



Issues Bus Facilitator Instructions

WE Schools Digital Programming: Issues module














Download the PowerPoint

<https://bit.ly/2uyPvtP>





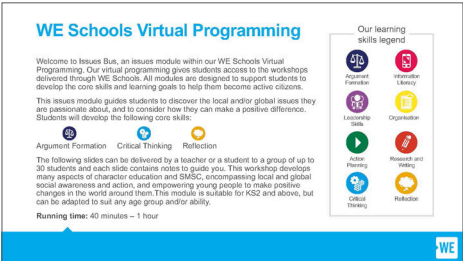
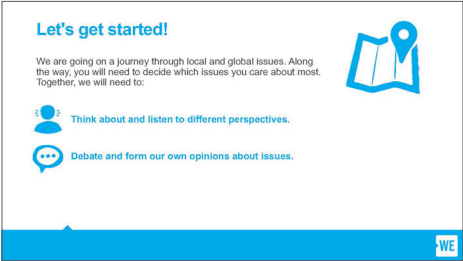
Issues Bus




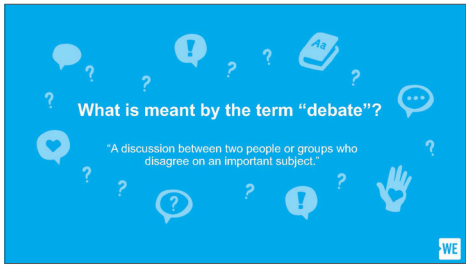
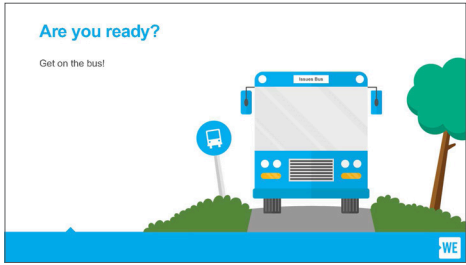
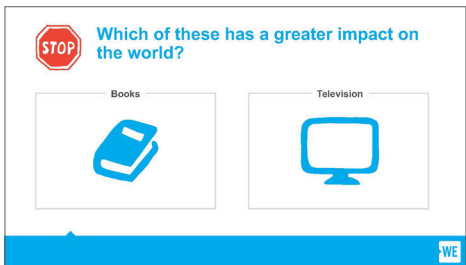
Welcome to Issues Bus, an issues module within our WE Schools Digital Programming. Our digital programming gives students access to the modules and workshops delivered through our WE Schools programme. Designed as ready-to-use PowerPoint presentations, our workshops support students to build the necessary skills for work and life, as active local and global citizens.




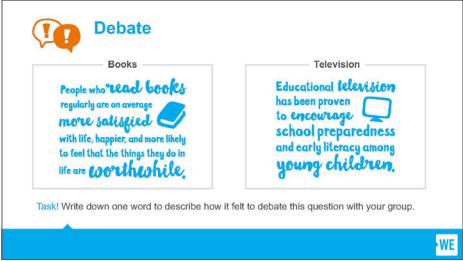
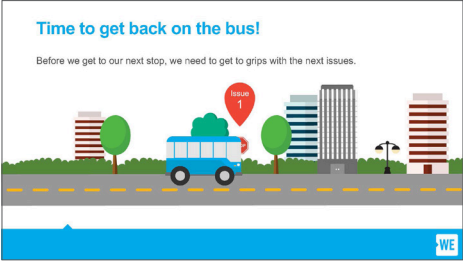
 Download the PowerPoint: https://bit.ly/2uyPvtP		
 <p>Module synopsis:</p> <p>This issues module challenges students to choose between two scenarios or issues that get increasingly more complex as their journey progresses. Students are guided to discover the local and/or global issues they are passionate about, and to consider how they can make a positive difference.</p>	 <p>Skills developed:</p> <ul style="list-style-type: none">  Argument Formation  Critical Thinking  Reflection 	 <p>In our experience of facilitating this module, we have developed some best practice tips to help you to lead the session.</p> <p>Top tips:</p> <ul style="list-style-type: none"> • Set clear expectations about the format of the debate to suit the needs of your group. • Spend approximately 5-10 minutes on each question—this keeps the conversations interesting and limits the chance of repeated points. • Ask probing questions when young people give their opinion. This encourages critical thinking and will empower your group to self-advocate, e.g., Why do you think that is? What information would you need to know to change your mind? • Stay neutral on your own opinion to enable students to debate without being swayed. • Change the format of how your students give feedback on each question, e.g., talk in groups, talk in pairs, one person from each side shares back responses. This keeps conversations stimulating and helps students who are less confident to have their voices heard. • This module works best with physical movement—encourage young people to move from one side to another if their opinion changes.
 <p>Age group:</p> <p>KS2 and above, but can be adapted to suit any age group and/or ability.</p>	 <p>Running time:</p> <p>40 minutes – 1 hour</p>	
 <p>Group size:</p> <p>These slides can be delivered by a teacher or a student to a group of up to 30 students.</p>	 <p>Running the module:</p> <p>Use the notes below or contained in the PowerPoint to guide your group through each slide. Feel free to adapt these slides to add your own issues-based questions.</p>	




