

Unit 10 Debating a global issue

About the unit

Schools need to decide which opportunities to develop as explicit citizenship provision. This unit has been designed for delivery through citizenship and/or geography and also links closely with work in ICT. It focuses on Brazil and the Amazon rainforest, but could also be used to teach other global issues related to citizenship, *eg the violation of human rights, the drugs trade, HIV and Aids, trade with developing countries*. Aspects of the unit that are specific to geography are identified in **this typeface**.

In this unit, pupils investigate changes in the Amazon rainforest from a variety of viewpoints. They take part in a mock public debate on the issues surrounding deforestation. They develop their geographical and enquiry skills, and their knowledge and understanding of environmental change and sustainable development. Pupils make connections between their own actions, the actions of their local community and what happens globally. They identify ways in which they can contribute to sustainable development.

The unit provides opportunities for pupils to develop their ICT skills by researching information and communicating with an audience (link with key skills). Many of the activities involve active learning, while writing and oral activities allow pupils to develop their literacy skills.

Where the unit fits in

This unit addresses the following aspects of the key stage 3 citizenship programme of study:

Knowledge and understanding about becoming informed citizens

Pupils should be taught about:

- 1g the importance of resolving conflict fairly
- 1i the world as a global community, and the political, economic, environmental and social implications of this, and the role of the European Union, the Commonwealth and the United Nations

Developing skills of enquiry and communication

Pupils should be taught to:

- 2a think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources
- 2b justify orally and in writing a personal opinion about such issues, problems or events
- 2c contribute to group and exploratory class discussions, and take part in debates

Developing skills of participation and responsible action

Pupils should be taught to:

- 3a use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own
- 3b negotiate, decide and take part responsibly in both school and community-based activities

This unit links with unit 14 'Developing skills of democratic participation', unit 6 'Government, elections and voting'.

This unit addresses the following aspects of the key stage 3 geography programme of study:

Geographical enquiry and skills

1a–f; 2d, 2f, 2g

Knowledge and understanding of places

3a, 3b, 3e

Knowledge and understanding of environmental change and sustainable development

5b

Breadth of study

6f ii; 6h iii; 6i i, ii; 6j i

Expectations

At the end of this unit

most pupils

for citizenship: research the consequences of deforestation in the Amazon rainforest from one particular viewpoint. They use ICT both to conduct their research and to present the case for 'their' view. They work with the other members of a group to put together a coherent presentation, which they then make to the rest of the class. They debate the issues raised in a mock public meeting.

for geography: describe and begin to explain the process of decision-making, and describe how a decision taken to deforest the Amazon rainforest will affect the lives and activities of the people who live there. They recognise some of the ways in which decisions made at a regional or national level in Brazil may have global implications. They suggest how human activities cause changes to the rainforest environment, and offer explanations for the different views people hold about these activities. They recognise ways in which people try to manage such environments sustainably. They explain their own views on the issue and begin to suggest relevant geographical questions. They draw on their knowledge and understanding to identify skills, methods and sources they can use to investigate the issue. They select information, suggest a plausible conclusion to their investigation, and present their findings both graphically and in writing.

some pupils have not made so much progress and

for citizenship: understand that people hold conflicting views on the deforestation of the Amazon rainforest, and that this deforestation has global consequences. They appreciate that there are no easy answers on the issue. They are aware that there are global organisations that promote their own viewpoints using media such as the internet.

for geography: identify and describe the process of decision-making, and recognise ways in which a decision taken to deforest the Amazon rainforest will affect the lives and activities of the people who live there. They begin to recognise some of the ways in which decisions made at a regional or national level in Brazil may have global implications. They understand how people can both damage and improve the rainforest environment. They explain their own views and the views of other people on the issue. They draw on their knowledge and understanding to suggest suitable geographical questions, and use a range of skills to help them investigate the issue. They use secondary sources of evidence in their investigation, and communicate their findings with appropriate vocabulary.

some pupils have progressed further and

for citizenship: carry out independent research about deforestation including by using a search engine on the internet. They confidently communicate the various viewpoints on deforestation in the Amazon rainforest, reaching conclusions and summarising their own views on the subject. They make contact with the local representatives of action groups, or take part in online debates.

for geography: describe and explain the process of decision-making, and describe and begin to explain how a decision taken to deforest the Amazon rainforest will affect the lives and activities of the people who live there. They describe ways in which the decision-making process, operating at different levels, creates geographical patterns and may lead to places changing. They explain the ways in which decisions made at a regional or national level in Brazil may have global implications. They recognise how conflicting demands on the rainforest environment may arise, and understand ways in which people try to manage such environments sustainably. They appreciate that different values and attitudes, including their own, result in different approaches towards an issue, which in turn have different effects on people and places. They draw on their knowledge and understanding to identify geographical questions and establish a sequence for their investigation. Identifying and using a range of skills, they begin to evaluate critically sources of evidence.

