# Getting critical on post-2015
Examining different views, time to decide

This activity introduces pupils to the views of a range of development experts and organisations interested in the post-2015 framework. It asks them to consider what they are saying, look at the similarities and differences, and decide for themselves which things they agree or disagree with. This will help pupils formulate their own ideas for what the post-2015 goals should look like, informed by what various experts think.

The resource can be used with the eight 'Experts Inspire' video series, or alternatively the four organisations' view summary worksheets, depending on if you have ICT access for your class. It expects that pupils already know what the MDGs are; that the timetable for achieving the MDGs will end in 2015; and that there is public debate about what any new global goals for post-2015 should look like.
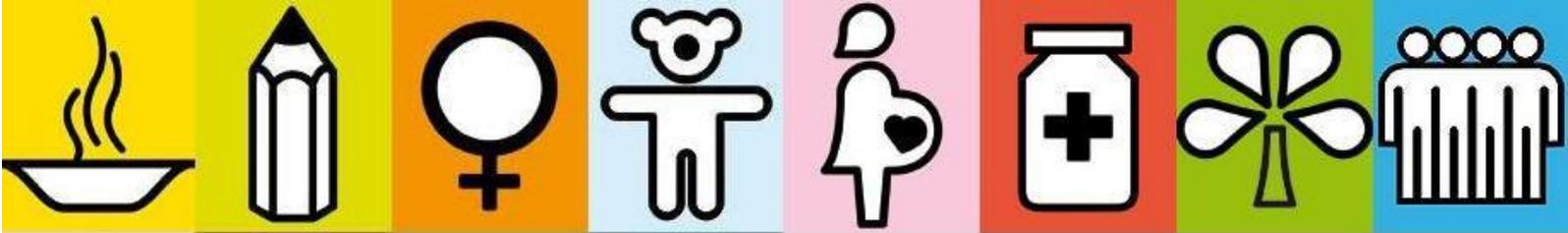
Time: 1 hour (with extension available)

Age range: 11-14 years

Aim:
By reviewing the views of other people and organizations, to think critically about the shape and content of the post-2015 global goals.

Lesson objectives:
- To think about who should be involved in decisions concerning development.
- To consider and evaluate the views of different people and organizations about the post-2015 framework, and determine whether they agree or disagree with their opinions.
- To be able to compare views, and prioritise between different ideas for the post-2015 goals.
- To develop key skills, such as critical thinking, decision-making, enquiry, analysis and evaluation.
- To embrace topical vocabulary.

National Curriculum links:
- Geography: Key concepts – 1.1a; 1.2a; 1.3a and b; 1.4a and b; 1.5a; 1.6a and b; 1.7b.
               Key processes – 2.1a, b, d, e and g; 2.4a.
               Range and content – a, b, d, e and h.
- Citizenship: Key concepts – 1.1a, c and d; 1.2 a, b and c and 1.3c.
               Key processes – 2.1a, b and c; 2.2a, b, c and d; 2.3a, b, c and d.
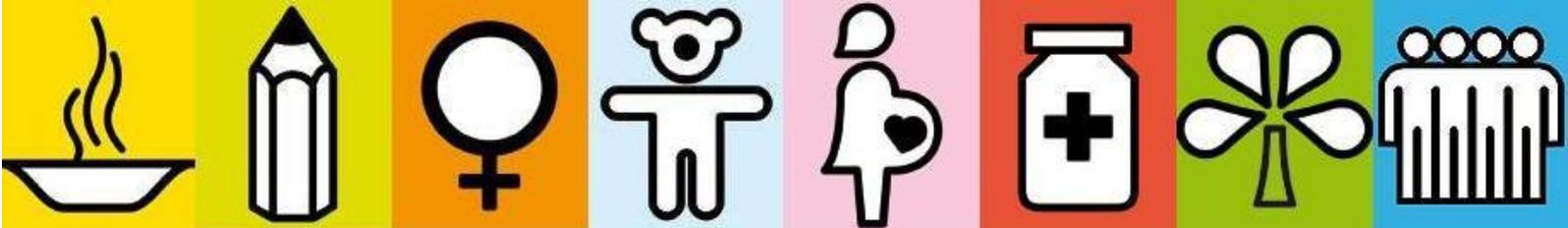   Range and content –a, d, e, f, h and k.

