

UNIT 6 WHAT CAN I DO TO CHANGE THE WORLD?

SESSION 1 LIVES THAT CHANGED OUR WORLD EXAMPLES OF INSPIRATIONAL PEOPLE

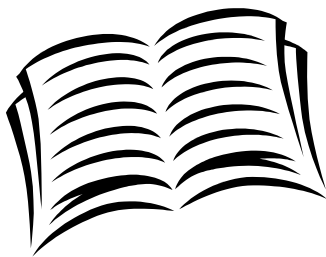


By the end of this lesson students should be able to:

- become aware that some individuals made great sacrifices to protect our rights
- know about the lives and work of Martin Luther King, Nelson Mandela and Mohandas Gandhi
- recognise the efforts that these 3 men had to make to fight for people's rights (being sent to prison, being killed, etc)
- value peaceful protests against killing and fighting
- understand the concept of equality of human beings no matter what the colour of their skin is
- find out about women that also changed the world
- learn quotes by inspirational people and design a poster

Teacher makes students read the following paragraphs aloud and comment on vocabulary and meaning of sentences, especially on the ones in bold and the underlined ones. They can use a dictionary while they work in pairs.

In this session we are going to have a look at the **lives of some people** that tried to improve their lives and the lives of the people in their communities and societies as they could not accept that **people's rights were being denied**. We are going to focus on 3 men: **MARTIN LUTHER KING**, **NELSON MANDELA** and **MOHANDAS GANDHI**. But we should also mention the names of other people that wanted to change some aspects of the world like Mother Theresa, John Lennon, Dalai Lama, Rigoberta Menchú, etc.



In pairs read the texts about each one of these 3 people and answer the questions below.

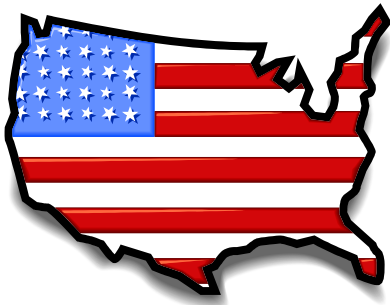
MARTIN LUTHER KING

DATES

1929 Birth of Martin Luther King
1963 Martin Luther King leads a huge march to Washington
1968 Murder of Martin Luther King



6 decades ago, in the southern USA, a young black boy called Martin Luther King was growing up. Martin saw how badly black Americans were treated by white Americans. Blacks could not attend the same schools, eat in the same restaurants or travel on the same buses as whites.



All over the south, Martin Luther King led **peaceful protests, calling for equal rights for black people**. In 1963 he led thousands of people, both black and white, on a **march to Washington**, the capital of the USA. In a speech he said: ***“I have a dream, that my four little children will be judged not by the colour of their skin, but by the content of their character”.***

Martin Luther King had many enemies. In 1968 he was **shot and killed by a white man**. Although life for many black Americans has improved, they have still not gained complete equality, for which Martin Luther King fought so hard.

NELSON MANDELA

DATES

1918 Birth of Nelson Mandela

1990 Nelson Mandela is released from prison

1994 Nelson Mandela elected President of the Republic of South Africa



Nelson Mandela grew up in a **South African village**. When he grew up, Nelson went to **Johannesburg** to study to become a **lawyer**. There, he saw that **black people** were very **unfairly treated** by white people. He joined the **African National Congress (ANC)**, a group that worked for the rights of Black South Africans.

Nelson Mandela and his friends **protested against the new “apartheid” laws in South Africa**, which **separated people because of the colour of their skin**. Under apartheid, blacks were forced to live away from big towns, in poor, shabby townships, and work for white for very low wages.

Nelson Mandela worked secretly for the ANC. The Police found out and he was **arrested and sent to prison**. Nelson spent **28 years in prison**. Other countries of the world did not approve of the apartheid laws and called for the South African Government to free Nelson Mandela. At last, on February 1990, at the age of 72, Nelson was finally released from prison.





Four years after Nelson left prison, all South Africans, black and white, elected Mandela as the first black President of the Republic of South Africa.

