



Budget for a safer world

Summary

Using critical thinking, Maths and Citizenship skills, learners will explore a simple question: how should the government spend its money to work towards a safer world?

The British government spends roughly £45 billion on defence, but groups like the International Peace Bureau question whether this really makes the world safer. Your class will vote on the best way to spend the money, then compare it with other groups' responses online.

Aim

To decide a budget for a safer world.

Age Range

11-16

Duration

2.5 hours

(You can mix and match the lesson activities to suit your group)



Young people voting for their vision of a safer world in 2015 | Photo, Ellis Brooks

Objectives

Numeracy:

- ✓ To recognise and demonstrate how percentage data can be represented in diagrams

Citizenship:

- ✓ To understand the concept of a budget proposed by a government on behalf of the public
- ✓ To explore what "security" means in the 21st century, thinking about conflict, development and climate change
- ✓ To reflect on what role citizens can play in this debate

English: Speaking and Listening

- ✓ Participating in debate

Computing

- ✓ Create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness

Learning sequence

There are two and a half hours of content below which can be broken up as you choose. Worksheets and research tasks could form homework tasks while activities like students' presenting of their personal budgets and voting need to take place as a group. You may also choose to prioritise some activities depending on the learning objectives most important for your group.

Resources

Slide show and projector

4 areas images printed for each pair

Work sheet 1 – showing a percentage on a pie chart

Protractors

Web Access

Slides 6,7,8,9 printed and issued to class de

Large sheets of paper with questions A-D written in the middle

Worksheet 2- Your budget for a safer world

4 Labelled Buckets

Tokens e.g. buttons, marbles, card (x4 per person)

2nd sheet of the Excel Spreadsheet

Results Webpage

Activity

Resources and notes

1) Introduce the main question

Explain that the group will answer this question as individuals, and as a whole group by voting:
How would you spend £45 billion to make the world safer?

In this lesson, you will decide. You will use pie charts, percentages and most of all your own decision-making.

5 minutes



£45bn could pay for 9,000 UK secondary schools of 920 pupils.



Activity

2) Where do pupils stand on the question?

Using slides, introduce the positions of the United Kingdom government and the Global Campaign on Military Spending. Show the “where do you stand?” slide and invite pupils to stand in different positions in the room depending on how much they agree with the statement:

The \$1.7 trillion which the world spends on the military should be shifted to help people and the environment.

Invite pupils to share with each other the percentage they feel they agree and why.

3) Introduce 4 areas for your budget

Display four stimulus images and ask students what they see

- Education & Healthcare
- Tackle Climate Change
- Arms and military intervention
- International cooperation and development

Reveal them in turn.

Think pair share:

- Think: How does each one make us safer?
- Discuss in a pair: Which one is most important? Rank them 1-4
- Share with the class: which seems most important for making us safe?

Explain the class is going to make a budget for a safer world- to do that they will need to understand these four areas, and know about budgets.

4) Discuss: What is a budget?

Elicit that a budget shows:

- how much money you have,
- how much money you expect to come in
- how much you expect to spend.

Resources and notes

15 minutes

- Slides:
- What the UK government says
- What critics say
- Where do you stand?



15 minutes

4 areas images printed for each pair

- 4 areas Slide



Click the images to link to bigger versions with more information.

5 minutes

- UK Budget Slide



Activity

Who can have a budget? A person can have a budget, a household, a school or a hospital- even a whole country.

5) Introduce the UK national budget

Showing the pie chart, explain the UK government gets money from taxes paid by the people, then decides how to spend it. The chart shows the spending.

6) Percentages in pie charts – Math skills practice

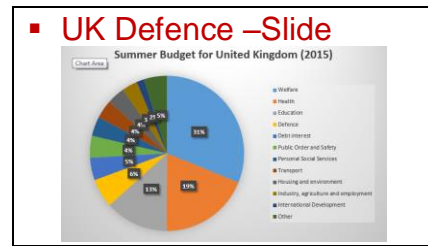
To understand a budget as it is represented in a diagram, learners can complete worksheet 1.

7) Global Military Spending revealed

Show the Map of global military spending. \$1.7 trillion is spent around the world- this map shows which countries spend the most by size. What countries can pupils recognise? What is surprising? Explore the questions it raises with the class.

Resources and notes

5 minutes



15 minutes

[Work sheet 1 – showing a percentage on a pie chart](#)

Protractors

10 minutes



Britain is ranked about [sixth](#) in terms of military spending.

8) Research the four areas (individual or paired work)

Divide up these questions amongst the class so that individuals or pairs are each researching one of the following questions:

- Why do people believe tackling climate change can help safety?

