including classroom discussion. ◦ Participating in formal debates and structured discussions, summarising and/or building on what has been said. 	<p>Wales KS3 English Oracy: skills</p> <ul style="list-style-type: none"> • Listen and view attentively, responding to a wide range of communication. • Identify key points and follow up ideas through probing question and comment in order to inform and moderate opinions, ideas and judgements and to learn through talk. <p>Oracy: range</p> <ul style="list-style-type: none"> • Communicating for a range of purposes, e.g. argument, debate, analysis, formal presentation, exploration and consideration of ideas in literature and the media. 	<p>Scotland Literacy and English</p> <ul style="list-style-type: none"> • When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions. • I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking. Lit 3 and 4-02a • I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required. LIT 3 and 4-10a

Note:

- You will find it helpful for learners to refer to their My Learning Journey record sheets in this session (this sheet can be found in the Teachers' Overview).

Activity 1.1 (20 min)

What can we do to tackle extreme inequality?

- Enlarge *How can we make the world a fairer place?* and cut out the four boxes ready to display in four corners of the classroom, but do not display yet.
- Hand out two sticky notes to pairs of learners. In pairs, ask them to think of ways in which they think governments of all countries can act to make the world a fairer place. Ask learners to write down their best idea for how governments can tackle in-country inequality on one sticky note and their best idea for how governments can tackle between-country inequality on the other. If you have time, you can then ask each pair to share their ideas with another pair or select learners to share their ideas with the class.
- Display the four boxes from *How can we make the world a fairer place?* in each of the four corners of the classroom so that everyone can see.
- Explain to learners that these describe three ways Oxfam believes we can create a fairer, more just world with less poverty. Read out Oxfam's solutions, briefly checking that everyone understands the meaning of each point. Make it clear to learners that these show Oxfam's viewpoint on the ways in which governments of all countries can act to reduce inequality. Other people, organisations and institutions may have different opinions and ideas.
- Now ask learners to move, without talking, to the corner of the classroom that they think shows the best way of making the world a fairer place. Some learners may choose to stand in the 'Our own ideas' corner and add their sticky notes to the sign. If it looks like you will have a large group of learners standing by their own ideas, you might like to create a second 'Our own ideas' sign or ask learners to create signs of their own ideas themselves to place at other points around the classroom.
- Select learners to give reasons for their choices, encouraging them to explain how their chosen point about tackling inequality could make the world fairer. You might also like to prompt them to consider whether they think the idea best tackles in-country inequality, between-country inequality or both.
- Once several learners in each corner of the classroom have justified their choices, ask if any have changed their opinion about the best way to make the world fairer. Allow these learners to move corners to demonstrate this. Learners do not have to move if they have retained the same opinion. Once everyone has decided, select some learners to explain to the class why they chose to move or stay.
- Note that the point of this activity is to encourage discussion and debate. There are no right answers. You might like to refer to *Background notes for teachers* for further information.

Activity 1.2 (20 min)

Evaluation wheel

Note: The evaluation wheel has been deliberately left blank so that you can insert ten learning outcomes to reflect the particular journey that your learners have taken.

- Ask learners to use the *Evaluation wheel* to reflect on their learning and understanding about inequality. Learners should mark a cross or dot on each inner line to show how well they have understood the point. The closer the mark is to the outside of the wheel, the more confident the learner feels about the statement. The closer the mark is to the inside of the wheel, the less confident the learner is. Learners should then join their marks to create an octagon.
- Ask learners to share their evaluation wheels with others. Discuss how they feel about their learning as a group. You could prompt learners with the following questions:
 - *Which areas of learning are you most confident about?*
 - *Which areas of learning are you less confident about?*
 - *What do you think is the most important thing you have learned?*
 - *Which activities did you find the most interesting and why?*
 - *Which data did you find the most interesting and why?*
 - *What would you like to learn more about?*
- Ask learners for ideas about how they could develop their learning and move more of their marks to the outside of the wheel. Possible ideas include: matching up more confident and less confident learners for peer-to-peer teaching, independent research and revisiting some of the *More or less equal?* sessions. If time allows learners could work together to develop some of these ideas.

Activity 1.3 (30 min or more)

Sharing learning with others

- Ask learners how they could share what they have learned about poverty and inequality with others in the school and wider community. Learners might like to make a poster, present an assembly, teach a lesson to another class, make their own slideshow or film or write a blog post or article for the school website.
- Explain to learners that these ideas will differ both in the impact they have and the ease with which they can be done. Impact is about both the number of people and the range of people the activity will reach, for example, people from different sectors of the community. Ease is about the time and resources needed to carry out an activity.
- Organise learners into groups of three or four and give each group a copy of the *Sharing your learning with others* activity sheet. Learners should work together to record their ideas and then rate it according to its relative ease and impact.
- Allow time for groups to share their ideas with others. In groups, learners should use their *Sharing your learning with others* table to choose, plan and carry out their 'best' idea for sharing

their learning. Encourage learners to think about how they could use infographics, tables, charts and graphs to illustrate and emphasise the key points they want to make. Point out that they will find their *My Learning Journey* record sheets useful for setting up their activities.