MOHANDAS GANDHI

DATES

1869 Birth of Gandhi

1919 Gandhi organises the first non-violent protest against British rule in India

1948 Murder of Gandhi



Mohandas Gandhi grew up in **India** at a time when **the country was ruled by Britain**. He was a clever boy who studied to become a **lawyer**. After passing his exams, he went to work in South Africa. There he helped other Indians to protest against unfair treatment by the South African Government.

Many **British people lived in India and made the laws**. They lived very comfortable lives and had Indian servants.

Gandhi returned to India in 1915. Like many Indians, Gandhi wanted India to be free from British rule. Gandhi called for everybody to **stop work as a protest**. The British punished the workers and Gandhi was horrified by the violence.



The British put Gandhi **in prison** for six years. When he was released, he carried on organising **peaceful protests**. He was sent to prison again for many years.

Gandhi's followers called him Mahatma meaning **Great Soul**. He inspired millions of Indians to oppose their rulers and **stand up** to them peacefully and bravely. At last, in 1942, British rule in India ended and the country became independent. But independence was followed by **terrible fighting between people of the Hindu religion and people who were Moslems**.



This violence made Gandhi very unhappy. As a protest against the killing, he fasted (**stopped eating**). Indian people did not want him to die, so they **stopped the fighting**. Sadly, a few months later, **Gandhi was murdered by an angry Hinduman**.

Texts adapted from the book *Campaigners for Change*. Rosemary Moore, Wayland Publishers Ltd, 1997

EXERCISE 1

Answer the following questions:

1. Luther King, Mandela and Gandhi took action in different ways because they saw some human rights were being denied to some groups of people. Describe the denial of human rights in their 3 cases.

In the USA black people were treated very badly by white people, they could not attend the same schools, eat in the same restaurants or travel on the same buses as whites.

In South Africa black people were treated very unfairly by white people. The apartheid laws separated people by the colour of their skin.

In India the country was ruled by Britain, British people made the laws and had Indian servants.

2. How did they protest against what they thought was not right? (marches, demonstrations, etc)

King led a peaceful march to Washington

Mandela protested against the apartheid laws

3. Did any of them go to prison? If so, how long were they there?

Mandela spent 28 years in prison

Gandhi spent more than 6 years in prison

4. Are they all 3 still alive? If not, how did they die?

King was killed by a white man

Gandhi was murdered by a Hinduman

Mandela is still alive

5. Do the problems that they wanted to solve still exist in society nowadays?

Open answer. Students must give their own opinions

6. Do you think they contributed to improving their communities? If so, in which way?

Open answer. Students must give their own opinions

EXERCISE 2

In order to make the students aware that there have also been women in history that have tried to change our lives, we are going to focus on the work of women by means of a discovery exercise.

We have been talking about men that tried to change our lives but there are also women that fought and are still fighting for our rights.



Go to the computer and find examples of women that have protested about unfair things and that have tried to change the world in a way.

Try typing the phrase *Women who changed the world* in



Complete the table.

NAMES OF THE WOMEN	WHAT DID THEY PROTEST AGAINST?	WHAT DID THEY ACHIEVE?

Open answers depending on the information the students find on the web.

EXERCISE 3

In this exercise students are going to be more creative and work on some inspirational quotes by famous characters. They are going to create posters so that they can remember or refer to the quotes when necessary and/or applicable.

Now you are going to read some **quotes** by some people that had strong believes and wanted to make the world a better place to live in. **Read** them in pairs and try to decide which quote you are going to work on. Once you have chosen, you will make a **nice poster** of the quotes with some pictures and/or drawings. **Have fun!!!!!!!!!!** Once they are all finished and hung on the wall, you will be able to refer to them every time you think one of the quotes is adequate to a situation in the class.

