



<b>Lesson Title</b>	Leaders In The Wilderness		
	<b>Age Range/ Year Group</b>	KS4	
<b>Resources</b>	<b>Learning Outcomes</b>		
1. Ability to show YouTube clip (with sound). 2. Resource Sheet 1. Task 1 – What is it like to take part in a Connecting Cultures activity? Task 2 – In which ways can Connecting Cultures change the world? 3. Resource Sheet 2. Task 3 – Which key global issues need addressing by 2020? 4. Resource Sheet 3. Task 4 – What would be important if key world figures went on a Connecting Cultures desert journey (a)? Task 5 - What would be important if key world figures went on a Connecting Cultures desert journey (b)?	By the end of this lesson students will be able to; <ul style="list-style-type: none"> <li>• Discuss which key global issues need addressing by which global leaders.</li> <li>• Reflect upon the difference that Connecting Cultures could make to global society.</li> </ul>		

**LESSON INTRODUCTION**

This lesson encourages students to think about what would happen if influential persons from around the globe took part in a Connecting Cultures desert journey. It also asks students to consider which key global issues need addressing (and the difficulties that might arise in so doing).

**STARTER (10 mins)**

- Let the students know that they will have to refer to what they learnt in recent lessons during today's lessons.
- Show students the instructions for task one.
- Point out that Graham's comment is from the forum at <http://concultures.d2digital.co.uk>.
- Show students Widad's blog (also from <http://concultures.d2digital.co.uk/>).
- Invite pairs to feed back to the class about their reactions to Graham and the girls.

**Prompt questions might include:**

- What do young people seem to gain from taking part in Connecting Cultures?
- How do you think it would feel to take part in Connecting Cultures?
- Praise those who take part in the discussion.
- Show the students task two. Ask them to write down their answers.
- Encourage students to share their responses.

**Examples of good answers:**

"I would recommend Connecting Cultures to a friend because of its focus on making the world more connected from the bottom upwards. In other words, it teaches young people that we are all the same on the inside. It then encourages them to influence people from their own countries to be more accepting of other cultures."

“I would tell them that Connecting Cultures desert journeys try to make people understand that people in the world have more similarities than differences. It basically helps young people to get first-hand anti-racism education. It’s a lot better than just telling teenagers in a classroom not to be racist!”

### MAIN ACTIVITY (15 mins).

- Ask students to work in small groups.
- Ask them to read through task three.
- Remind them that their task is to decide what they would discuss if they took part in a Connecting Cultures desert journey with people from different countries. The focus is on their ‘ideal world for 2020’.
- Encourage students to share their thoughts (examples of good answers are found on the resource sheet).

#### Invite students to answer the following prompt questions:

- How would you give a good impression of your country during a desert journey?
- Were you careful to include issues that are relevant to the whole world (as well as to your country)?
- Has the importance of cultural diversity been chosen by many groups in this class as a key issue?
- Has peace-keeping been mentioned by many groups today? Did you know that since World War II, there has been less than one day without war somewhere in the world?

### SUMMARY (15 mins).

- Ask students to read through the task four instructions.
- Ask students to work in small groups in order to decide upon their eight people.
- Encourage a spokesperson from each group to read out their list.

#### Invite students to respond to the following questions:

- Why did you choose those particular eight people? Was it easy within your group to agree on those people? Why (not)?
- Were there any names that more than one group chose? Why (not)?
- Do you think that your eight people fairly represent the world? For example, did you take gender and country of birth into account? Did you choose people from different career backgrounds?
- Do you think that the countries with a lot of power and influence today will still dominate in twenty years?
- Ask students to read the instructions for task five.
- Ask students to write down their answers to the four questions.
- Ask each group to swap their answer sheets with those of another group.

#### Invite students to comment upon the following:

- Choose the answer that you were most proud of on your sheet. Read it out.
- Were there many similarities between your answers and the other group’s answers? Explain.
- What would be some of the frustrations involved for the eight influential adults (in terms of trying to find solutions that satisfy everyone)?
- What were your key tips for question 4 (i.e. in terms of enabling influential adults to negotiate)?





### EXTENSION/FOLLOW UP IDEAS

Look at the <http://concultures.d2digital.co.uk> part of the Connecting Cultures website. Find out about how the participants who are taking part in this year's desert journeys feel about their trip.

Be ready to share your views next lesson.

### CHECK THE WEB

1. [www.connectingcultures.co.uk](http://www.connectingcultures.co.uk) for more information about the changes that Connecting Cultures is making to the world.
2. Try typing 'vision 2020' into a search engine to see what various organisations (such as the British Council) are aiming to achieve by 2020.