They present well-argued summaries and begin to reach conclusions that are backed up with evidence.

Resources

Resources include:

- *Citizenship – the global dimension. Guidance for key stages 3 and 4*, (tel: 020 7490 8108)
- a class set of atlases
- access to presentation and desktop-publishing (DTP) software, the internet

Many groups and organisations produce online resources that are relevant to citizenship. QCA has not printed these website addresses as it recognises that they can and do change, often at short notice. So that we can monitor and maintain a reliable and useful resource, the website addresses of the following organisations can be accessed through the key stage 3 citizenship scheme of work site at www.standards.dfes.gov.uk/schemes

- Department for International Development
- Education for Sustainable Development
- Yvote (*information on debating*)
- Oxfam (*cool planet – for global issues*)
- World Aware (*development issues*)
- Global Dimension
- Brazilian Embassy, London
- Rainforest Action Network
- Greenpeace
- Survival
- Instituto Socioambiental

NB: care should be taken when encouraging pupils to access websites

Literacy and language

References to the Key Stage 3 National Strategy *Framework for teaching English, Years 7, 8 and 9* (NSE) are given in brackets and are indicated in appropriate sections of the unit.

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- links between countries, *eg interdependence, debt, transnational companies (TNCs), World Bank, colonial, conflict*
- the relationship between more economically developed countries (MEDCs) and less economically developed countries (LEDCs), *eg inequalities, economic activities, gross national product (GNP), social/economic indicators*

- the environment, *eg sustainable, deforestation, ecosystems, interaction, resources, impact, management, management strategies, global responsibility*

Speaking and listening – through the activities pupils learn to:

- listen for a specific purpose, identifying issues and ways of reaching resolution (year 7 S&L6, year 8 S&L7, year 9 S&L7)

- make a formal presentation appropriate to their audience (year 7 S&L3, year 8 S&L3)

Reading – through the activities pupils learn to:

- undertake research using appropriate strategies (year 7 R2, year 8 R2, year 9 R2)
- compare the way information is presented in different form (year 7 R3, year 8 R2, year 9 R4)

Writing – through the activities pupils learn to:

- select and present information clearly and comprehensively, using appropriate methods (year 7 Wr11, year 8 Wr11, year 9 Wr12)

Links with other subjects

PSHE: 1b, 2f, 3b in the non-statutory guidelines

ICT: using word-processing, presentation and DTP packages; using CD-ROMs and the internet

Pupils should learn:

Pupils:

How can we investigate a global issue?

- about global issues on which people hold different viewpoints
- how to research different viewpoints
- how to present different viewpoints
- **to ask geographical questions and suggest an appropriate sequence for their investigation**
- **the location and geographical context of places**
- **about the changing distribution of economic activity**
- to undertake research using appropriate reading strategies (NSE)
- In small groups, pupils discuss a range of questions with a local-through-global dimension, *eg Were my clothes/shoes made using child labour? How are people in less economically developed countries involved in supplying the food I eat? How does tourism contribute to the economies of countries in different stages of economic development?*
- Using feedback from the discussions, ask the class how the various points of view put forward on the issues could be researched in more detail.
- Ask the class to establish a list of research questions and approaches.

- use different methods, including ICT, to research conflicting viewpoints on an issue
- **identify geographical questions about global issues and determine an appropriate sequence for their investigation**
- **demonstrate knowledge of the location and geographical context of the places discussed**
- **know that many goods sold in the UK originate in distant places, and explain why**
- Remind pupils of the agreed ground rules for discussion (see introductory unit 1 'Citizenship – what's it all about?').
- Pupils can use a range of research techniques, *eg library/internet searches*, to investigate conflicting views on an issue.
- Link with geography: unit 19 'Tourism – good or bad?'.
• Link with NSE: year 7 R2, year 8 R2, year 9 R2.

How are conflicts or issues resolved?