Resources required
- **Development in the News** worksheet – per pair or on interactive whiteboard

- **Six hats for thinking about development worksheet**– 1 per group of 6 pupils (ideally)

- **Six hats for thinking for thinking about development recording sheet** - 1 per group of 6

Either

- **8x Experts Inspire videos** (available at: http://globaldimension.org.uk/news/item/16826)

- ICT access so each group can watch one of the clips

Or

- The **4x summary sheets** – 1 sheet required per group

Activity

Starter: Development in the News Show pupils the **Development in the News** sheet (or on the board if you have an interactive whiteboard) Ask pupils what is going on – what is the event people are talking about? Who do they notice are inputting their views. Can they pick out • The media • The government • Academics • Non-governmental organisations Explain that there is currently public debate involving many of these stakeholders about the post-2015 global development goals, and that it is a debate which they can contribute towards. To help them, they are going to explore in a bit more depth what these 'experts' are saying.	**Time** 5 min	**Resources:** **Development in the news** worksheet – either in pairs or on the board
Main activity: Thinking about development. Explain that they will now be looking at the views of different 'experts' on development, to see what their views are on what the post-2015 framework should look like. For this you **either** need access to an ICT suite (or a class set of laptops) to show the 8x **Experts Inspire** video clips, **or** the **4x summary sheets**. (Experts Inspire videos available here http://globaldimension.org.uk/news/item/16826) Pupils will need to be in groups of <u>6 pupils per group</u>. They will need a **Six hats for thinking about development** worksheet and a **Record sheet** per group. • Assign each group **either** one of the **Experts Inspire** videos to watch, **or** one of the **organisational summary sheets** to read • Introduce the task (see 'Six hats for thinking about development' sheets), and ensure each pupil is assigned a coloured hat. • Get students to either **watch or read** the stimulus, but using their hat's lens to analyse it. Encourage pupils to watch or read a couple of times. • Then ensure pupils are recording their thoughts and views in the relevant section of their **record sheet**. • Give pupils 5 minutes when they have done this to complete the summary, and decide who is going to present their views back at the end	**Time** 20 min	**Resources:** **Either** ICT access to each group can watch the one of the **Experts Inspire** video clips **Or** One copy of the **organisational summary** sheets per group **And** Each group needs 1x **Six hats for thinking about development** and 1x Six hats for thinking about development **recording sheet** sheets

| Class review	Time	Resources:
• Next, ask each group to feedback their findings to the rest of their class • When each group summarises their key points for their expert or organization, use the class review sheet to capture the key ideas from each. This can be done either *collectively* as a class (with the teacher/nominated pupil recording information on the board), per group, or individually. • When you have captured the key points, ask pupils to then look at what the similarities and the differences are between the views. • Try and spend some time discussing these as a class, encouraging pupils to look for areas of overlap and disagreement.	15 min	**Class review sheet** Either to be used by teacher or in each group
Plenary: Diamond nine activity/RAG success criteria.	**Time**	**Resources:**
• When pupils have made their lists of summaries, show them the **your top nine priorities** table in the **class review sheet** • Ask pupils to make a list of **9 things** they think could be included in the post-2015 goals, based on their previous lists and discussions • When they have a list of 9 things, they then have to transfer them into the **diamond nine of your views** prioritisation sheet • This asks them to rank the 9 in order of importance using the boxes on the sheet. • When they have finished, ask each group to submit their top priority back to the class, and explain their choice • Did pupils end up with the same sort of things, or are there large differences?	15 min	Each group needs **your top nine priorities** table and the **diamond nine of your views** prioritisation sheet

Assessment opportunities:

Pupils can self-assessment using the **RAG success criteria sheet** (p11 below).

• Introduce RAG success criteria activity to pupils. You may feel it appropriate to differentiate this activity (see below).

• Get students to complete the **RAG success criteria sheet** by placing a tick in each appropriate box.

   o Ask students to reveal which column displays the most ticks (ideally green!) or determine by a show of hands, e.g. how many people have mostly green boxes ticked in on their sheet

   o The RAG success criteria sheet contains statements in two colours – guide less able students towards the statements in black, whilst more able students could consider the statements in blue.

Suggested home learning / follow-up tasks:

• Ask students to access the following web-link: http://www.myworld2015.org/

   Ask them to read the introductory text and then complete the survey below. Encourage them to link up with one of their peers and see if they selected similar or very different priorities. You could use this as a focus for a subsequent, whole class discussion: Ask some
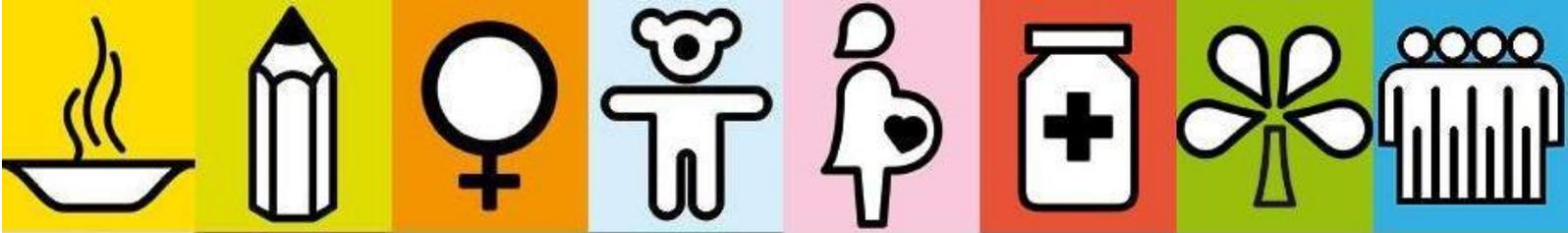
students for their six priorities and challenge them to justify their choices. Did they select the same six priorities or different ones to their peer?