**YOU MUST BE THE CHANGE YOU WANT TO SEE IN THE WORLD.
MAHATMA GANDHI**

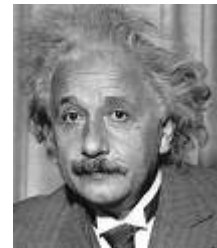
**FREEDOM IS NOT WORTH HAVING IF IT DOES NOT INCLUDE THE
FREEDOM TO MAKE MISTAKES. MAHATMA GANDHI**

**THEY ALWAYS SAY TIME CHANGES THINGS, BUT YOU
ACTUALLY HAVE TO CHANGE THEM YOURSELF. ANDY
WARHOL**



**OUR LIVES BEGIN TO END THE DAY WE BECOME SILENT ABOUT THINGS
THAT MATTER. MARTIN LUTHER KING JR**

**THE IMPORTANT THING IS NOT TO STOP QUESTIONING.
ALBERT EINSTEIN**



**A GOOD DEED, NO MATTER HOW SMALL, IS WORTH MORE THAN ALL
THE GOD INTENTIONS IN THE WORLD. ANONYMOUS**

**ALL THE THINGS WE ACHIEVE ARE THINGS WE HAVE FIRST
OF ALL IMAGINED AND THEN MADE HAPPEN. DAVID
MALOUF, AUSTRALIAN WRITER**



**THE MAN WHO DOES THINGS MAKES MANY MISTAKES BUT
HE NEVER MAKES THE BIGGEST MISTAKES OF ALL: DOING
NOTHING. BENJAMIN FRANKLIN, AMERICAN STATESMAN
AND SCIENTIST**

**IT'S THE POSSIBILITY OF HAVING A DREAM COME
TRUE THAT MAKES LIFE INTERESTING. THE
ALCHEMIST, PAULO COELHO**



THERE ARE NO PROBLEMS, ONLY CHALLENGES. ANONYMOUS

SESSION 2 ACTIVE CITIZENS IN A DEMOCRACY



By the end of this lesson students should be able to:

- explain the term Democracy
- describe ways in which everybody can be an active Citizen
- categorize the aims of several forms of active citizenship
- value the importance of voting and elections

Teacher makes students read the following paragraphs aloud and comment on vocabulary and meaning of sentences, especially on the ones in bold and the underlined ones.

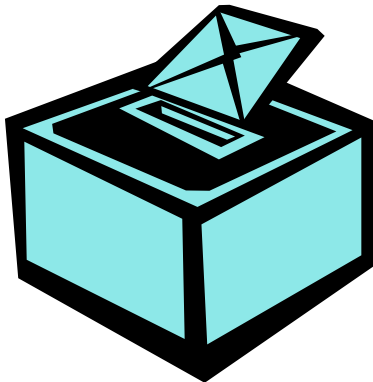


We live in a **democracy**, which means that **we have a say in how our country is run** and have the choice to get involved in important issues. The word 'democracy' comes from two words from ancient Greek- 'demos', meaning power and 'cratos' for people. If we **choose to get involved** then we are given a number of opportunities **in our democracy to make a difference** and become **active citizens**.

We are lucky enough to live in a country where **we can vote**. Some people in the world do not have this right. If we do not like the way in which a country is being run then we can use our vote to show this by voting against the government. **The decision made by the majority has to be respected**, even if you personally do not agree with it. You can then **campaign to change people's minds** in the next election!

EXERCISE 1

Students should give their opinion about what some people think of taking part in elections.



Many people do not realise how important our vote actually is. In pairs **read** the following statements and decide if you agree with each of them. Use **1 if you agree very much, 2 if you agree a little, 3 if you do not agree at all**. Write one of the numbers at the beginning of each statement.







Do you agree?

- Voting is a waste of time. My vote is not going to make a difference anyway
- The parties all promise the same things, so why bother?
- People have fought and died for our right to vote, so we should always use it
- The politicians promise so many things but when they gain power they never deliver their promises
- Well, if we didn't vote then we wouldn't have the right to complain if we dislike government decisions
- Voting is a democratic right. We should take that right seriously
- I'm not interested in politics, so why should I vote?
- There are many countries where people don't have the right to vote. We are fortunate to live in a democracy, so we should make use of our vote

Open and personal answers

EXERCISE 2

Look at the table below.