Further ideas

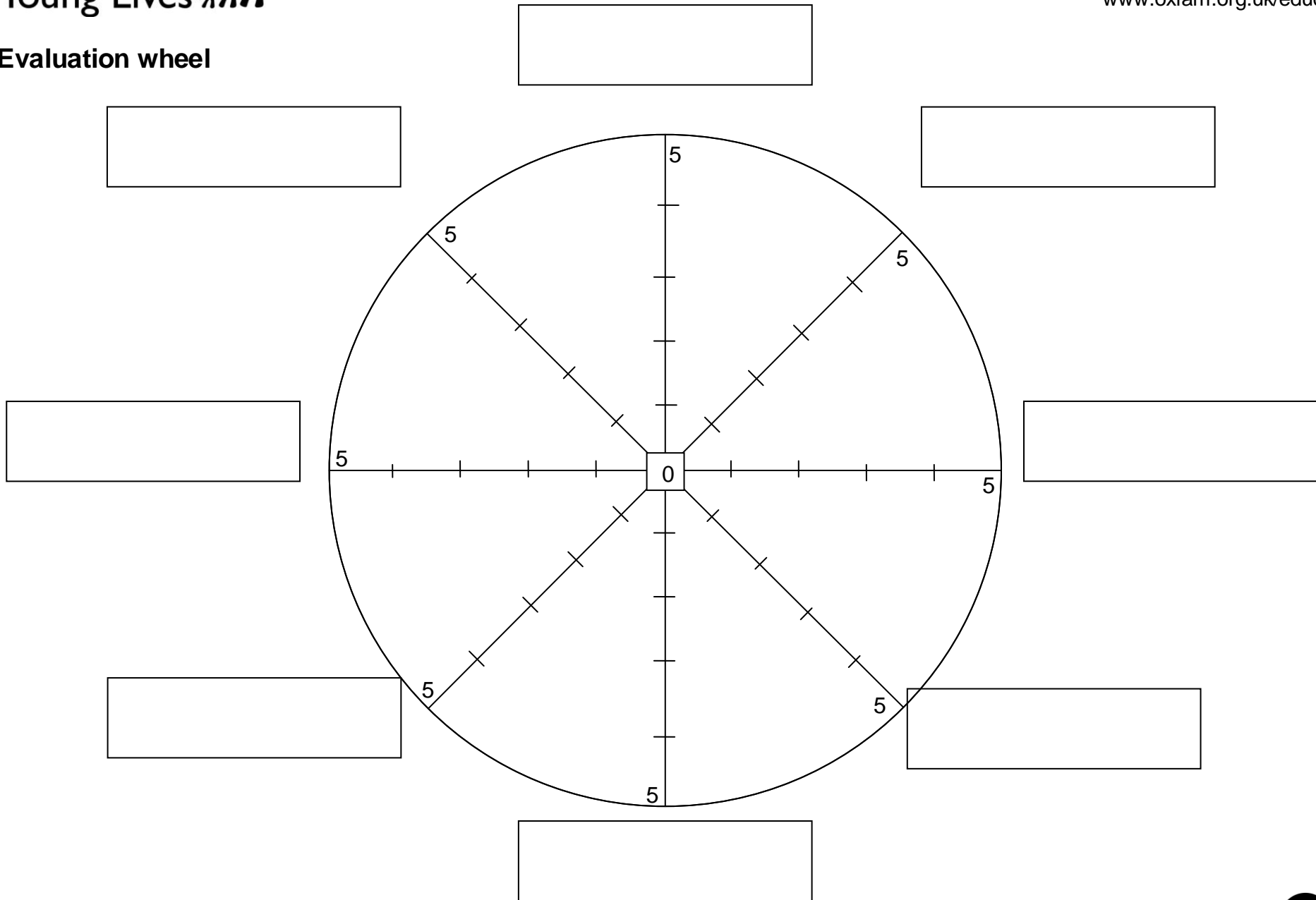
- Find out more about Oxfam's *Even it up* campaign, a growing global movement demanding a fairer world and an end to inequality:
www.oxfam.org.uk/get-involved/campaign-with-us/find-an-action/even-it-up
- Try activities from *Get Global!*, a teachers' guide on how to facilitate and assess active global citizenship in the classroom. It supports learners to move from thinking about issues which are important to them, to planning and participating in action; reflecting on their performance and assessing their work. Find out more:
www.oxfam.org.uk/education/resources/get-global
- Learners at secondary schools in England could set up an Oxfam Youth Ambassadors group. Youth Ambassadors meet in their own time (with the support of a teacher) to learn together about global issues, while developing the skills and confidence to make their voices heard. Every term, Oxfam's Youth Action Launch Pad suggests activities for Youth Ambassadors such as organising a film evening and discussion, peer teaching in assemblies and in lessons, meeting MPs and other decision makers, and raising awareness through film making. Activities support a chosen campaign theme such as improved water and sanitation, education for all, or human rights for people during emergencies. Find out more:
www.oxfam.org.uk/education/global-citizenship/youth-ambassadors
- Learners at secondary schools in Wales could apply to become Changemakers, part of a network of people who want to lead positive change in the world around them based on their values. Find out more:
foyer.net/what-we-do/changemakers/

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Evaluation wheel



How can we make the world a fairer place?

Make tax fair

Have tax rules that ensure everyone – including rich people and multinational companies – pays their fair share.

Invest more in public services

Invest the missing billions lost by broken tax systems – as well as money from other sources – in healthcare, schools and other vital public services that make such a big difference to the lives of the poorest people.

Ensure that hard work pays

Provide secure jobs with fair wages for both women – whose work is often lower paid and less secure – and men, giving them the chance to work their way out of poverty. It also means fairer deals for small farmers and others who survive by selling items they have produced.

Our own ideas

Sharing our learning with others

Idea	How much impact will it have? 1 ←————→ 5 Low impact High impact	How easy will it be to do? 1 ←————→ 5 Easy Difficult