

What Should We Fund? A Webquest & Video Conference.

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[Homelessness](#) [Refugees & Asylum Seekers](#) [Women](#) [Energy](#) [Tourism](#) [Health](#)

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KS3 Schools Wanted for videoconference with the House of Commons in the summer term

One secondary school is invited from each London LA to choose a class to take part in a unique event to explore and debate human rights issues and learn about the Department for International Development (DFID). All that is needed is for a KS3 class to take part in a lesson in an ICT suite using a ready-made webquest to prepare presentations and inform a class debate. All classes are then invited to take part in a pan-London videoconference with the House of Commons in the summer term 2009 with voting on-line for the best presentations. The winners will be invited to the House of Commons.

If you are interested then schools can register by e-mailing hcc@gn.apc.org with the name and year of the class(es) taking part and contact details for the teachers.

Do you need more information?

Select from the list below to download flyers and briefing notes

- 2009 Global videoconference - information for Local Authorities
- 2009 Global videoconference - invitation to schools
- 2009 Global videoconference - briefing notes

Click on top tab '2009 summer videoconference' for support documents.

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LONDON GRID FOR LEARNING **GLOBAL HOME**

For an animated tour of the site click [here](#).

Global Dimension: the Eight Key Concepts

Underlying the idea of the Global Dimension to the curriculum are 8 key concepts

Global Dimension topics

To access the 12 global dimension topics click on the 'global topics' tab on the toolbar above. These interactive resource pages are designed to be used independently by students and, as a planning resource for teachers to explore and research current issues that affect people around the world and are linked to reduction.

Using this Global Portal

Highlights
Action area updates:

"What should be funded?" a webquest for KS3 and 4, for you to discuss to debate five issues (water, schools, health, energy and trade) and vote on what the



Click on 'What should be funded?' under Highlights, and you will find the webquest.

What Should We Fund?

A webquest for students to learn about the DFID, democracy in action and problems of prioritising issues.

Use this activity as preparation for your students to take part in the consultation on the next White Paper, Eliminating World Poverty 2009. Click [here](#) for the consultation website. The deadline for input is 13 May 2009.

Click on 'Menu' to go to the tasks. For basic advice teachers can click on 'Info'.

Your mission is to research and then present the case for the Department for International Development to prioritise its funding in one of four areas:

Water, Schools, Health, Integrity and Trade.

You can see how Hilary Benn MP, Secretary of State for the Department for International Development (2006) responded to the St Paul's Way students' presentations, click [here](#) for video clips.

This work is based on the event that launched the White Paper 'Eliminating World Poverty - making governance work for the poor', 2006. Click [here](#) for the website.

St Paul's Way students voting as Hilary Benn MP observes.

What Should We Fund? – a webquest exploring the Department for International Development

This is a series of two very intense one hour sessions, minimum, that allows your students to research and then debate and vote on issues of development and what the UK should fund and why.

Learning objectives:

1. five key global development issues – water/health/education/integrity and trade
2. the importance and need for processes for open democratic decision-making
3. research skills – scanning, extracting information and re-presenting it
4. what the Department for International Development is and does
5. how to take part in national democracy through a consultation process on the next DfID White Paper
6. using online voting/ researching and presentation resources

The two sessions are a very good way to introduce the way the UK works with development and can lead to the students researching the proposed new White Paper and submitting their opinions and ideas. The deadline for submission for the consultation is 13th May, the links are on the webquest.

The conclusion to these activities is to join together for a pan-London video conference in June, linked to the launch of the White Paper, involving your students, politicians and advisers. The date of this conference will be fixed shortly, pending discussions with the DfID and the Parliamentary Education team.

If your school does not have video conferencing facilities they can contact their local City Learning Centre for support and as a possible venue to conference from.

For the website go to www.global.lgfl.net. The webquest has all the materials and advice you and your students will need. It is being updated with jigsaw student instruction sheets and a guide for putting your student's presentations as text or preferably as video clips on the web.

For further advice or support please contact Michael Newman at hec@gn.apc.org or Michael.newman@towerhamlets.gov.uk tel: 020 7364 6405

Sessions using the Webquest

The following sessions can be done in an ICT suite, using the webquest for online research, or as the key research is focused on specific documents, it can be done with print copies of the sources. Two summary lesson plans are attached.

1. Introduce the webquest

"You will be acting as researchers and advocates to propose what the government department for supporting development in countries around the world, Department for International Development (DfID), should fund. The DfID focuses on the Millennium Development Goals that aim to halve poverty, support women, ensure health care..."