SOME FORMS OF ACTIVE CITIZENSHIP			
	A SCHOOL ANTI-LITTER CAMPAIGN		RAISING FUNDS FOR THE POOR PEOPLE IN YOUR COMMUNITY
	BUYING FAIRTRADE CHOCOLATE!		STANDING AS CLASS REPRESENTATIVE
	COLLECTING BACK PACKS FOR SCHOOL CHILDREN IN AFRICA		VOTING IN ELECTIONS

Answer!



1. Have you been involved in any of these forms of active citizenship? Choose ONE and describe what you did and why you did it.

Open and personal answers

2. Now, **match the heads and the tails** to show the aims of each form of **active citizenship**. You may discuss this table with a partner but **DO NOT WRITE ANYTHING DOWN YET**. The first one has been completed for you:

HEADS	TAILS
A SCHOOL ANTI-LITTER CAMPAIGN	To make the school campus a more pleasant place to spend time in
RAISING FUNDS FOR THE POOR PEOPLE IN YOUR COMMUNITY	To make sure that the views of fellow pupils are listened to by the head teacher
BUYING FAIRTRADE CHOCOLATE	To give pupils basic equipment so they are encouraged to go to school
STANDING AS CLASS REPRESENTATIVE	To raise as much money as possible so that you can help poor people in your community
COLLECTING BACK PACKS FOR SCHOOL CHILDREN IN AFRICA	To make sure that your opinion counts
VOTING IN ELECTIONS	To give cocoa farmers a fair price for their crops

ANSWERS:

RAISING FUNDS FOR THE POOR PEOPLE IN YOUR COMMUNITY= To raise as much money as possible so that you can help poor people in your community

BUYING FAIRTRADE CHOCOLATE!= To give cocoa farmers a fair price for their crops

STANDING AS CLASS REPRESENTATIVE= To make sure that the views of fellow pupils are listened to by the head teacher

COLLECTING BACK PACKS FOR SCHOOL CHILDREN IN AFRICA= To give pupils basic equipment so they are encouraged to go to school

VOTING IN ELECTIONS= To make sure that your opinion counts

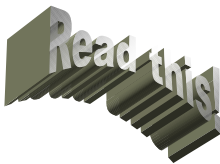
SESSION 3 JUST BECAUSE YOU ARE NOT 18...



By the end of this lesson students should be able to:

- understand that, although they are not 18 years old, they can be active citizens and take actions that can help make the world a better place to live
- think that they can have fantastic ideas and they should be heard by the people in power
- identify the type of actions they can take below and over 18 years of age
- encourage other people they know to take an active part in society by spreading the message

Teacher makes students read the following paragraphs and comment on vocabulary and meaning of sentences, especially on the ones in bold and the underlined ones.



Just because you are not 18 years old does not mean that you cannot have your say in how things work in your country and in the world. **There are lots of ways to make the people with the power listen to your fantastic ideas.**

- ✓ Get in touch with **your electorate MP or the major of your city**. You can phone, fax, email, write a letter, or go to see him/her in person. Let him/her know what issues are important to you. Let the MP know what you and maybe your friends/classmates think of a particular issue.



- ✓ You can go to a **meeting** held about a particular topic in which you are interested.



- ✓ You can join a **march or demonstration** if you agree with what the people are protesting about



- ✓ You can **talk** about certain issues with anyone who is interested in talking about them
- ✓ You can **sign a petition to Parliament** about a particular issue. You can even start a petition yourself

EXERCISE 1

This exercise is meant to make them realise that although the students are not 18, they can take part in society as active citizens.