### NATIONAL CURRICULUM LINKS

**KS4:** 1.1.a, 1.1.b, 1.1.c, 1.1.d, 1.2.c, 1.3.a, 1.3.b, 1.3.c, 1.3.d, 2.1.a, 2.1.d, 2.2.b, 2.3.a, 2.3.d, 3h, 3l, 3m, 3n, 4a, 4b, 4c, 4e, 4h & 4i.

**TASK ONE. What is it like to take part in a Connecting Cultures activity?**

Young adults from all over the world have been involved in Connecting Cultures. The Connecting Cultures experience has changed their lives permanently.

**Watch Widad's blog. Also look at Graham's question below (it is taken from the Connecting Cultures forum). Discuss the young people's opinions with your partner.**

"I'd like to know what everyone thinks 'culture' is! And, does it get in the way of sorting our problems? Should we get to the bottom of cultural differences before we try to discuss politics or faith?"

*Graham (5th November 2008), Australia.*

**TASK TWO. In which ways can Connecting Cultures change the world?**

Most of us like to hope that we can make the world a better place. Young adults who have taken part in Connecting Cultures know that they can change the world!

**Look at the information below. It is the from the Connecting Cultures homepage. If you were recommending Connecting Cultures to a friend, how would you describe it?**

"Established in 2004, Connecting Cultures is a unique educational initiative that promotes face to face dialogue with young people from the western and Arab world via short wilderness journeys.

The aim of this dialogue is to celebrate cultural diversity, break down stereotypes, identify shared values and in so doing promote understanding and help reduce the polarisation of cultures.

Based in the Sultanate of Oman, Connecting Cultures works in partnership with governmental, corporate and charitable sectors. It is endorsed by UNESCO and works to support the key aims of the United Nations Alliance of Civilisations."



**TASK THREE. Which key global issues need addressing by 2020?**

At the end of the lesson you are going to imagine what it would be like for you to join the Connecting Cultures project to discuss what needs improving in our world. You are also going to imagine what would happen if world leaders took part. To prepare for this, think hard about your vision of the world for 2020.

**In small groups, create a statement that describes your ideal world in 2020. This statement should be based on what you would like to discuss during a Connecting Cultures desert journey.**

**Some ideas:**

barrier **charity** *communication* compromise **conflict** *credit crunch*  
**cultural dialogue** *diversity* domination **equality** *(un)fairness* forgiveness  
**global warming** *intercultural* **(mis)trust** *(mis)understanding* offence  
**policy/politics** *poverty* prejudice **prosperity** *racism* religion **respect**  
*tensions* terrorism **trade** *war* youth

**Some examples:**

1. "We think that, by 2020, we should have accepted that we are all interconnected by trade, and have learnt to deal with this through dialogue. Compromise and teamwork need to be practised by world leaders!"
2. "Our group thinks that putting an end to war by 2020 is essential. One way to achieve this might be for a politician from every country to interview young adults from the Connecting Cultures project."
3. "We feel that the media needs to change by 2020. As the girls pointed out in Widad's blog, the media give false impressions and make the public prejudiced. This seems immoral to us, not to mention dangerous!"



**TASK FOUR. What would be important if key world figures went on a Connecting Cultures desert journey (a)?**

At the moment, Connecting Cultures desert journeys are aimed at young adults. These young adults learn a huge amount about themselves and about people from other countries through their desert journeys. They then go back to their own countries and try to educate people about the benefits of healthy communication between cultures. There is nothing to stop very well-known people taking part in Connecting Cultures journeys.

**Imagine that eight important people are switching off their phones and meeting in the desert to take part in a Connecting Cultures journey. Their aim is to make the world a better place by 2020. Who should take part?**

**Some suggestions:**

- celebrity? **charity worker?** *head teacher?* *journalist?*
- owner of influential bank?** *politicians from other countries?*
- politician from your country?*
- religious leader?** *representative from Alliance of Civilizations?*
- representative from UN?*

e.g. **President Obama**

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**TASK FIVE. What would be important if key world figures went on a Connecting Cultures desert journey (b)?**

You have already decided what you would discuss if you took part in a Connecting Cultures journey. You now need to consider what would happen if your **eight chosen people** were taking part in a five-day desert journey, and you were visiting them on day four to give advice!

**Think very carefully about the questions below.**

(1) Which issues would you like them to discuss?

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(2) How could they create a 'road map' that would lead to global prosperity?

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(3) Which difficulties might they encounter when trying to create solutions?

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(4) How could they overcome these difficulties?

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