- that conflicting viewpoints need to be discussed/debated
- about the approaches used within society to resolve conflicts/issues
- **that people's values and attitudes affect their views on contemporary issues**
- to communicate in ways appropriate to a particular task
- **to identify and describe the process of decision-making**
- to listen for a specific purpose identifying issues and ways of reaching resolution (NSE)
- Ask pupils to read a summary of the minutes of a school governors' or local council meeting, or a summary of a public enquiry into a local issue. Alternatively, invite a representative from the local council's Environmental Department to come and be interviewed about an issue on which members of the local community disagreed, and which was then resolved through a meeting.
- Ask pupils to summarise the different points of view they read/heard about, and say how these were represented at the meeting.
- In small groups, pupils could summarise the findings of the meeting they studied, and explain how the issue was resolved.
- provide examples of conflicting viewpoints on an issue
- **describe how different groups of people have different values and different attitudes towards the issue**
- summarise the findings of a meeting and explain how the issue discussed was resolved
- explain how and why particular decisions were made
- Teachers could build this activity around any local issues pupils have already studied.
- The class may be able to visit an exhibition promoting a forthcoming public meeting to discuss a proposed development such as a new road or bypass or new building.
- This section links with unit 7 'Local democracy' and unit 8 'Leisure and sport in the local community'.
- Link with NSE: year 7 S&L6, year 8 S&L7, year 9 S&L7.

Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note

Is the Amazon rainforest being developed or destroyed? (preparation)

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| <ul style="list-style-type: none"> • to use the internet and CD-ROMs to investigate a particular viewpoint • to communicate in different ways appropriate to the task and audience, including by using ICT • to work together in groups, coordinating their activities • to select evidence from the internet and present it using appropriate techniques • to explore the idea of sustainable development and recognise its implications for different people, places and environments • about how conflicting demands on an environment arise • that different values and attitudes affect their views on an issue | <ul style="list-style-type: none"> • Divide the class into four groups. Each group represents a different set of people affected by the deforestation of the Amazon rainforest: the Brazilian government, poor migrant farmers, tribal people and environmentalists. • Ask each group to research 'their' viewpoint using specific websites. Some pupils could conduct a search to find other relevant sites. Each group should work together to prepare a 10-minute presentation, which they will later make to the rest of the class, using ICT, in a mock public meeting. They could also create any of the following: promotional leaflets using desktop-publishing packages, a classroom display, a questionnaire for other pupils in the school, a video presentation or report promoting their viewpoint. Each group should allocate tasks among its members, and work together to coordinate their efforts throughout this preparation stage. | <ul style="list-style-type: none"> • represent a viewpoint using a variety of presentation techniques • select and use information from the internet appropriate to the viewpoint they are arguing • reach a group consensus on appropriate ways to present 'their' viewpoint • describe the economic, social and environmental aspects of development in the Amazon rainforest • explain the conflicting demands made on the Amazon rainforest • appreciate how the values and attitudes of the different groups affect their stance on the deforestation of the Amazon rainforest | <ul style="list-style-type: none"> • Relevant websites include those of: <ul style="list-style-type: none"> – the Brazilian Embassy in London (for the viewpoints of the Brazilian government and poor farmers) – the Rainforest Action Network (for the viewpoint of environmentalists) – Greenpeace (for the viewpoint of environmentalists) – Survival (for the viewpoint of tribal people) – the Instituto Socioambiental (for the viewpoint of tribal people). <p>The addresses of these websites can be found at www.standards.dfes.gov.uk/schemes</p> <ul style="list-style-type: none"> • Link with ICT: this activity provides pupils with an opportunity to use DTP and presentation software. • Pupils need to work together in their groups to develop a unified approach to the task. Any material produced, eg <i>posters, flyers</i>, needs to carry the same message, eg <i>a memorable catchphrase</i>. • Link with thinking skills: information processing, enquiry. • Link with key skills: working with others. |
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Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note

Is the Amazon rainforest being developed or destroyed? (mock public meeting)

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| <ul style="list-style-type: none"> • to present a point of view to an audience using a variety of appropriate methods, including ICT • to debate an issue ‘in character’, representing a particular viewpoint • to develop their decision-making skills • to appreciate how their own values and attitudes affect their views on an issue • to make a formal presentation appropriate to their audience (NSE) | <ul style="list-style-type: none"> • Set up the classroom as a public meeting room, with four distinct areas for the groups. Each group should sit in their own area, in front of the display they created in the previous activity. Pupils could dress up in character. • Each group then makes a 10-minute presentation to the rest of the class, using ICT. They should pass round copies of their flyers, and make reference to their display. Ideally, all the pupils in the group should address the class. • After the presentations, hold a class debate on the motion ‘Is the Amazon rainforest being developed or destroyed?’. Pupils should remain in character while taking part in the debate. • Ask the class to vote on the motion. Again, pupils should vote in character. • Ask pupils to produce a piece of extended writing summarising the views presented in the meeting, concluding with their own views on the subject. | <ul style="list-style-type: none"> • appreciate different points of view • debate conflicting viewpoints • suggest strategies or recommendations to alleviate destruction and deforestation of the Amazon rainforest • clearly express a point of view to the class • describe, explain and justify the views of different groups in an individual piece of writing • appreciate how their own values and attitudes affect their stance on the deforestation of the Amazon rainforest | <ul style="list-style-type: none"> • Link with ICT: there are a number of possibilities for enhancing this activity with ICT, <i>eg using a video camera or a presentation package to develop a concise but effective multimedia presentation.</i> • Teachers could record the presentations using the school’s video camera. The English department could then use the recording to assess pupils’ oral skills. • For information about debates, refer to the Yvote website (see www.standards.dfes.gov.uk/schemes) and the guidelines available at www.dfes.gov.uk/citizenship • This section links with unit 14 ‘Developing skills of democratic participation’ and unit 6 ‘Government, elections and voting’. • Link with NSE: year 7 S&L3, year 8 S&L3. • Link with thinking skills: reasoning. |
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Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note

