

**LESSON FOCUS:**  
**Community problems and actions**

Key stage	KS4 (Year 10)
Key concepts	1.3d
Key processes	2.3a
Range and content	3h
Curriculum opportunities	4a, 4c, 4g

**PLTS:**

Creative thinkers, effective participators and team-workers

**FUNCTIONAL SKILLS:**

Literacy - L2 speaking and listening

**RESOURCES:**

- Resource A - Issue cards
- Resource B - Role cards
- Sugar paper and felt tips

**OBJECTIVES:**

- I will find out about issues of concern in my own and other communities.
- I will explore possible solutions to these issues through discussion.

**OUTCOMES:**

- I can weigh up my opinions about problematic community issues to decide upon possible courses of action.
- I can take part in a group presentation that troubleshoots a community problem.

## Overview

The maturity of Year 10s is perfectly suited to this community-focused troubleshooting task. How well will each student assume the role of expert panel member? Issues such as NEET, graffiti and racial tension urgently need their expert touch.

## Keywords

Action, advise, community, community partner, expert, issue, panel, problem, problem solving, solution, team, troubleshoot

## Introduction (5 minutes)

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- Share the lesson objectives and outcomes.

## Starter (10 minutes)

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- Put students into threes and give groups sugar paper and felt tips.
- Give students five minutes to write down, in silence, problematic issues that communities can face.
- Encourage students to respond in writing to each other's ideas, for example:
  - ▶ Student 1: Lots of communities face drug-taking amongst teenagers.
  - ▶ Student 2: I'm not sure if that's true - I don't know anyone in our class who takes drugs yet the papers make out that we all do.
  - ▶ Student 3: I think Kaly's right actually. In the park near me I've seen loads of people from Year 11 smoking spliffs.
- Encourage oral feedback to the class.

## Main (30 minutes)

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### Resources:

- Resources A and B

### Instructions:

#### Activity 1 (5 minutes)

- Explain that students will undertake the role of experts.
- Create small groups of 'expert panels'.
- Give each group one scenario card from resource A.
- Ask students to assign themselves expert roles. Resource B gives guidance (or students can undertake roles of choice).
- For example, for scenario 1, possible roles include:
  - ▶ Religious leader
  - ▶ Family counsellor
  - ▶ Police officer
  - ▶ Social worker
- For scenario 2, possible roles include:
  - ▶ Drugs counsellor
  - ▶ Connexions employee
  - ▶ Former burglar (turned police adviser)
  - ▶ Home security expert

## Community problems and actions

### Activity 2 (25 minutes)

- Ask students to troubleshoot in preparation for feeding back to the class.
- Circulate to ensure all team members are involved. Comment to the class about which observed teamwork strategies are most effective.

### Plenary (15 minutes)

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#### Instructions:

- Give some groups the opportunity to:
  - ▶ outline their issue to the class
  - ▶ present their proposals
  - ▶ take questions from community members (class).
- Ask a volunteer to organise a class vote: which expert panel proposed the most useful solutions?
- Ask students to justify their vote.
- Examples of good responses:
  - ▶ 'Kenny's group split the drug-related burglary into two themes. The police officer, drugs counsellor and headteacher arranged to spend a day with Year 9s warning them about the realities of drug use. Meanwhile, the burglar alarm fitter agreed to post a free guide on deterring burglars to every house in the village.'
  - ▶ 'I voted for Amina's group because they had such an interesting way to tackle graffiti. The MP's idea to hand over local houses that were getting demolished to graffiti artists was fantastic. I also liked the way that they planned to clean graffiti up by offering local unemployed people the chance to do it in exchange for free supermarket vouchers.'

### Attainment

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Level 1	I can ask questions about community issues/problems.
Level 2	I can give my opinion about community issues that affect me.
Level 3	I can communicate my ideas about community issues/problems.
Level 4	I can begin to explain my ideas about community issues/problems.
Level 5	I can weigh up different ideas for solving community issues/problems.
Level 6	I can present a persuasive argument about why particular solutions are the right answer to a community issue/problem.
Level 7	I can show understanding of the complexity of the issues/problems and see how they affect different community stakeholders.
Level 8	I can hypothesise about alternative courses of action (solutions) and explore the different implications of each.
Exceptional performance	I can evaluate the impact and limitations of policies affecting communities now and in the future and suggest alternatives.

## Recommended links

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[www.citizensadvice.org.uk](http://www.citizensadvice.org.uk)

[www.direct.gov.uk/en/CrimeJusticeAndTheLaw/index.htm](http://www.direct.gov.uk/en/CrimeJusticeAndTheLaw/index.htm)

[www.teenissues.co.uk/joining-local-community-club.html](http://www.teenissues.co.uk/joining-local-community-club.html)

## Notes

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The lesson is most effective when resource A is based on current problems specific to your students' local community. Consider themes such as cyber bullying, gang violence, ageism, litter, car theft, dog fighting, truancy, unemployment, voting apathy, poverty, environmental concerns, etc.

Why not use local newspaper articles? Even better, invite community figures to the lesson to offer their opinions on problematic issues!

## RESOURCE A

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### 1.

Your team has been commissioned by a team of headteachers in the hope of lessening racial tensions in your area. Recently there have been many fights in shopping centres, parks and schools, and there is a growing feeling of unease among many citizens your age.

The headteacher team needs you to identify quick and simple ways of delivering a pro-diversity message to local people.

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### 2.

Your team has been nominated by your MP.

(S)he is concerned about the increasing amount of drug-related burglary.

(S)he wants to understand why this is happening and then tackle it.

Your team will discuss possible reasons for the increase and then suggest ways to lessen drug-related burglary. Bear in mind that at present there are no suspects for the break-ins.

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### 3.

Your team has been created by the police in response to a recent and extensive spate of graffiti.

Your aim is to devise some strategies that address the issue. You will consider ideas such as whether all graffiti is a problem, whether certain areas are affected more than others, what causes graffiti and how offenders will be dealt with. You will also need to consider how the existing graffiti will be removed.

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### 4.

Your team has been selected by a new government taskforce to tackle the large number of NEETs (young adults not in education, employment or training) in your area.

You are tasked with moving NEETs away from government benefits, providing NEETs with realistic goals, boosting their confidence and offering incentives to change their current lifestyles.

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## RESOURCE B

Police officer

Counsellor

Judge

Teacher

Former law-breaker

Supermarket  
owner

Sports coach

Neighbourhood  
Watch member

Business (wo)man

Connexions advisor

Religious leader

University student

Probation officer

Councillor

Financial advisor

Charity worker