Global Learning through the lens of Citizenship at Key Stage 3
A framework for exploring the use of drones

Aims and overview
This work explores the use of drones and robot technology in conflict and beyond. It enables the pupil to ask deep question about automaton technology and consider how law can hold users of drone technology to account. Pupils will be able to consider actions they might take to share their findings and campaign for greater accountability and understanding of drones. Given the nature of this activity and the content in respect of possible student experiences, teachers should refer the advice and guidance on teaching topical, controversial and sensitive issues at *www.oxfam.org.uk/education/teacher-support/tools-and-guides/controversial-issues* before approaching the activities.

Drones, killer robots and automatons: The BIG questions
What do we know about drones and their use? Who controls drone use? What does domestic and international law say about drone use? How should be drones be used in different parts of the world? Can drones be a force for good? What needs to change in order to make the use of drones more just? Who should decide this?

Learning focus Citizenship
Key Citizenship concepts to be explored : the law, accountability, making laws, international laws and governance, privacy and the law, taking action on things that matter

Learning outcomes for Global Learning
Key Global Learning concepts to be explored: social justice, rules of war, impact of war technologies, balancing uses of new technologies, responsibility in the use and sharing of new technologies, ethical and moral perspectives, taking action for social justice

Stage and focus of activity *Each stage and focus will develop work investigating the big questions*	Teacher expectations across the framework
Stage 1: Context Use internet sources to explore the drone incident between Albania and Serbia in the football match played in October 2014 http://www.bbc.co.uk/news/world-europe-29627615 and the resource sheets **Drones in 2014 (1) and (2)**. What happened? Why did it cause so much conflict? What does this tell us about the power of drones and their use? What other examples can you find of drone use in the news or on technology web sites? A suggested source on drones http://dronewars.net/ Use the **Maplins advert**; What sort of drones can be bought in the high street in the UK? How might they be used? Do you think their random use should be lawful and does the advert explore this? What questions of concern do the drones in the advert raise?	Pupils will: • Critically examine their own values and attitudes • Appreciate the similarities between peoples everywhere, and learn to value diversity • Understand the global context of their local lives • Develop skills that will enable them to combat

At this stage also discuss the assessment opportunity in this work and decide how success criteria will be decided with the pupils.	injustice, prejudice and discrimination
Stage and focus	

Stage 2: Research and exploration
A. Drones and the law nationally and internationally. Pupils take part in a silent debate using the following question:
    • Why does this matter?
    • What is it about?
    • Who is involved?
    • Where is happening?
    • How does affect the lives of people?
    • What does UK and international law say about drones?
    • Who should decide about the use of drones?
Pupils create an A1 poster to show their findings and display around the classroom. The teacher takes the pupils on a 'tour' of the posters and asks each spokesperson for the group to explain the posters key thoughts.
 	
Resource sheet on **The law and drones**
 	
B Pupils then research in small groups drones use in war and explore how they have been used, what the impact of use is and who controls this and how. Pupils are asked to decide what the greatest problems we face with increasing drone technology. The teacher gathers a list and asks pupils to vote on the tope 10 choices. Pupils then work in their small groups to produce a Diamond 9 to rank the problems. One problem will be discarded. Once the Diamond 9's have been completed the teacher will ask random groups to justify their choices.
 	
Suggested sources http://www.bbc.com/news/world-south-asia-10713898 for research and www.caa.co.uk/uav
 	
Resource sheets on **UK military use of drones, Military use of drones** and **Q and A about use of drones by USA**
 	
C. Are there other uses for drones besides in warfare and conflict? Pupils now research this question and consider findings under the following headings: improving life in developing nations, helping to solve national and regional problems, changing people's lives in Britain. Suggested source http://www.bbc.co.uk/news/technology-19397816 for research
 	
Resource sheet on **Non military use of drones**
	• Develop informed decision making
	
	• Take thoughtful and responsible action in an appropriate context
	
	• Engage with aspects relating to human rights, sustainable development, peace and conflict resolution, social equality and the appreciation of diversity
	
	• Move from a charity mentality to a social action mentality
	
	• Develop the skills to take action on global issues that matter to them in their community and beyond
	
	• Understand their role in a globally-interdependent world and to explore strategies by which they can make it more just and sustainable

Stage and focus	
Stage 3: Sharing ideas and information In their groups, pupils will agree ways of sharing the key aspects from what they have found out in activities A-C above. They may use posters, PowerPoint, oral presentations or create booklets.	

Stage and focus
Stage 4: Taking action Pupils will now consider actions using their findings and understanding in an active/campaigning context. The task is for them to work individually and to write a guide proposing controls on the use of drones. Pupils can decide the format they will use. The activity is an opportunity for assessment set against success criteria. These may have been generated at the start of this work or perhaps prior to Stage 4. Teachers may additionally ask the pupils to present their findings to external and community partners; perhaps Trading Standards or Police, local Council, or representatives from development education NGO's. Some schools may choose to explore the issue with any local military museum or refer to resources at the National Army Museum.
Stage and focus
Stage 5: Consolidating and reflecting *This will provide an opportunity to share experiences and discuss future actions in respect of this topic. At this time the teacher should be reflecting on the success criteria identified at the start of the work with pupils, specifically in relation to Stage 4. The teacher should also discuss progression in knowledge and understanding about the topic and progression in skills used.*
Useful resources and contacts
Web links of possible use: Teaching Controversial Issues http://www.citizenshipfoundation.org.uk/lib_res_pdf/0118.pdf UNA http://www.una.org.uk/manifesto/arms-control Amnesty http://www.amnesty.org.uk/gaza-questions#.VEVwZbDF_gg BBC http://www.bbc.co.uk/news/technology-28742626 Wikipedia http://en.wikipedia.org/wiki/Unmanned_aerial_vehicle Drones information sit http://dronewars.net/ British Red Cross resource on robots in war http://www.redcross.org.uk/en/What-we-do/Teaching-resources/Teaching-packages/Robots-in-war/ British Red Cross resource on humanitarian laws and war http://www.redcross.org.uk/What-we-do/Teaching-resources/Teacher-briefings/Laws-of-warLaws-of-war Teaching about drones from the news http://www.choices.edu/resources/twtn/twtn-drones.php

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