

**LESSON FOCUS:**  
Impact of collective actions

Key stage	KS4 (Year 11)
Key concepts	1.1a
Key processes	2.1b, 2.3a, 2.3b
Range and content	Depends on student
Curriculum opportunities	4e

**PLTS:**

Independent enquirers, creative thinkers, reflective learners and self-managers

**FUNCTIONAL SKILLS:**

Literacy - written personal pledge, note-taking and oral feedback

**RESOURCES:**

- Resource A - Themes
- Resource B - Pledge
- Resource C - Planning

**OBJECTIVES:**

- I will think about which Citizenship issues matter to me.
- I will discuss which of these might benefit from campaign action.

**OUTCOMES:**

- I can devise a collective action campaign.
- I can find a second person to support my campaign.

**Overview:**

Some teenagers see Citizenship as a dry topic, so use this lesson to blow their minds! Which Year 11 can plan and implement the most effective real-life collective action campaign?

**Keywords**

Action, active, active citizenship, campaign, citizenship, collective, collective action, issue, plan, pledge, theme

## Introduction (5 minutes)

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- Share outcomes and objectives.

## Starter (10 minutes)

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### Resources:

- Resource A (worksheet or interactive magnet activity).

### Instructions:

- Use snow analogy for 'collective action': individual snowflakes go unnoticed yet between them they can cause an avalanche.
- Explain that each student will devise a collective action campaign (to be monitored over the next year).
- Distribute resource A (not exhaustive)/show interactive magnets. Ask the question 'Which theme makes you feel strongly enough to start a collective action campaign?'
- Encourage feedback.
- Examples of good responses:
  - ▶ 'I hate the way our education system forces you to stay in the classroom till you're 16. It discriminates against people who can't write very well. Why doesn't the government let some of us do work placements instead of GCSEs?'
  - ▶ 'I want to campaign about illegal drugs. Drugs like ecstasy kill people because citizens are afraid to discuss them in case they get into trouble. I want all drugs to be legalised so that we can control them more safely.'

## Main (30 minutes)

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### Resources:

- Resource B

### Instructions:

#### Activity 1 (15 minutes)

- Ask students to start planning a collective action campaign on the top part of resource B. Even if in groups (for inspiration), each student should produce his/her own work.
- Example of a good response:

## Impact of collective actions

### Chosen Citizenship issue:

*Making all drugs legal*

### Reasons that this issue is important to me:

*My cousin nearly died. She took some cocaine and got ill because it was mixed with poison. If cocaine was legal then it would be checked first by scientists and sold somewhere safe like the chemist.*

### My personal target for one week today (date: 2.3.11):

*Find out whether there's an organisation that campaigns for legalising drugs in the UK.*

### My personal target for one month today (date: 23.3.11):

*Write a letter to my MP about my campaign, then get ten signatures on it from people who support the idea of legalising drugs.*

## Activity 2 (15 minutes)

- Tell students that collective action campaigns need more than one person. Ask them to fill in the second part of resource B.
- Example a of good response:

### Name of citizen 2 involved in my campaign:

*Lorna - she's just volunteered after seeing my campaign across the table!*

### Reasons that this issue matters to him/her:

*She knows my cousin - the one who got ill from taking cocaine.*

### Citizen 2's first target (date: tonight):

*Lorna's going to come round so we can find out who our local MP is and get his/her address for my letter.*

### Citizen 2's second target (date: 23.3.11):

*Give my letter to five people she knows will support the campaign (this saves me having to find all ten signatures).*

### Joint target for us both (date: 23.4.11):

*Ask our head of year if we can run an assembly about why our campaign is important and why other students should join it!*

- Invite a few students to share their campaigns with the class.

## Plenary (15 minutes)

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### Resources:

- Resource C

### Instructions:

- Ask students to fill in resource C (bullet points will further focus their planning).
- Examples of good responses:

## RESOURCE C

What can I look up online that will help me meet my deadlines?

*British organisations that back legalising drugs*

*International orgs (as above)*

*MP - name/address*

How could a friend or family member help?

*Aunt Kate - police force*

*Sukhi - still working at needle exchange?*

Are there any experts that I could get in touch with?

*Maybe - Google government advisers?*

How shall I interest more than one citizen in this campaign?

*Facebook*

*Twitter*

*Ask Mr Khan about tutor time*

- Wish students luck with their campaigns. Explain that the targets will be regularly revisited.
- Challenge students to get as many citizens as possible involved over the next few months.

## Attainment

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Level 1	I can take part in some decisions that affect my community.
Level 2	I can discuss what is fair and unfair about certain citizenship issues.
Level 3	I can discuss citizenship issues that are important to me.
Level 4	I can identify different viewpoints about citizenship issues that I'm passionate about.
Level 5	I can give relevant reasons for my views about citizenship issues.
Level 6	I can present a persuasive argument for my campaign.
Level 7	I can work with others to initiate change through my campaign.
Level 8	I can hypothesise differing implications of my campaign.
Exceptional performance	I can take a leading role in terms of my campaign over the next year.

## Recommended links

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[www.facebook.com/ActionCollective](http://www.facebook.com/ActionCollective)

<http://twitter.com>

<http://vinspired.com>

## Notes

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The campaigns require regular support and encouragement from teachers/other staff. Take part in some of your students' campaigns and encourage colleagues to do the same!

## RESOURCE A

Transport	Family	Education
Green issues	Housing	Immigration
Crime	Local community	Laws
Court system	Media	Freedoms and rights
Local facilities	Economy	Legal drugs
Taxation and budget	Diversity	Employment
War and defence policy	Illegal drugs	Global community

## RESOURCE B

Chosen Citizenship issue: .....

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Reasons that this issue is important to me: .....

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My personal target for one week today (date: .....):

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My personal target for one month today (date: .....):

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Name of citizen 2 involved in my campaign: .....

Reasons that this issue matters to him/her: .....

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Citizen 2's first target (date: .....):

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Citizen 2's second target (date: .....):

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Joint target for us both (date: .....):

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## RESOURCE C

What can I look up online that will help me meet my deadlines?

How could a friend or family member help?

Are there any experts that I could get in touch with?

How shall I interest more than one citizen in this campaign?

## GOALS

1. ....
2. ....
3. ....