

Topic: Meeting community needs

Lesson 2: Taking action in school	KS or Year Group: Y7
Resources: <ol style="list-style-type: none">1. Resource 1 – Why, how and when2. Resource 2 – Who should do what?3. Resource 3 – What will my job be?4. Creative materials (for posters, leaflets, etc)	Objectives: <ul style="list-style-type: none">• Pupils understand that their class can initiate positive changes at their school.• Pupils discuss how to work effectively as a class in order to achieve change at their school.

National Curriculum

Key Concepts: 1.1a

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

Range and Content: 3e

Curriculum Opportunities: 4a, 4b, 4c, 4d, 4e, 4f, 4i

Lesson

Pupils think back to the issue that they voted on during the previous lesson. They discuss in detail the changes that they are hoping to implement and decide who should perform which roles. They then set to work! At the end of the lesson, pupils give feedback about their progress and discuss what remains to be done.

Starter

- Lesson objectives are shared with pupils.
- Pupils sit in a circle (with a pen and something to lean on) and are reminded of circle-time rules.
- Pupils are given **Resource 1 – Why, how and when**. The winning group (from the previous lesson) are asked to remind the class about their ideas in order that everyone can fill in **Resource 1**.

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- Prompt questions from the teacher might include:
 - Can you remind us why you were so passionate about the issue last lesson?
 - Have you had any new thoughts since last lesson about how you want the changes to happen?
 - Who will benefit from the changes that you are trying to put into place?
 - Why do you think that the changes that you are proposing haven't already happened?
 - What will be the best thing about these changes happening?

Main activity

- Pupils remain in circle time and are given **Resource 2 – Who should do what?** Volunteers read out the information.
- Pupils are given a few minutes to decide what they think they could contribute to the campaign.
- Pupils are given the chance to say very briefly which roles they would like to undertake. The teacher and winning group allocate roles to small groups of pupils.
- Using **Resource 3 – What will my job be?**, pupils return to their working group from the previous lesson and start planning their campaign. For example, if the class has chosen to produce a healthy-eating recipe book, groups might do the following:
 - design posters to advertise the book;
 - produce illustrations for the contents page;
 - write a 'mission statement' for the inside cover of the book;
 - interview classmates about their favourite foods;
 - cut out images of healthy-eating celebrities;
 - design a book cover;
 - write about the book for the school newsletter;
 - talk to the teacher about how to get the book produced;
 - research obesity on the internet;
 - draft an email for the head teacher to explain the purpose of the book;
 - write a letter to local supermarkets to ask them to contribute recipes or vouchers;
 - decide upon a price and work out production costs;
 - experiment with fonts for the book on a computer.

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- Some of the winning group should be encouraged to walk around the room to offer encouragement and advice, and to make sure that all pupils understand what is expected of them.

Plenary

- Groups are invited to briefly summarise/show their work. They should highlight the strengths and weaknesses of their work.
- The winning group is given the chance to give a 'briefing' about what still needs to be done. In other words, the group might call for a voluntary lunchtime meeting, or choose pupils to attend a school council meeting, or ask for volunteers to collect recipes throughout the week, or allocate optional homework tasks before the book launch, etc.

Aim high

- During the starter, high-achieving pupils should be able to offer ideas about how to go about implementing changes to the winning group.
- During the main activity, high-achieving pupils should show evidence of diplomacy and leadership within their working groups.
- During the plenary, high-achieving pupils should offer to undertake additional work for the campaign in their own time.

Assessment

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

Level 5:

- Pupils can explore the range of viewpoints within the class about the changes that they are hoping to implement.
- Pupils can take part effectively in the class's campaign.

Level 6:

- Pupils can negotiate their role within their working groups.
- Pupils can reflect upon the potential extent of success in terms of what their working group produced.

Level 7:

- Pupils can evaluate the role that their class is taking in implementing change within their school.
- Pupils can negotiate with adults ways in which these adults can be involved in the changes.

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Level 8:

- Pupils can make perceptive observations about pupil-driven changes that have occurred in other schools.
- Pupils can draw conclusions about the long-term impact and limitations of their campaign.

Summary of key learning

- Pupils can explain ways in which they have contributed to the class campaign for change.
- Pupils can evaluate ways in which their planning has been successful.

Resource 1 – Why, how and when

- **WHY** did our class choose this idea?

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- **HOW** are we going to make a difference?

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- **WHEN** are we going to make a difference?

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Resource 2 – Who should do what?

It is probably best for you to work in small teams.

Have a look at the ideas below.

They might help you to decide who should do what.

- **Make posters.**
- **Collect ideas for raising money.**
- **Write a speech for assembly.**
- **Write a rap or song.**
- **Make banners.**
- **Write a letter to the head teacher.**
- **Make badges.**
- **Do internet research.**
- **Discuss ideas with the teacher.**
- **Write a letter to a radio station.**
- **Create a questionnaire.**
- **Write an information sheet for adults in the school.**
- **Write an email to the local newspaper.**
- **Get permission to use certain areas in the school.**
- **Make leaflets.**
- **Write an article for the school magazine.**
- **Write a poem.**
- **Consider health and safety.**
- **Collect information for the school newsletter.**

Resource 3 – What will my job be?

I'm going to be responsible for...

My notes/drawings

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