LESSON FOCUS:
Active citizenship: pressure groups

<table>
<thead>
<tr>
<th>Key stage</th>
<th>KS4 (Year 10)</th>
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<tbody>
<tr>
<td>Key concepts</td>
<td>1.2a, 1.1a</td>
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<tr>
<td>Key processes</td>
<td>2.1a, 2.3a</td>
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<tr>
<td>Range and content</td>
<td>3a, 3d, 3h</td>
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<tr>
<td>Curriculum opportunities</td>
<td>4a, 4c, 4g</td>
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</table>

PLTS:
Effective participators, reflective learners and team workers

FUNCTIONAL SKILLS:
English - speaking and listening, group discussion, justifying choices of direct/indirect action
ICT - pressure groups’ websites promoted

RESOURCES:
- Resource A - Coloured cards
- Resource B - Images
- Resource C - Actions
- Resource D - Case studies
- Resource E - Traffic light
- Interactive whiteboard
- Pre-prepared logo sheet (see starter)
- Sticky notes

OBJECTIVES:
- I will explore different methods of direct action used by pressure groups.
- I will explore different methods of indirect action used by pressure groups.

OUTCOMES:
- I will understand the purpose of pressure groups.
- I will understand how direct and indirect actions can bring about change.

Overview
Do your Year 10s feel that improvements could be made in society? Through exploring the power of pressure groups, inspire them to get involved in active citizenship before they reach voting age!

Keywords
Action, active citizenship, boycott, councillor, demonstration, direct action, indirect action, lobby, media, MP, petition, pressure group, protest, sabotage, strike
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Introduction (5 minutes)

- Share lesson objective and outcomes.

Starter (10 minutes)

Resources:

- Pre-prepared logo sheet

Instructions:

- Explain that many citizens like to take action in society and that pressure groups enable both direct and indirect action.
- Obtain a number of pressure group logos (e.g. see list below). Place logos on a PowerPoint/interactive whiteboard.
  - www.amnesty.org.uk
  - www.fathers-4-justice.org
  - www.wwf.org.uk
  - www.savetheearth.org
  - www.peta.org.uk

- Key question: How many pressure groups can you recognise?
- Extension: Can you explain what each of the pressure groups stands for?

Main (25 minutes)

Resources:

- Resources A (or green, red and yellow card), B, C & D

Instructions:

Activity 1 (10 minutes)

- Show the images to the students (resource B) and distribute the coloured cards or resource A. Ask if the images represent appropriate ways of taking action (green = yes, amber = not sure, red = no).
- Ask students to justify their answers.
- Ask students to explain the difference between direct and indirect action, giving recent examples, such as:
  - DIRECT (when someone takes action personally):
    - I boycotted Primark clothing because I disagree with the company’s ethics.
    - I saw on the news that someone attacked a doctor at an abortion clinic.
  - INDIRECT (when someone encourages a person/group to take action):
    - My cousin sent a letter to my MP to complain about pot holes in the road.
    - I raised money for a charity that promotes recycling.
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Activity 2 (15 minutes)

- Split the class into six groups.
- Give each group member resource C. Tell each group that they represent a pressure group and give them a resource D case study.
- Ask the pressure groups to decide which methods of direct/indirect action are most appropriate to tackle their case study. (The questions marks on resource C represent their own ideas.)
- Ask each student to fill in resource D (the group must agree - everyone will write the same).

Plenary (20 minutes)

Resources:

- Sticky notes and resource E

Instructions:

- Ask each group to select a spokesperson. Ask the spokesperson to introduce their case study to the class and to justify their chosen actions.
- Ask the audience to provide feedback (e.g. challenge decisions and offer alternative actions).
- Recap the lesson objectives and outcomes.
- Put the traffic light (resource E) on the board. Give each student a sticky note to write their name on.
- Ask each student to stick their name next to the colour that accurately reflects their progress in lesson:
  - Green - I understood all the objectives and outcomes and made good progress.
  - Amber - I understood some of the objectives and outcomes and made some progress.
  - Red - I hardly understood the objectives and outcomes and made little progress.
- Invite the amber/red students to ask the green students questions (to clarify the lesson’s key issues). Invite the amber/red students to move their sticky notes.
# Active citizenship: pressure groups

## Attainment

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>Level 1</td>
<td>I can ask questions about taking action.</td>
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<tr>
<td>Level 2</td>
<td>I can give opinions about issues that affect me.</td>
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<tr>
<td>Level 3</td>
<td>I can recognise that pressure groups give people a say in what happens locally and nationally.</td>
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<tr>
<td>Level 4</td>
<td>I can explain how pressure groups give people the opportunity to participate in democracy.</td>
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<tr>
<td>Level 5</td>
<td>I can give relevant reasons for my views about pressure groups.</td>
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<td>Level 6</td>
<td>I can explain how pressure groups allow rights to be protected, supported and balanced.</td>
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<tr>
<td>Level 7</td>
<td>I can make persuasive arguments about the benefits for pressure groups of direct and indirect action.</td>
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<tr>
<td>Level 8</td>
<td>I can evaluate how pressure groups can bring about or resist change in society.</td>
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<tr>
<td>Exceptional performance</td>
<td>I can present compelling arguments about the worth of three specific pressure groups in the UK.</td>
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</table>