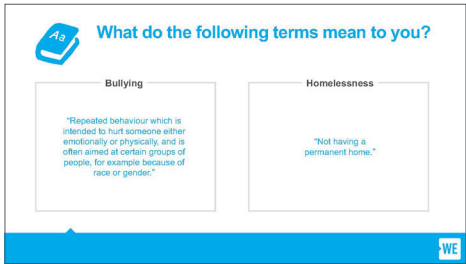

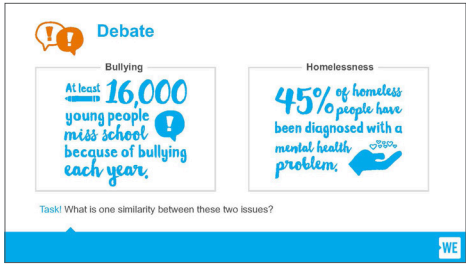
If you have any questions or would like support with delivering this module, please email ukyouth@WE.org.




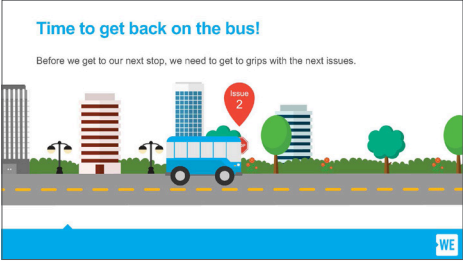
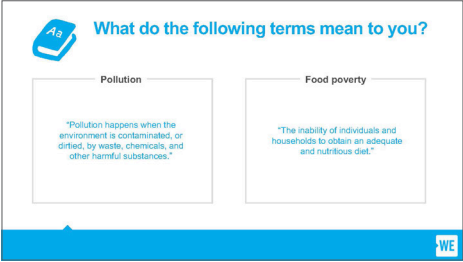

How to run the workshop:

<div> Presentation</div>	<div> Teacher notes</div>	<div> Your notes</div>
<div>Slide 1</div> <div></div>	<p>Use this slide to introduce Issues Bus to your group.</p> <p>Issues Bus challenges students to choose between two items or issues that get increasingly more complex as their journey progresses. Examples include: television or the Internet; access to clean water or access to education; homelessness or the environment. At each bus stop, students <i>must</i> pick which scenario or issue they think is most important and then move to opposite sides of the room, e.g., left for homelessness, right for the environment. Students are encouraged to discuss their choices and stand up for a cause they are passionate about. At the end of the module, students are asked to identify one local and one global issue that they would like to make a difference to.</p>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
<div>Slide 2</div> <div></div>	<p>This slide gives you an overview of WE Schools Digital Programming and the module Issues Bus. Feel free to delete it when you deliver the module to your group.</p>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
<div>Slide 3</div> <div></div>	<p>Use this slide to explain the aims of Issues Bus. This helps to set participants' expectations for the workshop and prepares them to engage in debate.</p>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div>