20 minutes

Web Access

Slides 6,7,8,9 printed and issued to class de



Activity

- B. Why do people believe education and healthcare can help safety?
- C. Why do people believe arms and military intervention can help safety?
- D. Why are international cooperation and peacebuilding good for safety?

To help find information, ask each student or pair to “find five” and record the answers:

Resources and notes

This could be a computing (IT) research task in school or as homework

“Find Five”:

- 1 organisation that is working in this area and what it does
- 1 important number or “statistic” that you trust about this area
- 1 person affected by this area and what happened to them
- 1 sentence or quote that you find persuasive
- 1 reason of your own that you think makes us safer

9) Group work: Share your research

Divide the students working on questions A-D into groups seated around large sheets of paper. Ask each group to fill the sheet with the information they have collected.

Ask each group to agree and share their top 3 pieces of learning with the rest of the class.

25 minutes

Large sheets of paper with questions A-D written in the middle



10) Making individual budget for a safer world as a pie chart

Remind the group of the 4 areas identified at the beginning:

- Education & Healthcare
- Tackle Climate Change
- Arms and military intervention
- International cooperation and development

They are going to allocate each one a percentage using Worksheet 2, using their learning to decide what the best balance should be.

15 minutes

[Worksheet 2- Your budget for a safer world](#)

Note: pupils could approach this in two ways. They could decide on their percentages first and then plot them on the pie chart, or they could draw the chart then measure the angles.

Activity

Resources and notes

Encourage pupils to present their pie charts and explain their thinking. Allow other pupils to ask questions and argue why their budget is stronger. Remind them that they will have a chance to vote.

11) Vote for a safer world

Explain that the way money is used is decided by a government that has been voted for by the public. Normally, the public vote for people and not the details of the budget, but today the class are going to vote.

Set-up four buckets or containers at the front of the classroom, labelled for the four areas.

1. Give each pupil 4 tokens. Explain each one represents over £10 billion (11.25bn to be exact; if you want to share the sum: $45/4=11.25$)
2. The pupils can now vote on how they would spend their budget to make the world safer. Invite students to come to the front and drop in their tokens in the appropriate buckets- they can distribute them however they want.
3. Ask students to count the votes and record on your board/exercise books. They might look something like this:

Education & Healthcare	Tackle climate change	Arms and military intervention	International cooperation + development
15	25	19	17

10 minutes

4 Labelled Buckets

Tokens e.g. buttons, marbles, card (x4 per person)



Let's vote slide





Activity

12) What is the group result?

Does our class budget match individuals students' versions? If not, this is an example of democracy in action.

Use the Results Page of the presentation or the Excel Spreadsheet provided to show your pupils' votes.

13) Share your group's decision with the world

Check out the Global Day of Action on Military Spending website to upload your results and find out what other people have said.

Go to <http://bit.ly/GDAMS-Submit-2016> and type in your results.

Why not share your results with the rest of your school in an assembly, and encourage them to do their own votes?

Resources and notes

5 minutes

■ **Results page Slide**

2nd sheet of the Excel Spreadsheet

5 minutes

Results Webpage

How would you spend £38 billion for a safer world?

Category	Percentage
Education & Healthcare	40.2%
Tackle Climate Change	31.1%
International Cooperation	23.1%
Arms & Military Intervention	5.6%