## Recommended links

- [www.amnesty.org.uk](http://www.amnesty.org.uk)
- [www.fathers-4-justice.org](http://www.fathers-4-justice.org)
- [www.wwf.org.uk](http://www.wwf.org.uk)
- [www.savetheearth.org](http://www.savetheearth.org)
- [www.peta.org.uk](http://www.peta.org.uk)
RESOURCE A
<table>
<thead>
<tr>
<th>advert</th>
<th>involve charity</th>
<th>letter</th>
<th>lobby group of MPs</th>
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<tr>
<td>boycott</td>
<td>strike</td>
<td>?</td>
<td>discuss with headteacher</td>
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<td>?</td>
<td>Facebook</td>
<td>blog</td>
<td>propaganda</td>
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<td>protest march</td>
<td>involve political party</td>
<td>petition</td>
<td>?</td>
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<tr>
<td>leaflet</td>
<td>publicity stunt</td>
<td>?</td>
<td>contact local MP</td>
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<td>eye-catching or disruptive demonstration</td>
<td>?</td>
<td>Twitter</td>
<td>magazine article</td>
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<td>local media</td>
<td>school council</td>
<td>celebrity involvement</td>
<td>radio broadcast</td>
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### RESOURCE D - case study 1

A housing company wants to use woodland to build a new housing development. Local people are worried as new housing would put pressure on the small town’s resources and amenities (such as local schools and hospitals). They are also concerned that there would be an increase in noise pollution and congestion.

The two methods of direct/indirect action we have chosen are:

1. 
2. 

**EVALUATE the methods you have chosen:**

<table>
<thead>
<tr>
<th>The positive features of our chosen methods are:</th>
<th>The negative features of our chosen methods are:</th>
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Define ‘direct action’ and provide a real example from the last few years.

Define ‘indirect action’ and provide a real example from the last few years.
A large company is due to close down due to a lack of profit.
A total of 6,000 community residents will lose their jobs if closure goes ahead.
Many local citizens are concerned about unemployment and the other possible knock-on effects.

The two methods of direct/indirect action we have chosen are:

1. 
2. 

EVALUATE the methods you have chosen:

The positive features of our chosen methods are:

1. 
2. 
3. 
4. 
5. 

The negative features of our chosen methods are:

1. 
2. 
3. 
4. 
5. 

Define ‘direct action’ and provide a real example from the last few years.

Define ‘indirect action’ and provide a real example from the last few years.
**RESOURCE D - case study 3**

Many local young people are keen skaters (skateboarders). They are frustrated with constant complaints about skaters’ use of the town centre, especially as there is a plan to ban skating in built-up areas. At the moment there are no skate parks within 30 miles.

The two methods of direct/indirect action we have chosen are:

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Define ‘indirect action’ and provide a real example from the last few years.
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RESOURCE D - case study 4

The council has announced that a local primary school is due to shut. Local politicians feel that it would be more cost-effective to transport children to a larger primary school in the next town. Parents and teachers are worried that this would upset and unsettle the children, and that it would be inconvenient in terms of transport, etc.

The two methods of direct/indirect action we have chosen are:
1. 
2. 

EVALUATE the methods you have chosen:

The positive features of our chosen methods are:
1. 
2. 
3. 
4. 
5. 

The negative features of our chosen methods are:
1. 
2. 
3. 
4. 
5. 

Define ‘direct action’ and provide a real example from the last few years.

Define ‘indirect action’ and provide a real example from the last few years.
### RESOURCE D - case study 5

The Home Office has declined an asylum application for an Iraqi family. If this family is sent home then they might be attacked and killed. Hundreds of UK citizens want to support the family and believe that they should be allowed to stay in the UK indefinitely.

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Define ‘direct action’ and provide a real example from the last few years.

Define ‘indirect action’ and provide a real example from the last few years.
Year 11 students at a local school want Key Stage 4 learners to have a designated social area for breaks and lunchtimes. They also feel that they should be allowed to go to town at lunchtime rather than being restricted to the school grounds. In addition, they want the right to wear what they choose every day.

The two methods of direct/indirect action we have chosen are:
1.
2.

EVALUATE the methods you have chosen:

The positive features of our chosen methods are:
1.
2.
3.
4.
5.

The negative features of our chosen methods are:
1.
2.
3.
4.
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Define ‘direct action’ and provide a real example from the last few years.

Define ‘indirect action’ and provide a real example from the last few years.