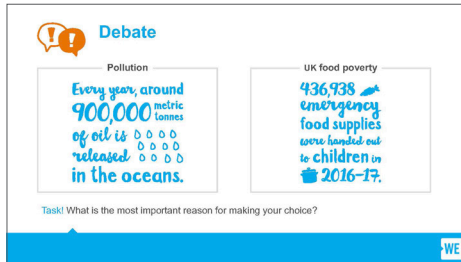
 Presentation	 Teacher notes	 Your notes
<p>Slide 4</p>  <p>What is meant by the term "debate"?</p> <p>"A discussion between two people or groups who disagree on an important subject."</p>	<p>Use this slide to define "debate" together and to outline expectations on the group before you begin. Here are some points to highlight:</p> <ul style="list-style-type: none"> • Whilst most debates allow abstainers, today the group must choose between the two issues and pick a side. If they change their mind during the debate, they are allowed to switch sides. • Everyone is different and has different opinions. Participants should listen to everyone's viewpoints respectfully, without interrupting. • Participants may not know a great deal about a particular issue—that's fine! Participants are encouraged to go with their gut feeling, learn from their peers and form their own opinions. 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Slide 5</p>  <p>Are you ready?</p> <p>Get on the bus!</p>	<p>The group should line up in the centre of the room, as though on a bus. Depending on age and characteristics of the group, you can make the journey more playful, e.g., bounce on the bus, veer in different directions, take a detour, etc. Instead of using a bus, you could also try using another mode of transportation such as a canoe, plane, etc.</p> <p>When you're ready, shout "stop!" and ask the first question on the following slide.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Slide 6</p>  <p>Which of these has a greater impact on the world?</p> <p>Books</p> <p>Television</p>	<p>Start with a more straightforward question to get your group talking. Your students should move to opposite sides of the room, depending on their choice. Ask one group member on each side of the room to explain why they made their choice, before moving on to the next slide.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

<div>  Presentation </div>	<div>  Teacher notes </div>	<div>  Your notes </div>
<div>Slide 7</div> <div>  </div>	<p>Give your group time to consider these statistics. Does anyone want to change their mind?</p> <p>Next, explore this subject in greater depth. Below are some suggested questions to stimulate discussion.</p> <ul style="list-style-type: none"> • Have either of these stats changed your opinion? If so, why? If not, why not? • What do you enjoy about reading/watching television? • What is the educational impact of reading/watching television? • What is the social/economic/environmental impact? • Consider those people living in developing countries—how might they answer this question? (Note: this could lead to discussions on limited access to electricity and/or books; low levels of literacy and access to education; television as a tool to connect our world, etc.) <p>For more facts about literacy, explore our WE Read Together campaign at WE.org/gb/wereadtogether.</p>	<div> <hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/> </div>
<div>Slide 8</div> <div>  </div>	<p>Ask your group to get back on the bus, i.e. to line up in the centre of the room again.</p> <p>Participants should now forget the previous question, and get ready for the next! Reinforce that participants must make up their own minds and, if appropriate, ask your group to physically shake off the previous discussion to clear their minds. This helps to ensure they do not move as a group/with their friends.</p>	<div> <hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/> </div>

 Presentation	 Teacher notes	 Your notes
<p>Slide 9</p> 	<p>Work with your group to come up with definitions of bullying and homelessness that you are all happy with. Feel free to adapt the definitions within this slide to fit your group.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Slide 10</p> 	<p>Your students should move to opposite sides of the room, depending on their choice. Ask one student on each side of the room to explain why they made their choice, before moving on to the next slide.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Slide 11</p> 	<p>Give your group time to consider these statistics. Does anyone want to change their mind?</p> <p>Next, explore the issues in greater depth. Below are some suggested questions to stimulate discussion.</p> <ul style="list-style-type: none"> • Have either of these stats changed your opinion? If so, why? If not, why not? • Why do you believe bullying/homelessness is more important? • What is the educational/social/emotional impact of bullying/ homelessness? <p>Feel free to add more statistics to this slide to help your students understand the issues. For more facts about bullying, explore our WE Rise Above campaign at WE.org/gb/weriseabove. For more facts about homelessness, explore our WE Won't Rest campaign at WE.org/gb/wewontrest.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

 Presentation	 Teacher notes	 Your notes
<p>Slide 12</p> 	<p>Ask your group to get back on the bus, i.e. to line up in the centre of the room again.</p> <p>Participants should now forget the previous question, and get ready for the next!</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Slide 13</p> 	<p>Work with your group to come up with definitions of pollution and food poverty that you are all happy with. Feel free to adapt the definitions within this slide to fit your group.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Slide 14</p> 	<p>Your students should move to opposite sides of the room, depending on their choice. Ask one student on each side of the room to explain why they made their choice, before moving on to the next slide.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Slide 15



Debate

Pollution

Every year, around **900,000** metric tonnes of oil is released in the oceans.

