

## Topic: Meeting community needs

<b>Lesson 1: Taking action in school</b>	<b>KS or Year Group: Y7</b>
<b>Resources:</b> <ol style="list-style-type: none"><li>1. Resource 1 – A vote</li><li>2. Resource 2 – A plan of action</li><li>3. Resource 3 – What did each group say?</li><li>4. Scrap paper</li></ol>	<b>Objectives:</b> <ul style="list-style-type: none"><li>• Pupils explore creative approaches to taking action on issues at their school.</li><li>• Pupils discuss the best ways to implement change at their school.</li></ul>

### National Curriculum

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Key Concepts: 1.1a, 1.2c

Key Processes: 2.1a, 2.1b, 2.2a, 2.2b, 2.2c, 2.3a, 2.3b, 2.3d

Range and Content: 3e

Curriculum Opportunities: 4a, 4c, 4d, 4e, 4h, 4j

### Lesson

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As a class, pupils discuss the things that they would like to change about their school. They then get into small groups, each of which decides upon one thing that they would like to change. Groups then prepare speeches to outline their proposals. A vote is taken to determine which group has the best idea. Next lesson, this winning idea will be put into practice by the whole class.

### Starter

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- Lesson objectives are shared with pupils.
- The teacher leads a brief discussion about what pupils would like to change about the school. Pupils are reminded that implementing positive change is an important part of being a good citizen.

## Taking action in school

- Prompt questions might include:
  - How do you feel about school uniform?
  - How could all pupils be helped to concentrate better in lessons?
  - What is your opinion on anti-bullying at this school?
  - Are our pupils healthy and active?
  - Does our school have links with children abroad?

## Main activity

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- Pupils are told that they are going to plan to change something at their school. They are told that at the end of the lesson there will be a vote to decide which group has come up with the best idea and that next lesson, the whole class will make the winning idea happen.
- Pupils get into groups of four or five, ensuring that there is at least one confident reader per group.
- Pupils are given copies of **Resource 1 – A vote**, which provides ideas about the issues that they might consider tackling.
- Pupils are then given some scrap paper and copies of **Resource 2 – A plan of action**, which provides ideas about how to take action and advice about speeches.
- Pupils are reminded that preparing a good speech is as important as choosing a relevant issue.

## Plenary

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- Groups take it in turns to make speeches about their ideas.
- Pupils in the audience fill in **Resource 3 – What did each group say?** during the speeches.
- A vote is taken to decide which campaign should be implemented next lesson.
- The teacher praises the winning group for their citizenship skills. These skills should be summarised so that other pupils can be advised to work on them in future lessons.

## Aim high

- During the starter, high-achieving pupils should volunteer some ideas about what might be changed at their school.
- During the main activity, high-achieving pupils should be persuasive when talking about their ideas and/or should have innovative ideas.
- During the plenary, high-achieving pupils should present well-structured speeches.

## Taking action in school

### Assessment

In order for pupils to achieve certain levels within the lesson, the following should be considered:

#### Level 5:

- Pupils can consider what is (un)fair about certain situations at their school.
- Pupils can communicate clearly about the changes that they would like to see happen at their school.

#### Level 6:

- Pupils are aware of the diverse opinions within the class about what could be changed at their school.
- Pupils can explain the potential impact of their classmates' actions upon the future of the school.

#### Level 7:

- Pupils can question assumptions about some of the routines, practices and rules at their school.
- Pupils can initiate and negotiate appropriate courses of action for bringing about change at their school.

#### Level 8:

- Pupils can show a detailed understanding of the rights and responsibilities that adults and pupils have within British schools (in relation to bringing about change).
- Pupils can hypothesise different courses of action at their school and discuss the implications of these.

### Summary of key learning

- Pupils can decide which issues they would like to see addressed at their school.
- Pupils can identify groups that presented good strategies for achieving change at their school.

## Resource 1 – A vote

### 1. Read these rules for working well together as a group:

- Give each other eye contact.
- Tell other group members what you like about their ideas.
- Wait until someone finishes talking before you start talking.

### 2. Think about the sort of things you could change or organise at your school:

- reduce the litter in the playground
- organise a fundraising event for charity
- hold an anti-racism day
- run a school radio show
- increase the amount of recycling
- raise money for a school bike shed
- improve the behaviour of some pupils
- arrange pupil counsellors for victims of bullying
- organise better activities at wet lunchtimes
- invite guest speakers to assemblies
- create a school vegetable patch
- run a Citizenship club for Gifted and Talented pupils.

### 3. Take it in turns to say what you would like to change at school.

### 4. Vote to decide which idea your group will use.

## Resource 2 – A plan of action

**1. Write down *why* you want to take action.**

**2. Write down *how* you are going to take action.**

Think about the following:

- request a meeting with the head teacher
- do research on the internet
- meet with the school council
- make a video
- tell the local newspaper about your idea
- become monitors
- send letters to pupils' homes
- sell things for profit
- put up posters in every classroom
- tell the school about your ideas in an assembly
- speak to some adults outside of the school
- email the school governors
- wear badges to advertise your campaign

**3. Write down *when* you want to take action.**

**4. Write down *who* you will need to help you (apart from the class and your teacher).**

**5. Prepare a speech about your idea for the rest of the class to persuade them that your idea is the best!**

Think about the following:

- Use persuasive language. Tell pupils what's in it for them!
- Use eye contact (look up from your sheets) and speak loudly.
- Tell the class why they should feel passionately about your idea.
- Explain how you can make your dream into a reality.

**Resource 3 – What did each group say?**

<b>Group</b>	<b>What is their idea?</b>	<b>Why do they want to change things?</b>	<b>How are they going to change things?</b>	<b>When do they want to change things?</b>	<b>How well did they work as a group?</b>
Isa's group	To help our overweight pupils to lose weight.	To make sure that every pupil can have a healthy future.	By selling a recipe book full of quick and easy healthy meals.	Next term (so that people have time to contribute recipes).	Isa and Jane seemed to be really good listeners.