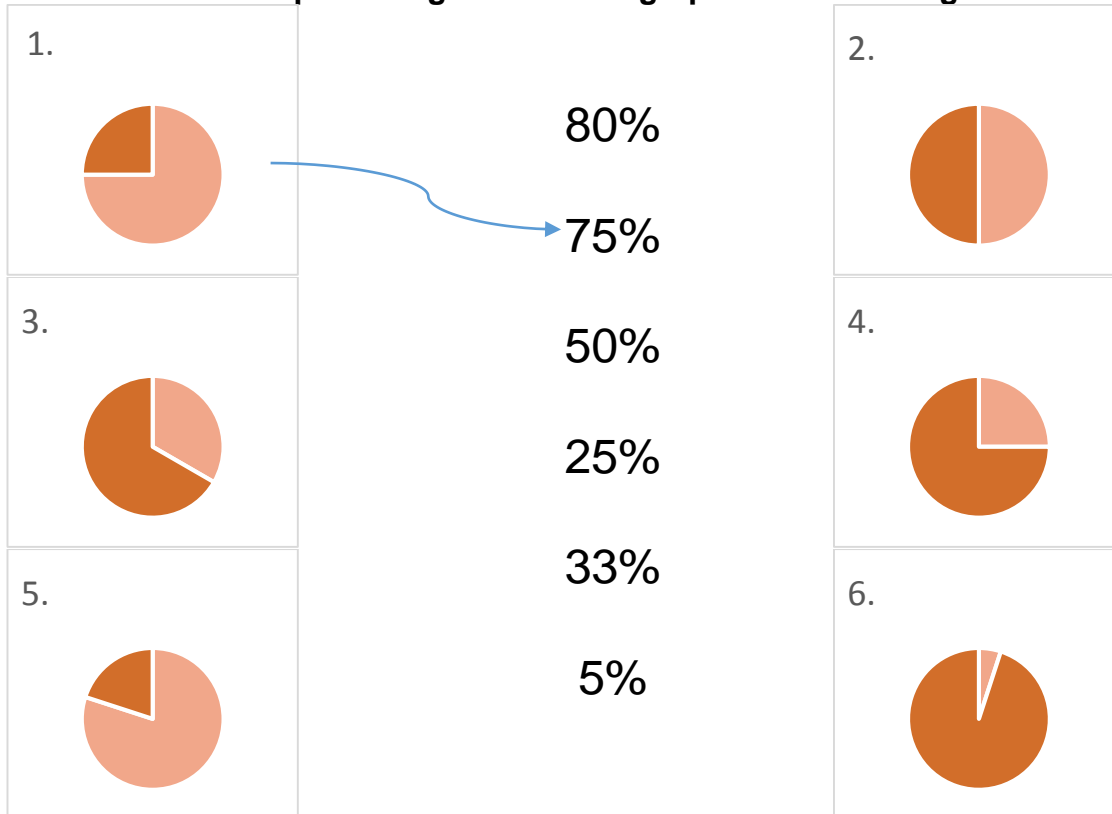
- EDUCATION & HEALTHCARE
- TACKLE CLIMATE CHANGE
- INTERNATIONAL COOPERATION
- ARMS & MILITARY INTERVENTION

Go to: demilitarize.org.uk



Worksheet 1 – Showing a percentage on a pie chart

EXERCISE A: What percentage does each graph show in the lighter shade?



EXERCISE B: How many degrees?

A circle is made up of 360 degrees, written as 360°. To turn a percentage into degrees for a pie chart, multiply the percentage by 3.6. Work out how many degrees each percentage from the activity above needs.

- 1) 75 x 3.6 = 270
- 2) x 3.6 =
- 3) x 3.6 =
- 4) x 3.6 =
- 5) x 3.6 =
- 6) x 3.6 =

Example:

$$\begin{array}{r}
 75.0 \\
 \times 3.6 \\
 \hline
 45.0 \\
 225.0 + \\
 \hline
 270.0
 \end{array}$$



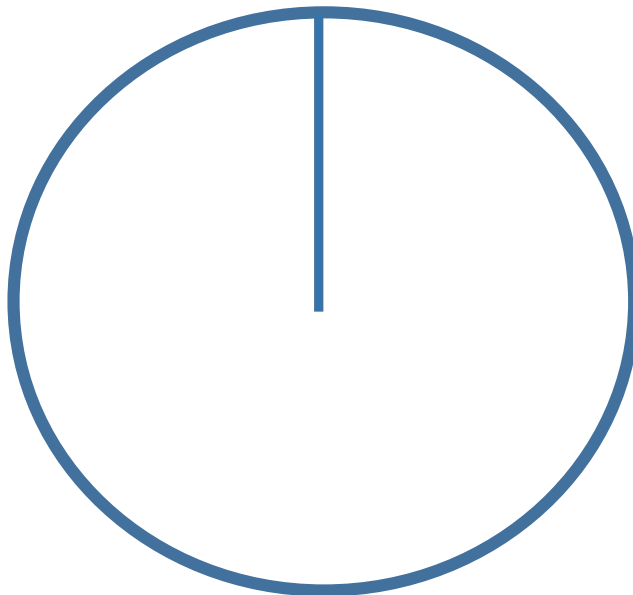
Worksheet 2: Your budget for a safer world

Fill in the table with percentages (remember they should add up to 100) and then show this on the pie chart below, labelling each slice. If you want, you could draw your pie chart first, then work backwards to work out the percentages.

	Education & Healthcare	Tackle Climate Change	Arms & military intervention	International cooperation & development
Percentage (%)				
Degrees				
Colour (shade the box)				

Using a protractor: A circle is 360 degrees, so to work out how many degrees to measure, multiply the percentage by 3.6.

For example, if you want to show 15%: $15 \times 3.6 = 54$ meaning 54 degrees.



Explain why you have chosen to spend your budget like this:

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