UK food poverty

436,938 emergency food supplies were handed out to children in 2016-17.

Task! What is the most important reason for making your choice?

WE

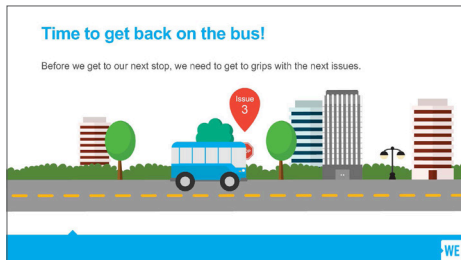
Give your group time to consider these statistics. Does anyone want to change their mind?

Next, explore the issues in greater depth. Below are some suggested questions to stimulate discussion.

- Have either of these stats changed your opinion? If so, why? If not, why not?
- Why do you believe pollution/local food poverty is more important?
- Do you see these two issues happening in your community?
- What are some of the long-term impacts of pollution/local food poverty?
- What are some of the impacts of pollution/local food poverty on health and well-being?
- What are some of the root causes of pollution/local food poverty?

Feel free to add more statistics to this slide to help your students understand the issues. For more facts about pollution, explore our WE Take Charge campaign at [WE.org/gb/wetakecharge](https://www.wetakecharge.org). For more facts about local food poverty, explore our WE Scare Hunger campaign at [WE.org/gb/wescarehunger](https://www.wescarehunger.org).

Slide 16



Time to get back on the bus!




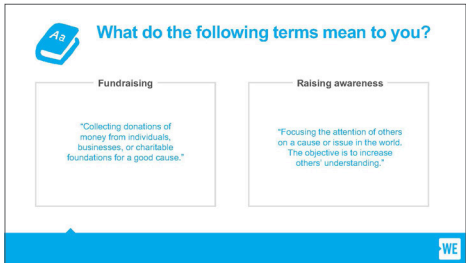
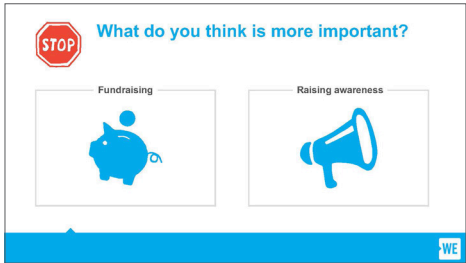

Before we get to our next stop, we need to get to grips with the next issues.




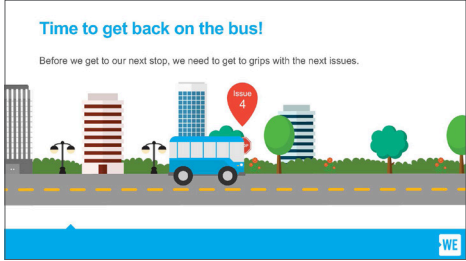
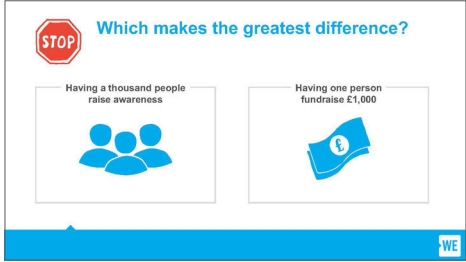
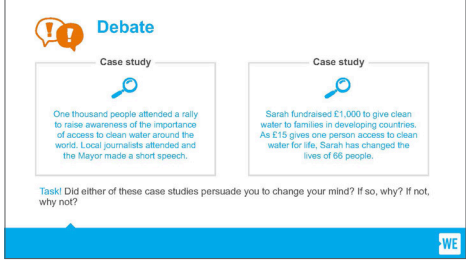
Issue 3