How can the Amazon rainforest be developed in a sustainable way?

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| <ul style="list-style-type: none"> • to compare the way information is presented in different forms (NSE) • to explore the idea of sustainable development and recognise its implications for different people, places and environments, and for their own lives • to identify opportunities for sustainable development and to evaluate different sustainable development projects • to recognise issues of global citizenship • to clarify and develop their own values, and their attitudes towards certain issues • to use the internet to find information/evidence • to communicate in different ways, including by using ICT • that different places are interdependent, and about the idea of global citizenship • about the causes and effects of population change in two regions of Brazil, including migration • to identify differences in levels of development within a country, and evaluate the effects of these differences on people's quality of life | <ul style="list-style-type: none"> • Ask pupils to use the internet, <i>eg the websites of environmental groups</i>, to investigate a range of sustainable development projects. Small groups of pupils should study different projects, and report their findings to the class. • Ask pupils to summarise what these projects are attempting to achieve. • Pupils could discuss why the deforestation of the Amazon rainforest is a global issue, and how people in the UK are involved (an example of interdependence). • Pupils could join in an online debate with other schools about issues related to deforestation. Alternatively, the class could set up their own environmental group, developing their own website or online newsletter. • Focus on how contact between two regions of a country may lead to changes in population totals, <i>eg migration</i>. Emphasise inequalities between north-east and south-east Brazil, <i>eg in terms of lifestyle, health, wealth</i>. |
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| <ul style="list-style-type: none"> • express the views of others, adding and justifying their own opinions • analyse and evaluate information from the internet • explain the idea of sustainable development and describe its implications for different people, places and environments, and for their own lives • explain why deforestation in Brazil is a cause for global concern • describe and explain the causes and effects of migration within Brazil • compare northeast and southeast Brazil, showing awareness of their different levels of development and the impact this has on people's quality of life | <ul style="list-style-type: none"> • Link with NSE: year 7 R3, year 8 R2, year 9 R4. • Pupils could develop their own website to promote sustainable development, or could use part of the school's website for this purpose. • This section links with unit 17 'School linking'. • Link with thinking skills: evaluation. |
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Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note**What is our role in a sustainable future?**

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| <ul style="list-style-type: none"> • what being a global citizen means • that local actions can have global implications (interdependence) • that many of the issues raised in citizenship have a global dimension • to clarify their own values, and their attitudes towards a local issue • to communicate in ways appropriate to a particular task and audience • that different places are interdependent, and about the idea of global citizenship • to identify ways in which they can help manage environments sustainably • to select and present information clearly and comprehensively, using appropriate methods (NSE) | <ul style="list-style-type: none"> • Pupils decide how to respond to what they have learnt, agreeing ways in which they can take action in their school, home and local community. • Ask pupils to plan activities to share what they have learnt with different audiences locally, nationally and globally, <i>eg write articles for the school/local newspaper or environmental magazines/websites; prepare a display for the school/local council buildings; develop a school policy on environmentally sustainable practices, which could be discussed with governors and members of the local community; write letters making recommendations to their MP, the Department for Environment, Food and Rural Affairs (DEFRA), the European Parliament or the UN.</i> | <ul style="list-style-type: none"> • make connections between their own actions and choices and the effects these have on other communities locally, nationally and globally • communicate their views to a chosen audience, having agreed an appropriate method of presentation • understand how their values and attitudes affect their views on issues | <ul style="list-style-type: none"> • Pupils can include evidence of these activities, which provide assessment opportunities, in their portfolios – see information in the <i>Teacher's guide</i> about assessing progress in citizenship. • Link with thinking skills: creative thinking. • Link with NSE: year 7 Wr11, year 8 Wr11, year 9 Wr12. |
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