

Topic: Meeting community needs

Lesson 3: Making a difference to my school community	KS or Year Group: Year 7
Resources: <ol style="list-style-type: none">1. Resource 1 - Making it happen (completed in previous lesson)2. Resource 2 – A critical friend3. Resource 3 – Self assessment	Outcomes: <ul style="list-style-type: none">• Students should be able to identify issues of concern and present their own opinions on the issue.• Students should be able to debate issues of community importance.• Students should be able to work cooperatively to research and gather evidence about an issue.

Lesson 3

Students should construct a case for change to address the issues they have identified in previous lessons.

Starter

Students to display their posters (completed for homework) around the classroom. Students move around looking at all the posters, followed by a class discussion about posters and what they convey.

Main activity

- Explain the task: they now need to put their ideas into action by presenting their case to the people they have identified as being the ones they need to gain the support of in order to bring about change. Emphasise that they really need to gain the support of their audience if their solutions are going to happen. Therefore, their presentations must be persuasive.
- Each group needs to decide on what they are going to say to their target audience in terms of how they are going to present their case for change. Give groups their **Resource 1 - Making it happen** sheets and explain that they should use this as a basis for their case for change. They need to be very clear about who is saying what and they need to consider whether to support their case for change with additional materials, e.g. visual aids. (the completed posters can be part of this).

Making a difference to my school community

- Explain they will have the opportunity during the second part of this lesson to practise what they are going to say with another group in order to get feedback, so they can make improvements and really make sure they get their message across.
- Groups to spend the first part of the lesson clarifying who is going to say what and preparing materials to support their case for change.
- Each group should then join up with another group and take it in turns to listen to one another's presentation – the case for change – and whilst they are listening they should complete **Resource 2 – A critical friend**. This should form the basis of their feedback to the group in which they discuss areas for improvement etc. After this, they should swap over.
- Groups to make improvements to their presentations in the light of the feedback they have received.

Plenary

As part of a whole class discussion, students to discuss how easy or difficult was it to give constructive feedback to the group and why? Then the groups should finalise what needs to happen next and who are they going to talk to in order to present their case for change. They should consider the practicalities and set themselves deadlines. For example, how are they going to make appointments to see them and attend meetings?

There is an assessment opportunity in their presentation of the poster designed to raise awareness and present solutions (2.3a, PLT d).

Reflection activity

Teachers could use part of a subsequent lesson to reflect on the experience of presenting the case for change to a real audience. This would not take up a whole lesson and would need to fit in with whatever was being delivered next. Here are some ideas about how this could be done:

- In their groups, students should discuss how putting forward their case for change went, what it felt like and whether they think they were successful in putting their case forward.
- Students to individually complete **Resource 3 - Self assessment**.
- The whole class should discuss what went well, the problems and difficulties, etc.

Resource 2 – A Critical Friend

Can you help the group improve on any aspects of the following? Please give helpful suggestions and ideas for improvement...

Was the presentation clearly delivered and easy to understand?

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Did the group argue their case persuasively?

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Are the arguments logical and well thought through?

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Did they refer to their research and use evidence to support the case for change?

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Did the group come up with useful, practical suggestions about how the problem could be improved or changed?

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Did the group explain the impact of these solutions, now and in the future?

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Can you think of anything else the group could do to improve their case for change?

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Resource 3 – Self assessment

What do you think you have learnt as a result of this unit of work? Consider this question in relation to:

The school community - issues and problems

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The school community - your role within it

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The role of other members of the school community - key partners

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Your ability to make a difference, influence others and bring about change

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Yourself (skills, strengths, personal qualities)

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What went well? How successful do you think your group has been in achieving an improvement/making a difference to the school community?

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What difficulties did you encounter?

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What would you do differently if you were to do this type of work again?

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