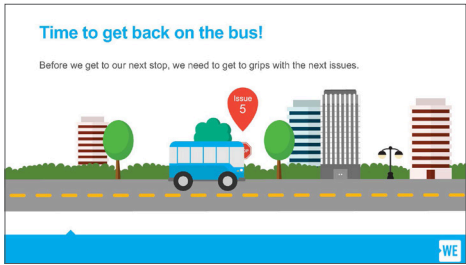
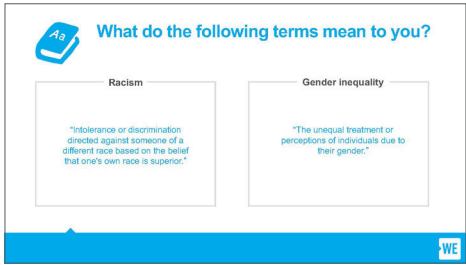
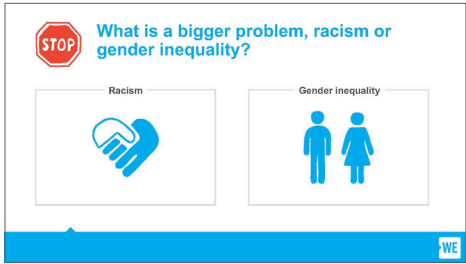
WE




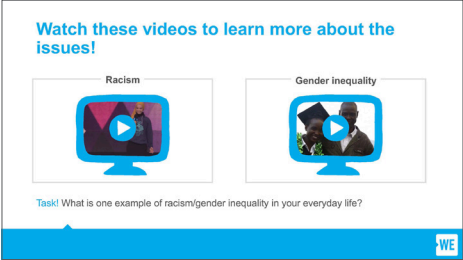
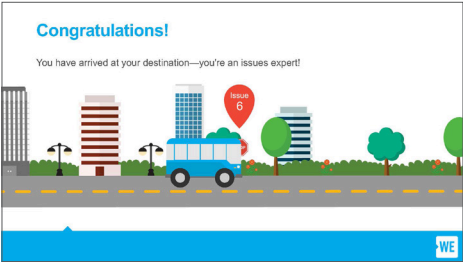
Ask your group to get back on the bus, i.e. to line up in the centre of the room again.




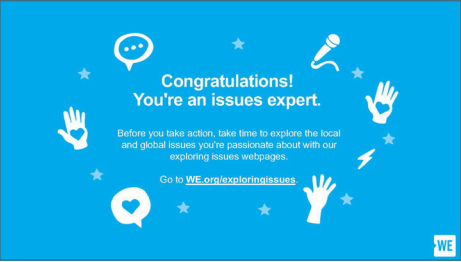
Participants should now forget the previous question, and get ready for the next!

 Presentation	 Teacher notes	 Your notes
<p>Slide 17</p> 	<p>Work with your group to come up with definitions of fundraising and raising awareness that you are all happy with. Feel free to adapt the definitions within this slide.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Slide 18</p> 	<p>Your students should move to opposite sides of the room, depending on their choice. Ask one student on each side of the room to explain why they made their choice, before moving on to the next slide.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Slide 19</p> 	<p>Watch these WE Schools campaign videos for examples of fundraising and awareness raising. Does anyone want to change their mind?</p> <p>Next, explore the subject in greater depth. Below are some suggested questions to stimulate discussion.</p> <ul style="list-style-type: none"> • What are some of the impacts of raising awareness/money on your local/global community? • What are some examples of nationwide awareness raising/fundraising campaigns or events? • What is one way you could combine raising awareness and raising money? <p>For more information about our WE Create Change campaign, visit WE.org/gb/wecreatechange. For more information about our WE Are Silent campaign, visit WE.org/gb/wearesilent.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

