

Topic: Identities and cohesion

Lesson: Community partners	KS or Year Group: KS3
Resources: <ol style="list-style-type: none">1. Resources 1 – Pictures of community partners2. Resource 2 – Organisational statements3. Resource 3 – Labels (all need to be cut up and mixed in amongst groups)4. Resource 4 - Answers	Outcomes: <ul style="list-style-type: none">• Students recognise that there are public, private and voluntary community partners.• Students are able to recognise the types of things that community partners are responsible for.

National Curriculum

Key Processes: 2.1b, 2.3c

Range and Content: 3e, 3g

Curriculum Opportunities: 3b

Lesson

The lesson revolves around a sorting activity in which pupils must organise statements and pictures into their appropriate groups. The aim is that by doing this they will learn the types of things community partners do, as well as what community partners are and the different categories we might class them under.

Starter

- Ask pupils to brainstorm some examples of community facilities that they have used. Write their answers on the board or a large flip chart. Expect answers such as parks, youth clubs, sports centres, police stations, Connexions, etc.
- Ask if they know who is responsible for providing those facilities. For example, the council's Parks and Recreation Department normally has responsibility for parks. Once you've run through all the ones students can do, the teacher should fill in the missing gaps.

Main activity

- Divide the students into groups of four or five. Give each group a copy of **Resource 1 – Pictures of community partners**. As with the other resources, these need to be cut up for the purposes of the exercise.
- Give out cut-up copies of **Resource 2 – Organisational statements**. Students should try to match each organisational statement to the correct picture.

Community partners

- Introduce the concepts of public, private and voluntary. Working definitions of these concepts can be given as follows:
Public – Maintained at the taxpayer's expense and under national or local government control.
Private – Owned and operated by a specific person or company as a business
Voluntary – A not-for-profit organisation that is deemed a "good cause" and staffed by unpaid workers
- Distribute copies of **Resource 3 – Labels**. Ask the students to match a label of public, private or voluntary to each organisation.
- They should end up with nine sets of three. The correct answers can given out verbally or the teacher can distribute **Resource 4 - Answers**. Students can then stick or copy the correct answers in their books. Alternatively, if no recording is required the work can just be discussed and resources collected in at the end.
- More able pupils can go onto further discussion about group funding and wages information.

Plenary

There are some intentionally controversial statements in Resource 2 that can be discussed. For example, 'prevent crime' appears in both education and policing. Preventing crime might not be the primary aim of schooling, but it is certainly one of the secondary benefits. In this way, some functions are covered by multiple agencies. Ask the students if they can spot any more 'secondary benefits' in the statements or come up with any themselves.

Aim high

You can give more able groups additional resources, such as wages of employees from different sectors, funding figures or annual spending budgets. They can be asked to classify this information in the same way as the information in the main activity.

Assessment

Informal assessment could take the form of a simple Q&A session. Formal assessment could comprise of giving students a homework task – given the headings of public, private and voluntary, they should list a given number of community partners and their role under each one.

Check the web

www.csvcommunitypartners.org.uk

www.chamberonline.co.uk

www1.salvationarmy.org.uk

Summary of key learning

- Students learn how community partner roles are divided between public, private and voluntary.
- Students understand the types of activity undertaken by different community partners.

Resource 1: Pictures of community partners

Policing



Education



Social services



Parks and recreation



Waste disposal



Age Concern



The Salvation Army



Chamber of Commerce



Housing Associations



Resource 2 – Organisational statements

<p>STATEMENT 1</p> <ul style="list-style-type: none">• Represents local businesses• Works with the government to shape policies that might affect businesses• Offers support and advice to its members• Conducts research• Liaises with and uses the media to further local and national causes	<p>STATEMENT 2</p> <ul style="list-style-type: none">• Prevent crime• Detect crime• Manage traffic• Help victims• Funded by local & central government taxes
<p>STATEMENT 3</p> <ul style="list-style-type: none">• Prevent crime• Give people skills• Child-minding	<p>STATEMENT 4</p> <ul style="list-style-type: none">• Help people after hospital stays• Safeguard children• Work with private firms to buy needed services• Help keep children in school• Support disabled people
<p>STATEMENT 5</p> <ul style="list-style-type: none">• Provide rented accommodation• Help people to buy a house• Provide shared ownership homes• May be a government agency as well as a private organisation	<p>STATEMENT 6</p> <ul style="list-style-type: none">• Funded through council tax• Parks maintenance• Increase the use of parks• Bid for funding, grants and awards• Make parks and open spaces safe
<p>STATEMENT 7</p> <ul style="list-style-type: none">• Provides social welfare• Funded through donations with some local authority and government grants• Supports emergency services such as the fire service• Provides accommodation• Provision of day care centres for the elderly	<p>STATEMENT 8</p> <ul style="list-style-type: none">• Fights ageism• Supports the elderly• Promotes the well being of all older people• Prevents poverty
<p>STATEMENT 9</p> <ul style="list-style-type: none">• Funded via council tax• Empty bins• Deliver recyclable materials to recycling depot• Interface with customers	

Resource 3 - Labels

private	private	private	private	private
public	public	public	public	public
voluntary	voluntary	voluntary	voluntary	voluntary
public	public	private	private	voluntary

private	private	private	private	private
public	public	public	public	public
voluntary	voluntary	voluntary	voluntary	voluntary
public	public	private	private	voluntary

Resource 4 – Answers

Police = Statement 2 = Public

Parks & Recreation = Statement 6 = Public

Age Concern = Statement 8 = Voluntary

Housing Associations = Statement 5 = Public or Private

Salvation Army = Statement 7 = Voluntary

Waste disposal = Statement 9 = Public

Chamber of Commerce = Statement 1 = Private

Education = Statement 3 = Public

Social Services = Statement 4 = Public