

LESSON 1: When is it appropriate to campaign on issues that mainly affect people in other countries?

Objectives	Students will become aware of the questions to be considered when deciding whether to take action on an international situation, and will consider the factors which go into individuals' decisions to become involved in them.	
Outcomes	Students will produce arguments for and against action on international issues.	
Lesson activities	Rationale	Resources
Students discuss the kinds of situations that are wrong in the world. They can be prompted with information from news sites.	This will mean that students start thinking about international issues, and will also enable teachers to ensure that a full range of issues is considered.	News sites
Ask students to categorise issues as local, regional, national or international. Follow up with discussion about where groups of students have differed.	This introduces the idea that politics operates on different geographical levels. It also provides an opportunity for student argument.	Sorting framework
Introduce the idea of issues outside Britain. Should British people only get involved if they have been asked to by the people immediately affected by the issue? Should they consult them about their campaign aims?	Students come to understand that to be effective on an international issue they should work in partnership with people in the countries involved.	Information about people and groups in other countries, and about international organisations – e.g. the UN and overseas voluntary organisations
Introduce the idea that Britain is sometimes involved in international issues, even if this is not immediately obvious. Does this mean British people have a responsibility to take action?	Students begin to understand the complexity and scope of economic and cultural globalisation.	Information about the UN and other world political, economic and cultural organisations
Students assess the likelihood of different characters becoming involved in the various issues they have identified. This can turn into a sensitive discussion about issues the students feel are important.	Students begin to see that the personality, background and opportunities of the individual activist are important in identifying the cause they choose.	Character sheet
Assess students' views on whether and when British people should get involved in international issues.	Students consider in what circumstances international pressure is appropriate and can make a positive difference.	

What international issues are so important that we should act on them? When is it appropriate to take action? Students can propose issues and rank them in order of importance. They must choose ONE issue on which they will campaign. Students should also reflect on what they have learned about why individuals contribute to pressure groups. You might ask them to consider the link between the personality of the activist and the issues to which they are attracted.