

## Beliefs and Changing the World

### Aims

To understand what a campaign is, to investigate and understand eight goals for international development that have been agreed by world leaders, and to participate in campaigning for something the children think is important.

**Note:** Activity 2 introduces some complicated concepts and may not be suitable for younger or less able children. It can be skipped.

### Curriculum Links

England	Scotland	Wales
<p>Literacy – Speaking (including offering reasons and evidence); Listening and responding; Group discussion and interaction.</p> <p>Citizenship – Developing confidence and responsibility (talking about their opinions); Preparing to play an active role as citizens (discussing topical issues, problems and events, and resolving difference and explaining choices).</p> <p>Global Citizenship (from Oxfam’s Curriculum for Global Citizenship) – Causes and effects of inequality; Our potential to change things; Assessing different viewpoints; Recognising and starting to challenge unfairness; Empathy towards others; Growing interest in world events; Belief that things can be better and individuals can make a difference.</p>	<p>English Language – Listening (listening in groups); Talking (talking in groups and talking about experiences and feelings); Writing (personal writing)</p> <p>Personal and Social Development – Self-awareness; Self-esteem.</p> <p>Global Citizenship (from Oxfam’s Curriculum for Global Citizenship) – Causes and effects of inequality; Our potential to change things; Assessing different viewpoints; Recognising and starting to challenge unfairness; Empathy towards others; Growing interest in world events; Belief that things can be better and individuals can make a difference.</p>	<p>English – Oracy; Reading; Writing</p> <p>Personal and Social Education – Listening and expressing views and opinions; Know that people differ in their beliefs about right and wrong</p> <p>Global Citizenship (from Oxfam’s Curriculum for Global Citizenship) – Causes and effects of inequality; Our potential to change things; Assessing different viewpoints; Recognising and starting to challenge unfairness; Empathy towards others; Growing interest in world events; Belief that things can be better and individuals can make a difference.</p>

## What you will need

Copies of the **What I want to change and why** sheet, enough for one for each pupil

Copies of the **Opinions and Facts** sheet, enough for one between two

Copies of the **Millennium Development Goals Cards** printed out and cut up, enough for one set of eight goals for each group of four pupils.

## What to do

Tell the children that they are going to think about ways they change things in their world. Ask them if they can think of examples of when they have said or done something that has changed someone's mind about something – you might prompt them with ideas about deciding what clothes their parents buy for them, or helping choose where they go on holiday, or saying what they would like for their birthday.

Tell them that these are things close to home that they have an influence on – or that they have some control over – and ask if they can think of examples of times when they have tried to change something outside of their control, and outside of the control of their family and friends. If the school has participated in Comic Relief, or the [World's Biggest Lesson](#), or Children in Need, you might use this as an example. They will usually have raised money and be aware of this as a way to try and change the world.

Tell the children that raising money is one way they can try to change what happens in other parts of the world, but it's not the only or even most important way. If you have already talked to the children about the Oxfam blanket knitting campaign, you can use this as an example of an activity designed to change something that you want to change – in this case people want women and babies to have better healthcare. You could also use the examples of signing a petition, making a poster or advert, or writing to a local newspaper.

Often, when people want to change something – or influence the way the world works – this will be based on their beliefs about the world. Tell the class that they are going to look more closely at what beliefs are.

### Activity 1

1. Hand out copies of the **What I want to change and why** sheet. Read through the worksheet and check pupils understand what they should do. For less able pupils, you may wish to have them work in pairs or groups, with one person writing.
2. Give them 10 minutes to think about and write their answers, then take a couple of answers from each box. Talk about the reasons behind their answers. If you have a school council, you might encourage children to raise with it any issues they have identified about the school.

### Activity 2 (for older/more able pupils)

1. Many of the reasons identified in Activity 1 will have been opinions and some may have been facts. Use the examples from Activity 1 to discuss the difference between opinions and facts. For example: 'I want my own bedroom because I share it with my brother.' This reason is a fact – the pupil does share with their brother. However, 'I want my own bedroom because my brother' is annoying is an opinion.
2. When you think they are reasonably clear about the terms, get pupils into pairs and hand out the **Opinions and Facts sheet**. Give them 10 minutes to work through the sheet and then take answers as a class and discuss any differences of opinion. Alternatively, lead the class through the statements yourself.
3. Try to draw out some of the following ideas during your discussion:

*Just because everyone agrees with an idea that doesn't make it a fact – if everyone believed the world was flat, that wouldn't make it true. Facts are things that can be proved to be true.*

*Some opinions are more popular than others – most people think bullying is wrong, but this is still an opinion, not a fact.*

*You will usually be expected to have reasons for your opinions, and people's opinions can change over time. You may learn new facts that affect your opinions – for instance since people learned more about global warming and climate change, more people now believe it is important to use less energy.*

### Activity 3

1. Tell the class you are going to look at some more opinions (or, if you have skipped Activity 2, some things that people want to change about the world). In the year 2000, the world's leaders got together and agreed eight goals or aims that they believed were important to help change the world to make it a better place for people to live in. These are called the 'Millennium Development Goals'.
2. Tell the children that you are going to hand out each of the eight goals to a different child and ask them to read them out to the class.
3. Get the pupils into groups of four. Tell them you will give them cards with each of the goals on them, and they should arrange the eight goals in front of them in order of importance, with the most important at the top.
4. They should talk about the goals and agree an order together. Give them 10–15 minutes to do this.

## Plenary

Come together as a class and ask pupils for their thoughts about trying to arrange the aims in order of importance. Then talk through their choices. Ask them for the reasons for their decisions. It is important to make it clear that there are no right or wrong answers: these are all important aims that will make life better for millions of people around the world. It is all right for pupils to disagree about which is most important and which is least important – really they are all important. Arguably though, Goal Eight ‘Work together to pay for these changes’ is the most important one because richer countries need to help poorer countries pay for the changes.

Try to make it clear why each aim is important as you discuss it, for example if the class generally doesn’t think that ‘Working together to pay for these changes’ is particularly important, point out that without money and agreement between different leaders, nothing will be able to be done. Or if ‘Making sure girls and women are treated equally’ doesn’t seem important to them, you might point out that in some countries girls aren’t allowed to go to school and are forced to get married and have babies when they are 14, thereby preventing them from making decisions about their own lives.

## Extension 1

If you are taking part in the Oxfam blanket knitting campaign, you could introduce it here, saying that this is a way of trying to make sure world leaders stick to their promise to keep mothers and babies healthy. As well as knitting, pupils might like to create a poster, badge or sticker, web page, leaflet, photo-montage, play or newspaper story telling people about these goals (Millennium Development Goals 4 and 5) and persuading them to take part in the knitting campaign.

If you are not taking part in the knitting campaign, children could choose the goal that they think is most important, do some research about the issue, and produce a poster, badge or sticker, web page, leaflet, photo-montage, play or newspaper story about it.

You will find posters and activities related to each of the Millennium Development Goals in Oxfam’s free online resource, *Change the World in 8 Steps*, available here:  
[http://www.oxfam.org.uk/education/resources/change\\_the\\_world\\_in\\_eight\\_steps/](http://www.oxfam.org.uk/education/resources/change_the_world_in_eight_steps/)

## Extension 2

Pupils may wish to follow up on the ideas they had in Activity 1. You could ask them to get into pairs to think about how they might achieve the changes they have identified. They might want to consider the different ways they can change their school or the world.

NB. it may be controversial to talk about changing their home lives so you may wish to stick with looking at their ideas about changing school and the world. You could draw out ideas about how to work together to persuade people that something needs to change.

# Millennium Development Goals Cards

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1. Reduce the number of people living in poverty

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2. Make sure every child is able to go to school

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3. Make sure girls and women are treated the same as boys and men

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4. Make sure everyone has good healthcare, clean water, and enough food

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5. Keep mothers and babies healthy

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6. Fight infectious diseases like malaria and HIV and AIDS

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7. Clean up the environment

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8. Work together to pay for these changes

# Opinions and facts

Read each of these statements and put a cross in the correct box on the right, depending on whether it is an opinion or a fact.

	Opinion	Fact
Red is the best colour		
Every child should be able to go to school and get a good education		
It is wrong to bully people		
Indiana Jones is cooler than Harry Potter		
2 plus 2 equals 4		
Reading is more fun than swimming		
Arsenal is the world's best football team		
Squares have four sides		
Recycling is important to help protect our world		
Britain is in Europe		

# What I want to change and why

Think about things you would like to be different and write them in the boxes below. Also, write the reasons why you want them to be different.

I would like my bedroom to be different, like this...

Because...

I would like my school to be different, like this...

Because...

I would like the world to be different, like this...

Because...