

<b>Lesson Title</b>	What do you want your country to be like?	
	<b>Age Range/ Year Group</b>	KS4
<b>Resources</b>	<b>Learning Outcomes</b>	
1. Resource sheet 1 – Positive and negative aspects of your country. 2. Resource sheet 2 – Obstacles and solutions. 3. Resource Sheet 3 – Future stakeholders and parents.	By the end of this lesson students will be able to; <ul style="list-style-type: none"> <li>• Identify issues, obstacles and solutions.</li> <li>• Consider future stakeholders and parents.</li> </ul>	

**LESSON INTRODUCTION**

This lesson encourages students to decide what they would like their country to be like by 2020, and to discuss how this might be achieved. They are also invited to see themselves as future stakeholders/parents within society.

**STARTER (10 mins)**

- Tell students that today’s lesson involves thinking about what they would like their country to be like in 2020. Explain that all countries have positive and negative aspects and that what seems positive to one citizen can seem negative to the next. As such, students will have to think very hard about what they want their country to be like by 2020!
- Give each student a copy of ‘resource one’.
- Ask students to complete task one. They will need pens/pencils of two different colours in order to create a key. They should then shade in the words/phrases in the box according to this key.
- Ask students to undertake task two within a class discussion (i.e. to justify some of their choices for task one). Examples of answers are given at the bottom of resource one.
- Praise students who engaged in the class discussion.

**Ask the class the following questions:**

- Which of the negative issues would you most like to see improve by 2020?
- Does everyone in the room seem to agree about what is positive/negative about this country?
- Which issues did more than one student feel passionately about?
- Is our country’s culture changing in the 21st century?

**MAIN ACTIVITY (20 mins)**

- Remind students that today’s lesson involves thinking about ways in which their country might improve by 2020.
- Give students ‘resource two’.
- Tell students to complete task three in small groups.

**Ask groups to feed back their answers. Answers might include:**

“We think that three main barriers to our country’s improvement include government spending, divorce and television. For example, the government seems to spend lots of money on weaponry which we do not agree with. In terms of families, lots of couples get divorced nowadays and we believe that this has a negative impact on children’s behaviour in schools. Television is a big problem at the moment in this country because all of the adverts and quiz shows seem to encourage greed.”

“We feel that three main things act as a barrier to improvements in our country. These are schools, the media and technology. Not enough schools have access to the internet, our newspapers do not tell us much about life outside of our country, and we do not have enough people studying technology at universities.”

- Ask students to reflect on the three ‘obstacles’ that they chose. How might these interfere with their vision of their country in 2020?
- Ask students to read through task four.
- Ask students to discuss in pairs/write down individually how obstacles might best be overcome.

**Encourage students to feed back to the class. Examples of answers might be:**

“We think that the best way to achieve our ‘dream country’ by 2020 would be to make changes to the education system. If we were in charge of schools, we would make sure that all children spent two hours a week learning about their own culture and about other cultures. Children would then grow up to be really thoughtful towards other people. This would make our country a friendlier place to live.”

“We believe that, in order to improve by 2020, our country should get even more involved with UNESCO. Our vision of our country in 2020 is one where teenagers are well-informed about their career prospects. We believe that UNESCO can help our country to achieve this.”

“I think that the government should pay for all teenagers in this country to take part in the ‘Connecting Cultures’ project until 2020. By 2020, young politicians, doctors and teachers would be thinking back to their friends from ‘Connecting Cultures’ desert journeys when making important decisions.”

**Encourage students to comment upon each other’s ideas. Examples might be:**

“I like your idea about teachers telling pupils in this country about other cultures. Maybe speakers from the ‘Alliance of Civilizations’ could visit our schools once a year.”

“I agree that our country is not very good at educating pupils about their career prospects. Perhaps local business men and women could invite us to spend time observing them in the workplace.”

“It would be great if your idea about every teenager taking part in ‘Connecting Cultures’ came true. All the newspapers here could show photos of the desert journeys and the radio stations could interview people about their international friends.”

- Praise students who took part in the discussion.



**SUMMARY (10 mins)**

- Give students 'resource three'.
- Remind students that they are potential future parents/stakeholders in their country. They should take this into consideration when completing task five.
- Ask students to look at task five and to choose one or two statements that they most strongly agree with (in terms of their vision of their country in 2020).
- Ask students to write down why they agree (underneath the statement/s that they have chosen).

**Encourage a few students to justify their reasons. For example:**

"I strongly agree with number 2 which is about healthcare. The reason that I agree is that more and more people in our country are buying private medical insurance these days. This seems to be because they feel worried about the quality of staff in state hospitals. Sooner or later, none of the rich people will be using state hospitals. This will lead to the government spending even less on public healthcare."

"I totally agree with number 4 which is about other cultures' religions. I don't feel that we get enough practical information about other people's rituals. For example, I would like to work in a Muslim country when I'm older, but I don't know enough about what would be expected of me in terms of clothing, eating habits and socialising."

"I agree with number 8, which is about men and women being treated differently. In our country, men are not given as many parenting rights as women. For example, men hardly get any time off after their children are born. By 2020, I think that our government should give men equal rights as far as this situation is concerned."

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

- How much has your country changed in your lifetime?
- Which of the visions of your country in 2020 that you've discussed today are achievable?
- Do most of the improvement ideas that you've had for your country in 2020 just involve citizens from your country or do they involve people in other countries?
- How can the organisations that you've discussed today make a difference to your country's future?
- What can people your age do to ensure that your country is an even better place by 2020?