Put a **TICK** or a **CROSS** in the boxes to show whether or not someone below the age of 18 is allowed to do the things mentioned:

ANSWERS

- | | | |
|--------------------------|---|------------|
| <input type="checkbox"/> | Start a petition to Parliament | yes |
| <input type="checkbox"/> | Talk about issues | yes |
| <input type="checkbox"/> | Join a march or demonstration | yes |
| <input type="checkbox"/> | Phone your electorate MP | yes |
| <input type="checkbox"/> | Vote in a general election | no |
| <input type="checkbox"/> | Write a letter to an MP | yes |
| <input type="checkbox"/> | Fax or email your electorate MP | yes |
| <input type="checkbox"/> | Write a letter to the editor of a newspaper | yes |
| <input type="checkbox"/> | Go to a public meeting | yes |
| <input type="checkbox"/> | Stand for Parliament | no |
| <input type="checkbox"/> | Go to visit your electorate MP | yes |



For more ways of taking part in society go to <http://www.g-nation.co.uk/>

EXERCISE 2

Teacher makes students read the following paragraphs and comment on vocabulary and meaning of sentences. They should be encouraged to take part in this kind of actions.

TAKE ACTION!

Anyway, here you have **some more ideas to**

Help the environment

Buy organic products that have been produced in a natural way without fertilisers or pesticides

Choose many foods that do not have many layers of packing. Plastic wrapping is bulky and does not break down easily when buried in landfill sites

Look out for fair trade products in your local shops and supermarkets

Give money to organisations that fund projects and campaign to reduce poverty, such as Oxfam, ActionAid or Save the Children

Voluntary work for charities

Changes to our behaviour: Recycle unwanted clothes, Donate clothes to charities, Look in shops for products that have been traded fairly, Increase our poverty awareness

Etc.....

Can you think of any more ideas?

Make groups of 4 people and expand the list!!

.....
.....
.....
.....
.....



Spread the message!!!!!!!!!!!!!!:

If the message of change is spread across the whole of society, and reaches those in power, we can have a real influence on decision-making.

By spreading the message we can not only influence the powerful, but also hold them to account in the eyes of the public.

Our pressure can change things.

Enlighten people about the injustices in the world and the possible solutions

SESSION 4 OUR CLASS PROJECT



By the end of this lesson students should be able to:

- recognise our world as a beautiful place to live with some improvements to be done
- research some information on different campaigns that are taking place at the moment
- focus on one problem in the world related to the ones we have been dealing with and design a campaign
- present the campaign to the rest of the class in a powerpoint presentation

EXERCISE 1

Students listen to this beautiful song by Louis Armstrong. They just listen, read and relax. After listening to it, teacher and students comment on the meaning of the song and recognise that in spite of all difficulties, the world is a beautiful place to live in but we should make some improvements. We are going to put together all the things that we have learned and focus all our encouragement on the design of a campaign to change one aspect of the world for the better.

The only thing they have to do is put the paragraphs of the song in the correct order while they listen to them.

Listen and relax!!!!!!

Put the paragraphs of the song in the correct order while you listen to them!!!!!!!!!!!!!!!!!!!!!!

What a Wonderful World Louis Armstrong

**I see trees of green, red roses too
I see them bloom for me and you
And I think to myself what a wonderful world**

**I see skies of blue and clouds of white
The bright blessed day, the dark sacred night
And I think to myself what a wonderful world**

**The colours of the rainbow so pretty in the sky
Are also on the faces of people going by
I see friends shaking hands saying how do you do
They're really saying I love you**

**I hear babies crying, I watch them grow
They'll learn much more than I'll never know**

**And I think to myself what a wonderful world
Yes I think to myself what a wonderful world**

Yes I think to myself what a wonderful world



Why do we want to do things to change the world??????????????????

Because we feel better about ourselves and about the world in general
Because we feel involved, we feel needed
Because the links we make with other people working for the same ideas make their lives more enjoyable

Dream of a better world and make it a reality!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!

Now you have the chance to change something in the world!

EXERCISE 2

This last exercise is thought to make the students decide on a problem in the world, look for different campaigns being carried out as models and design one they would organise to solve the problem they have chosen. Teacher should help them design the powerpoint presentation. It should contain an introduction to the topic and the actions the campaign would be based on. It is a great opportunity to make students take profit of all the information they have been working on for the last few weeks and be creative at the same time.

This is going to be your last exercise in this credit. So make a last effort to do some fantastic final work. Visit different websites, choose one world problem you are interested in and **design a campaign in groups of 4 people**. You will have to present your project to the whole class in a **powerpoint presentation!**

GOOD LUCK!!!!!!