 Presentation	 Teacher notes	 Your notes
<p>Slide 20</p> 	<p>Ask your group to get back on the bus, i.e. to line up in the centre of the room again.</p> <p>Participants should now forget the previous question, and get ready for the next!</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Slide 21</p> 	<p>Your students should move to opposite sides of the room, depending on their choice. Ask one student on each side of the room to explain why they made their choice, before moving on to the next two slides.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Slide 22</p> 	<p>Give your group time to consider these case studies. Does anyone want to change their mind?</p> <p>Next, explore the subject in greater depth. Below are some suggested questions to stimulate discussion.</p> <ul style="list-style-type: none"> • “Raising awareness doesn’t create a tangible impact.” Discuss. • “One person raising money only has a short-term impact.” Discuss. • Are there arguments against raising money/awareness? (Note: for higher ability groups, this is a good time to introduce sustainable international development, meaning communities are active participants in the development process, rather than passive recipients of aid. Our sustainable development model, WE Villages, empowers communities by giving them ownership of every project. Visit WE.org/our-development-model to learn more.) 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

 Presentation	 Teacher notes	 Your notes
<p>Slide 23</p> 	<p>Ask your group to get back on the bus, i.e. to line up in the centre of the room again.</p> <p>Participants should now forget the previous question, and get ready for the next!</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Slide 24</p> 	<p>Work with your group to come up with definitions of “racism” and “gender inequality” that you are all happy with. Feel free to adapt the definitions within this slide for your group.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Slide 25</p> 	<p>Your students should move to opposite sides of the room, depending on their choice. Ask one student on each side of the room to explain why they made their choice, before moving on to the next slide.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

<div>  Presentation </div>	<div>  Teacher notes </div>	<div>  Your notes </div>
<div>Slide 26</div> <div>  </div>	<p>Watch these videos to learn more about the issues. Does anyone want to change their mind?</p> <p>Next, explore the issues in greater depth. Below are some suggested questions to stimulate discussion.</p> <ul style="list-style-type: none"> • Why do you think racism/gender inequality is the bigger problem? • Does racism/gender inequality affect any specific types or groups of people? (Note: for higher ability groups, consider discussing gender stereotypes and how these play a role in our everyday lives. This may also link to discussion of gender bias directed towards men or members of the LGBTQ+ community.) • How does racism/gender inequality have an impact on people's lives? • What is the impact of racism/gender inequality in developing countries? • Can we understand racism/gender inequality if we have not experienced it personally? (Note: for higher ability groups, consider using this question to discuss personal identity and how our backgrounds and experiences help to shape our opinions. You may wish to move this question on to a discussion of privilege, and how we can use our privilege to help others.) 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<div>Slide 27</div> <div>  </div>	<p>Thank your group for their active participation in this workshop!</p> <p>Reinforce that everyone has different opinions and that it is healthy to share and discuss them. This is how we learn and grow! If any participants found it difficult to discuss particular issues, perhaps because of personal experience, encourage them to speak with you outside of this workshop.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

 Presentation	 Teacher notes	 Your notes
<p>Slide 28</p> <div data-bbox="183 321 642 582"> <p>One final task!</p> <p>In groups, you have ten minutes to discuss the following questions :</p> <ul style="list-style-type: none"> › Why do you think you <i>had</i> to get off the bus? › What was difficult about making these choices? › What is one thing that stood out to you when making these choices? E.g., a fact, idea or issue. › Which local/global issue is most important to you? This can be an issue you discussed today, or another issue you care about. › Write down one issue you would like to learn more about, given what you found out on your journey. › What is one way you can take action to make a positive difference on these issues? </div>	<p>Through discussing these questions, students will be encouraged to identify at least one issue that they feel passionate about/would like to learn more about as a result of this workshop. Either individually or as a group, participants should come up with one action that they can take to make a difference to their chosen issue.</p> <p>Feel free to adapt these questions for the age/ability of your group.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Slide 29</p> <div data-bbox="183 696 642 958">  </div>	<p>Thank you for taking part in Issues Bus! Your students can research and discover a range of local and global issues at WE.org/exploringissues.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



Congratulations!

You have now completed workshop one of three as part of WE Schools Digital Programming. The next step is to run workshop two, Challenge Zone, with your group. During this module, students will be supported to identify and discuss how they feel about a range of situations: comfortable, challenged or panicked. Go to [WE.org/gb/we-schools/digital-programming](https://www.we.org/gb/we-schools/digital-programming) to download Challenge Zone.

