

## Topic: Political rights and responsibilities

<b>Lesson 3: Making a difference to my local community</b>	<b>KS or Year Group: KS 3</b>
<b>Resources:</b> <ol style="list-style-type: none"><li>1. Resource 2 - Manifesto for change (completed for homework)</li><li>2. Resource 3 - Can we make our manifesto for change even better?</li></ol>	<b>Outcomes:</b> <ul style="list-style-type: none"><li>• Students will be able to demonstrate active listening.</li><li>• Students will be able to provide constructive support and feedback to others.</li><li>• Students will be able to respond positively to constructive feedback.</li><li>• Students will be able to present a persuasive case for action.</li></ul>

### Starter

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- Divide students into pairs. In the pair, ask each student to label themselves 1 or 2. Take all of the 1s to one side and tell them they have to talk to their partner about something they have recently watched on the television or read about. They should choose something they really enjoyed and describe it to their partner. Take the 2s to one side and tell them they have to not really listen to what their partner has to say to them. Pairs to complete the activity.
- Evaluate the activity: What did this feel like? How did you know or show that you or they were not listening? What are the key things you need to do if you are going to listen well? Write these on the board under the title 'active listening'.

### Main activity

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- Explain that they are now going to help one another improve their manifestos. They are going to take it in turn to read their manifesto to someone from their group and this person will give them constructive feedback. Link this to the starter activity of active listening.

## Making a difference to my local community

- Ask students why we need to do this. Remind them that the manifesto will be sent to members of the council and this is a real opportunity to make their views heard and hopefully make a difference to where they live.
- Distribute **Resource 3 - Can we make our manifesto even better?** Go through it now with them. Ask them what they need to do in order to do this well? Put ideas like active listening, thinking, helpful and constructive comments on the board.
- Ask them to break the tasks down into sections and check they have discussed everything on the sheet. Move around the pairs checking and ensuring they are using their active listening skills and giving constructive feedback.
- Students make changes to their manifesto in the light of this feedback.
- Explain that each person should now be ready to send their manifesto to members of the local council. Students to send the manifesto off by post or email and await response.

## Plenary

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Students to discuss:

- Giving constructive feedback to your partner – how did you do it, was it easy or difficult and why?

### Resource 3: Can we make our manifesto for change even better?

*Imagine you are a councillor. Would you be persuaded to take action based on what you have read?*

You are going to take it in turns to read your manifesto to your partner and go through it section by section. The person listening should give feedback about the manifesto, what needs improving and/or clarifying in order to get your point across more effectively to members of the council.

The following questions should help your partner focus on how to improve the manifesto:

- Do you understand what the issue is? Is it clearly explained?
- Are the causes of the issue clearly explained?
- Are the effects of the issue clearly explained?
- Is it obvious how the issue affects local people? Does the manifesto refer to the results of the survey? Are any interviews with local people included? Is any other evidence used to support the views expressed e.g. local newspaper articles?
- Does the manifesto make suggestions and present ideas to resolve or improve the issue? Are these solutions practical? Are the benefits made explicit? Does the manifesto explain the short and long term benefits? Are any interviews included with local people giving their views on the proposals? Does the manifesto explain the possible consequences if nothing is done about the issue?