### EXTENSION/FOLLOW UP IDEAS

Choose between the 'United Nations', 'UNESCO', the 'Alliance of Civilizations' and 'Connecting Cultures'.

Do some research on your chosen organisation's history and aims (via the internet).

Be ready to talk about your chosen organisation next lesson.

### CHECK THE WEB

1. [www.un.org](http://www.un.org) to discover more about the work of the UN.
2. [http://portal.unesco.org/en/ev.php-URL\\_ID=29008&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/en/ev.php-URL_ID=29008&URL_DO=DO_TOPIC&URL_SECTION=201.html) to find out more about UNESCO.
3. [www.unaoc.org](http://www.unaoc.org) to understand more about the 'Alliance of Civilizations'.
4. [www.connectingcultures.co.uk](http://www.connectingcultures.co.uk) to find out more about the 'Connecting Cultures' project.

### NATIONAL CURRICULUM LINKS

**KS4:** 1.1.b, 2.1.a, 2.2.a, 2.2.b, 2.3.a, 3a, 3m, 3n, 4a, 4b, 4c, 4g & 4h.

**TASK ONE: What are the positive and negative aspects of my country?**

Create a key using two different colours. Decide which colour to give to each word/phrase.

**KEY:**

= **NEGATIVE** (I think that this issue **requires improvement** in my country).

= **POSITIVE** (I think that this issue **does not require improvement** in my country).

**attitude to war**      **education**      treatment of animals

**technology**      **environmental awareness**

equality of males and females      **technological advances**

**transport**      cost of living      **human rights record**      **media**

reaction to criminals      **sporting achievements**

**accommodation**      work/life balance      **involvement with charities**

**immigration**      laws      **tourism**

**attitude to foreigne**      foreigners' attitude to us

**relationship with countries in Arab**

**TASK TWO: My opinions about the positive and negative aspects of my country.**

**Be ready to explain your thoughts about your country. For example:**

"I can't decide whether the role of the government here is positive or negative. In some ways I feel that politicians interfere too much in our lives and force us to live in a certain way. On the other hand, I think that some citizens need telling what to do, so I can understand why politicians make certain rules."

"I feel strongly that we have a positive relationship with lots of other countries. For example, we are involved in UNESCO. I feel proud that we are part of UNESCO because of it cares about international co-operation."

"I feel negatively about the facilities for teenagers in my country. For example, the library near me does not have a good choice of books for young adults and there are no sporting facilities close to my home."



**TASK THREE. What are some of the obstacles?**

Decide what the main issues are that could stop your country from improving:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**TASK FOUR. What are some of the solutions?**

How can your country continue to improve by 2020? Decide which of the following might be the most important in terms of its future:

- A.** The **education system** (think about teachers, pupils, lesson content, gender roles, time spent at school, role-models, homework, sports facilities, percentage of children who go to school etc).
- B.** The **media** (consider bias, censorship, privacy, fairness, responsibility, access to information, types of media, media in other areas of the world, headlines, images, journalists etc).
- C.** The **government** (think about the past, recent news items, key advisers, policies, politicians' opinions, elections, voting, visions for the future etc).
- D.** The **tourist industry** (consider foreigners' perceptions of your country, its relationship with tourists, areas of natural beauty, employment within the tourism industry etc).
- E.** The **'United Nations'** (an organisation that was established in 1945 which has 192 member countries. It works very hard to ensure that Human Rights are protected in every country. It aims to achieve world peace and it influences international law).
- F.** **'UNESCO'** (an organisation that is part of the 'United Nations'. It focuses upon education, social and natural sciences, culture and communication. It is currently fighting extreme poverty and trying to provide equal rights in schools for males and females).
- G.** The **'Alliance of Civilizations'** (this organisation is also part of the 'United Nations' and was established in 2005. It has 85 member countries. It improves understanding between people of different religions and counters terrorism and extremism).
- H.** **'Connecting Cultures'** (an organisation that was created in 2004. It encourages young adults from all over the Western world and the Arab world to meet up in Oman. These young people then go on exciting desert journeys together. During these journeys, they challenge stereotypes, learn about each other's cultures and discuss the future).



**TASK FIVE. Stakeholders and parents.**

Look at the opinions below. Which opinions do you agree with the most? Why?

**Stakeholder:**

1. A person/group who owns a share in a business.
2. An employee, customer or citizen who is involved with an organisation or a society. He/she has responsibilities towards the organisation/society and cares about it.

1. "I am a father of four young children. By 2020, I want my children to know about all of their Human Rights and to enjoy all of these rights in my country."
2. "I am a doctor. By 2020, I want all citizens here, rich and poor, to have better hospital care."
3. "I work for one of the big oil companies. By 2020, I want businesses in this country to take pollution more seriously."
4. "I am a teenager. By 2020, I want my country to provide young adults with better information about popular religions."
5. "I am really interested in politics. By 2020, I want this country to have a more democratic government."
6. "I am worried about how foreigners perceive people in my country. By 2020, I want my government to make lots of films that show our country in a positive light."
7. "I am a fisherman. I think that traditional industries like mine need more support from the government by 2020."
8. "I believe that women and men are treated differently in this country. I would like to see this change by 2020."