Students are to research one of six subjects. They will form 5/6 groups. Five groups to research their issue (water/health/schools/integrity/trade) and an extra group to research the DfID. The groups will create presentations from their research on why their topic should be funded by the Department for International Development, whilst the DfID group will give an introductory briefing about the Department and will chair the debate and organise the voting.

These groups either on-line or using photocopies of documents research their area. This can be done as a jigsaw activity, different students in each group answering different questions (see downloadable question sheets).

Students to scan the documents and make notes of, or underline/highlight the most important points, and those that can be used for persuasion. You could do an activity reminding students of persuasive language and techniques. What makes a point interesting and furthers the argument (size of problem/human story/relevance to audience...).

The session could start with the video clip of Hilary Benn commenting on need for research ([click here](#)) and the importance of politics ([click here](#)).

2. Using the webquests - the students, depending on time allowance - could do the activity with just the briefing notes that can be downloaded. They could also find out what the DfID is doing on their issue, there are weblinks on each topic, if they have more time.

3. The creation of the speeches should be a joint activity, each person contributing a key piece of information, with a reason, from their research.

The presentations should be practised and it would be good if possible to present them to another class so that you have 'neutral' voters. This could be done as a third session, the second being seen as a practice run with just your class.

Group six should run the session, introducing what the DfID is to the audience and the nature of the event, and then chair the debate, and run the vote.

It would be good to have a ballot box, ballot papers and a registration list. This will illustrate how procedures can ensure a fair and accountable vote. The ballot box is opened and shown to the audience so they can see it is empty, acting as scrutineers, the box is then sealed with date, time and place. As people vote they are checked on a registration list and ticked off, they could also have a mark put on their hand...

The video clips of Hilary Benn, show him explaining the process of a fair election. This could be used as part of the training of the DfID group. The integrity team will reinforce the need for open accountable decision making for development, so the act

of the class doing it and thinking of the processes reinforces the understanding of the issue.

4. For follow-up or even as an introductory activity you can watch video clips of Hilary Benn being interviewed by another Tower Hamlets school, Langdon Park, as part of their human rights detective project, Lines in the Sand (funded by the DfID) [Click here](#). There are also links to the DfID site with a video of the new Secretary of State for International Development, Rt Hon Douglas Alexander MP, this can be found along with a quick intro to the DfID in the section on the Department.

5. The debate needs each team to practice their presentation. This should be a speech, and can be read, but needs a confident and loud delivery. It could be presented by a representative of the team, or by an individual. Indeed the homework for the first session could be that each person writes a presentation based on their shared work and then the group decides whose is best.

6. The London Grid for Learning will have pages set-up for your classes video clips and for voting, so that other schools involved in this work can see them and vote on which they think is best. If you do not have passwords and usernames we will provide them for the relevant teacher so that the classwork can be shared and class members can use it too see the work of others and to vote.

7. This activity was created working with St Pauls Way Community School and the DfID to support the launch of the White Paper in 2006. Your students can now look at the new, proposed White Paper, to be launched in June 2009 and contribute their views, taking part in a real government consultation. The deadline for submission for the consultation is 13th May, the links are on the webquest. It is hoped that the planned video conference will be part of promoting the launch of the White Paper.

Session 1 – researching and creating the speeches

Activity	Time	Materials
Introduction – show structure of the webquest and video clips to introduce the Department of International Development and the Minister Hilary Benn	5 minutes	Projector.
Create groups	5 minutes	Name/introduction cards for each group. If no ICT suite available then copies of research documents. Jigsaw question sheets.
Research – as individuals groups scan documents online or hard copies, underline key points, rough answers to the questions from their sheet.	20 minutes	On computers or with photocopies of relevant documents.
As individuals create key statements for speeches with reasons why.	10 minutes	Paper/pens
Share the statements in your group, as a group construct a presentation that lasts 3 minutes.	10 minutes	
Practice presentation in the groups.	7 minutes	
Remind students they are to debate the issues next lesson and to vote on what should be funded.	3 minutes	

Session 2 the Debate

Activity	Time	Materials
Introduction – explain that they are going to have a debate and vote on the best arguments. Show a video clip of Hilary Benn responding to children’s presentations.	3 minutes	Projector.
Groups practice their 3 minute presentations. The DfID group prepare to introduce and run the debate.	10 minutes	Name/introduction cards for each group.
DfID group introduce the debate.	3 minutes	
Groups make their 3 minute presentations, if possible video them. Allow 2 minutes for a short question at the end of each presentation. The DfID group can give a short feedback to each group.	35 minutes	Digital video camera with microphone.
DfID group organise the class voting by ballot paper (seen to be a part of the learning about democracy).	5 minutes	Ballot box, class list, ballot papers, tape for sealing box
Ballot count and announcement.	4 minutes	