

## Topic: Political rights and responsibilities

<b>Lesson 4: 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 4 - Feedback sheet (one each)</li><li>2. Resource 5 - Self-assessment sheet (one each)</li><li>3. Resource 6 - Self-assessment prompt list (one each)</li></ol>	<b>Outcomes:</b> <ul style="list-style-type: none"><li>• Students will be able to give constructive feedback.</li><li>• Students will be able to respond positively to constructive feedback.</li><li>• Students will be able to reflect on the progress they have made.</li><li>• Students will be able to identify what they have learnt.</li><li>• Students will be able to identify what they would do differently.</li></ul>

### Starter

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Students to feed back about the responses they have received from members of the local council about their manifesto for change. Discuss how they feel about the responses, what they have found out about how a local council works or the constraints on the local council, etc.

### Main activity

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Explain that we now want them to reflect upon their learning by looking back over the whole unit.

- First of all, we want them to evaluate the amount of effort / level of contribution that the others in the group have made to the tasks throughout this unit. Distribute **Resource 4 - Feedback Sheet** and explain it to them. Then ask them to individually complete the sheet and remind them that they are being asked to judge the relative contribution of each member over the whole period. Emphasise that the feedback should be constructive.

## Making a difference to my local community

- They should then give honest feedback to one another about how they worked and how much effort they think each one put into the task. Explain that this feedback should help them work more effectively in the future.
- Class discussion: What did it feel like giving and receiving feedback? What were the difficulties? How was the feedback useful?
- Distribute **Resource 5 - Self-assessment sheet**. Students should then individually complete their self assessment using the feedback they have been given by the rest of the group. Emphasise that this is a chance to really reflect upon what they have learnt, improved upon, got better at, feel more confident about, achieved, understood, done, progressed, become able to, would be able to do again, etc. Use **Resource 6 - Self-assessment prompt list** for this exercise.

## Plenary

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Draw unit to a close and ask students to discuss:

- What have they achieved?
- What are the benefits to the local community?
- How do they now see their role as a member of the local community?

### Resource 4 - Feedback sheet

Before you complete this sheet, think about each group member in terms of whether they were good at:

- listening
- generating ideas
- asking questions
- carrying out research
- making practical suggestions about how to improve/change things for the better
- taking responsibility
- working and collaborating with others

**Remember – you are going to use this to help you feedback to the rest of your group about how well each of them did in relation to this unit of work. Your feedback should help them recognise their achievements and see what they could do to improve.**

Name of group member	Their % of the total group effort and reasons for this judgement
Name:	
Name:	
Name:	
Name:	
Myself:	

### Resource 5 - Self-assessment sheet

**What have you learnt about yourself as a result of this unit of work?**

**What have you learnt about local democracy as a result of this unit of work?**

**What skills have you developed?**

**How could the skills you have developed during this unit of work be useful generally?**

**Who or what helped you learn and make progress?**

## Resource 6 - Self-assessment prompt list

### **What have you learnt about yourself as a result of this unit of work?**

- For example: I am patient, self confident, makes an effort, takes initiative, determined, shows commitment, takes responsibility.

### **What have you learnt about local democracy as a result of this unit of work?**

- For example: who to influence, how to take action, what the local council can and cannot do, budget constraints.

### **What skills have you developed?**

- For example: communication skills (give ideas, discuss and debate issues, explain ideas, explore alternatives, ask questions, listen and respond to others, think of solutions, communicate to different audiences) and team work (collaborated with other people, negotiated, worked together to achieve a goal, reach agreement, show fairness).

### **How could the skills you have developed during this unit of work be useful generally?**

- Think about work in other subjects, careers you might be interested in and applications for positions of responsibility.

### **Who or what helped you learn and make progress?**

- For example: working with others, talking to others, feedback from peers, feedback from teacher, research, reflecting on what you needed to do to improve.

### **If you were to do something similar again what would you do differently? Why?**

- For example: I could organise time better, question more people, find out more about the issue, think solutions through more.

### **Now you have put forward your proposals to council members and listened to what others had to say, what are you personally going to do to improve your local community?**

- For example: pledge to not drop litter.

### **Now take the opportunity to sum up your achievements**

- Don't be shy, identify your successes!