- Ask students to write a report summarizing their thoughts about the post-2015 framework for development. They should attempt to include relevant statistics and appropriate quotes (making sure that they reference these effectively), images (with suitable captions or annotations), as well as topical vocabulary.

  Their report should include the following points:

  1. what their chosen development challenges/priorities are;

  2. why they consider these to be a challenge/priority;

  3. where these challenges/priorities need addressing most;

  4. what actions need to be taken to ensure their challenges/priorities are fulfilled;

  5. who should take responsibility for these and why;

  6. what the target should be, e.g. **what** has to be achieved and by **when**;

  7. what obstacles might be incurred along the way and how these might be overcome;

  8. how realistic is it that your challenges/priorities will be met on time.

  Provide copies of the word cloud (see **'tagxedo_word cloud'/'word cloud'** documents) generated from the summary of Oxfam's recent discussion paper surrounding the post-2015 framework. Explain that the larger the word, the more frequently it occurred within the text and gives a reasonable indication as to its importance relating to the topic. Encourage students to refer to the word cloud when writing their report.

- Ask students to access a search engine, such as Google, and utilise the various tools available to discover how 'development' has been in the News recently (suggest that they look at the past month initially). They should copy and paste the headlines, any summary text and the source into a MS Word document. Later, they could cut these out and use them to create a large poster collage of their findings. Some examples have been selected already (see **'Development in the News'** document).

- Ask students to imagine that they have travelled forward in time and the year is 2050. Firstly, encourage them to write a description of what life is like, assuming that development has taken a sustainable route. Next, ask them to write a description of what life is like, assuming that the concept of sustainable development has been ignored. Their description could take the form of a diary extract, short story, newspaper article or poem. State that they may also add illustrations as they see fit, but should make sure that they add an appropriate caption or annotation to accompany these.
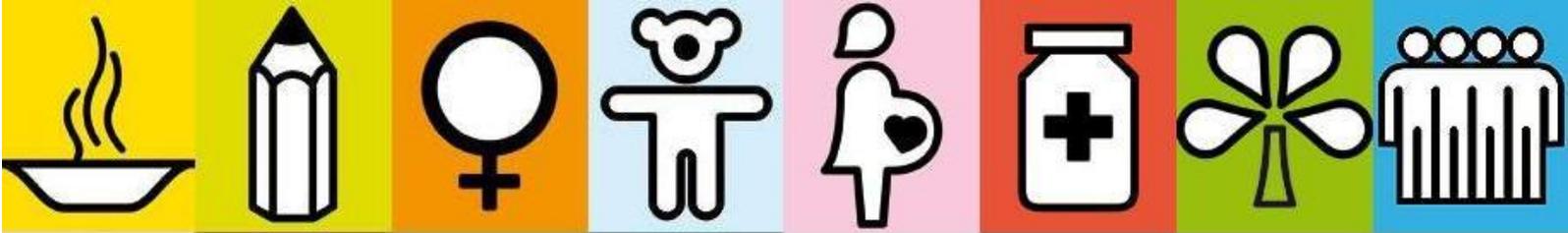
Extension Activity

Who decides?

Students will need to work in pairs for this activity.

•   Get each pair to make a list of all the key groups that they feel are involved in decisions concerning the post-2015 development goals, writing each one on the card/sticky labels

•   Next, get them to make a small card to represent each group.

•   Using the outline of the ladder provided, get them to firstly discuss, and then place, each card on one of the rungs of the ladder according to each group's participation and decision-making abilities regarding development. Those who are **least involved** should be placed at the **bottom** of the ladder, whilst those who are **most involved** should be placed at the **top** of the ladder.

Prompt pupils to consider groups like

•   Governments
•   Academics
•   People affected by the problems
•   Members of the public

Get students to consider:

1. Do they think some groups are more represented than they should be? Why?
2. What would the ideal order be? Why is it not ideal (if it isn't)
3. How would or could that order be achieved?

•   Select pairs to share their thoughts as part of a whole class discussion.

You will need:

Several small pieces of white card

OR

Sticky labels per pair

Photocopies (one per pair) of the **ladder outline**

Further work

Pupils can carry out this work as part of the Shape the Future project being run by the Department for International Development (DFID), which asks groups of pupils aged 11-14 to submit their ideas on what the post-2015 framework should look like to the International Development Secretary, Justine Greening, and the UK Prime Minister, David Cameron.

More information can be found here:
http://globaldimension.org.uk/news/item/16674