

## Topic: Meeting community needs

<b>Lesson 1: Making a difference to my school community</b>	<b>KS or Year Group: Year 7</b>
<b>Resources:</b> 1. Sugar paper – 1 piece per group	<b>Outcomes:</b> <ul style="list-style-type: none"><li>• Students should be able to identify issues of concern and present their own opinions on the issue.</li><li>• Students should be able to debate issues of community importance.</li><li>• Students should be able to work cooperatively to research and gather evidence about an issue.</li></ul>

### National Curriculum

Key Concepts: 1.1a,

Key Processes – 2.1a, 2.1b, 2.2a, 2.2b, 2.2c, 2.2d, 2.3 a, 2.3b, 2.3c and 2.3d

Range and content – 3e

### Lesson 1

Students begin this series of lessons by answering the central question: “How can we make our school an even happier, safer, healthier, more pleasant place to be?”

### Starter

Draw a line and label one end of the line ‘strongly agree’ and the other end of the line ‘strongly disagree’. Explain to the class that you are going to read out statements and they should place themselves along the line depending on how much they agree or disagree with the statement. Read out statements, allow students time to place themselves and then ask individuals to explain their position.

**Statement bank** – ‘I feel safe at school’; ‘I know who I can talk to at school if I am concerned about something’; ‘I can influence decision-making at school’; ‘People are prepared to listen to my views at school’; ‘The school environment is pleasant and welcoming’; ‘Students new to the school receive good support, enabling them to settle in quickly’.

## Main activity

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- Link the starter to the purpose of this unit of work – we want them to be part of the school’s commitment to making the school an even happier, safer, healthier, more pleasant place to be. Their task is to help improve aspects of school life for the benefit of all members of the school community.
- Ask them to individually write down everything they can think of that needs improving in school: what issues or problems can they identify?
- Divide students into groups of five and ask them to share their answers to the above. They should write their suggestions down on the sugar paper. Give them time to discuss what each of them has identified and debate whether they agree that this really is an issue or problem, who is affected, how could it be improved, etc.
- If groups struggle to identify relevant issues give them some ideas. For example:  
**Issue 1** – New Year 7s often feel anxious when first starting at secondary school. Possible solutions might include a buddy system for Year 7s, booklet for Year 7s giving information they might need, a friendship club, etc.  
**Issue 2** – A specific area of the school is looking scruffy. Possible solutions might include a sponsored litter pick, a poster campaign encouraging people to put litter in the bin, etc.
- The whole class should have a discussion or debate about issues and problems they have identified. Get them to question if what has been identified is really a problem that affects a significant group within the school community.
- After the discussion, ask each group to choose their top three priorities for action (the ones they think are the most important and need addressing first). Having given their opinions about what they think, they should make their selection by voting.
- Each group to share their top three with the rest of the class.
- Explain that each group is going to choose a single issue or problem to focus on. The group has to reach an agreement on their decision.
- Explain today’s homework task. They have to undertake research and gather evidence to prove that the issue they have chosen to focus on is an issue affecting members of the school community. Discuss what forms this evidence might take: photographs, video, questionnaires, surveys, etc. They also need to gather ideas about how the problem could be improved or resolved. What do people want to see happening? What are the solutions? Encourage them to seek a range of opinions including ones different to their own (they should try to get as many different viewpoints as they can). They must bring this evidence to the next lesson.

## Plenary

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Recap on what they have achieved today and what they are going to do between now and the next lesson. Students to discuss:

- Did you find it easy to express and explain your opinions to others?
- Did you find it easy to justify your point of view, giving reasons to try to persuade others to support you?