

LESSON FOCUS: Million-pound prize

Key stage	KS3 (Year 9)
Key concepts	1.2c
Key processes	2.1a, 2.2a, 2.2c, 2.3a
Range and content	3e
Curriculum opportunities	3a, 3b, 3c

PLTS:

Creative thinkers, effective participants & reflective learners

FUNCTIONAL SKILLS:

Literacy - feeding back own million-pound ideas to class and expressing opinions about other students' ideas

RESOURCES:

- Resource A - Issues
- Resource B - Citizens
- Resource C - Would the idea improve UK society?
- Resource D - My idea
- Resource E - Cheque

***Interactive whiteboard
desirable***

OBJECTIVES:

- I will discuss which issues I believe need addressing in society.
- I will listen to other students' opinions.

OUTCOMES:

- I can decide which million-pound idea I think should be prioritised.
- I can put forward my opinions about other students' ideas.

Overview

Imagine that everyone receives a text from the Prime Minister to announce a million-pound prize! Each citizen can submit one idea that could benefit UK society. Which ideas will your Year 9s choose, and who will win the class vote and collect the cheque?

Keywords

Action, active citizenship, change, citizen, diversity, economy, election, EU, freedom of speech, influence, justice system, media, migration, rights, responsibilities, vote

Million-pound prize

Introduction (5 minutes)

- Share lesson objectives and outcomes.

Starter (10 minutes)

Resources:

A

Instructions:

- Ask students to imagine that each citizen has received a text from the Prime Minister, announcing a competition with a million-pound prize. Everyone is invited to text the Prime Minister with one idea that could improve UK society. The best idea will win the prize money.
- Explain that each student is going to try to win the class vote for the million-pound cheque.
- Encourage discussion about current issues in UK society to prompt ideas.
- Distribute resource A or use the interactive whiteboard. Ask students to rank which issues are most important to them - either in pairs or at the whiteboard.

Main (20 minutes)

Resources:

A, B & C

Instructions:

- Distribute resource B. Explain it shows six ideas that other citizens have already texted to the Prime Minister.
- Put students into small groups. Ask them to discuss the six ideas. Each team member should then choose an idea and use it to fill in resource C.
- Invite students to feed back their opinions.
- Example of a good response:

From resource B, my favourite idea is: *banning religious dress and time off for religious holidays at school/work*

From citizen: A

1. How would the idea affect me?

It would be negative for me because I enjoy celebrating Diwali with my family.

2. What would someone who disagrees with me about the idea say?

They might say that it is not fair to stop people celebrating religious ceremonies that are very important to them.

3. Which members of society might benefit?

In a way, everyone would benefit because maybe people would talk about religion less and not argue as much.

Million-pound prize

4. Which members of society might **not benefit**?

Muslim girls who feel really strongly about wearing a headscarf to school.

5. How **realistic** would it be to put the idea into place?

I'm not sure, because we are so used to people wearing religious clothing and taking time off to celebrate religious events.

6. Does the idea deserve the **million-pound prize**? Explain.

I don't think so, because it's not exactly a new idea. There are already some countries that don't let people wear certain religious items at school or work.

Other comments:

My cousin lives in France and her friend isn't allowed to take time off work for Eid.

Plenary (25 minutes)

Resources:

A, B, C, D & E

Instructions:

- Explain that it's time for students to put forward their own ideas, ready for the class vote.
- Give students 15 minutes to fill in resource D. Remind them that their idea must improve UK society (for example, 'Give free chocolate to everyone in my village' is not a useful idea).
- Ask students to leave resource D on their desks, and to walk around to read each other's ideas.
- Ask a student to run the class vote to choose the winner.
- Invite feedback from the class: what made the winning idea stand out in terms of improving UK society?
- Present the cheque (resource E) to the winner!

Attainment

Level 1	I can recognise that all people have needs and wants.
Level 2	I can give opinions about issues that affect me.
Level 3	I can acknowledge other viewpoints about how UK society could improve.
Level 4	I can think of a way to address issues that are relevant in my community.
Level 5	I can explain the impact that one of the six citizens' ideas might have.
Level 6	I can challenge other students' opinions about what makes the best million-pound idea.
Level 7	I can present a persuasive argument in favour of my million-pound idea.
Level 8	I can hypothesise alternative courses of action to other students' million-pound ideas.
Exceptional performance	I can present compelling arguments in support of another student's million-pound idea.

Recommended links

http://en.wikipedia.org/wiki/List_of_pressure_groups_in_the_United_Kingdom

www.direct.gov.uk

<http://www.guardian.co.uk/smarter-cities/smarter-cities-new-technology-social-improvements>

RESOURCE A - Issues

- A. political, legal and human rights
- B. responsibilities of citizens
- C. the role of the justice system
- D. voting and elections
- E. freedom of speech and diversity of views
- F. the role of the media
- G. actions that individuals, groups and organisations can take to influence how things are run
- H. where public money comes from and who decides how it is spent
- I. migration to and from the UK
- J. the European Union

RESOURCE B - Citizens

Citizen A

WHO: I'm Saarah, a teenager from Brighton.

BACKGROUND: I'm fed up with the islamophobia in Britain.

IDEAS: Why don't we ban religious dress and religious holidays at school and at work? This would reduce tension and racism.

Citizen B

WHO: I'm Danny, a bar owner from Coventry.

BACKGROUND: I've been using a wheelchair since a car crash in 2009.

IDEAS: Why don't we force every company to employ at least one wheelchair-user? This would help fight against stereotyping.

Citizen C

WHO: I'm Natalie, a solicitor from Derby.

BACKGROUND: I've never missed a day's work in my life.

IDEAS: Why don't we get rid of all unemployment benefits? This would help to boost the economy and would ensure that all citizens had a use in society.

Citizen D

WHO: I'm Pieter, a primary school pupil from Croydon.

BACKGROUND: My mum's in prison and I only see her once a week.

IDEAS: Why don't we close prisons and send criminals and their families abroad instead? This would make people think twice before breaking the law.

Citizen E

WHO: I'm Jade, a managing director from Fyfe.

BACKGROUND: I'm shocked that food is sold in so much packaging.

IDEAS: Why don't shoppers protest by taking excessive packaging off food and leaving it on the supermarket floor? This would lead to a greener society.

Citizen F

WHO: I'm Francois, a human rights campaigner from Sheffield.

BACKGROUND: I've spent five years running a project for asylum seekers.

IDEAS: Why don't we limit the amount of children that British parents can have? This would make room for incredibly needy children from overseas.

RESOURCE C - Would the idea improve UK society?

From resource B, my favourite idea is:

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From citizen:

1. How would the idea affect me?

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2. What would someone who **disagrees** with me about the idea say?

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3. Which members of society might **benefit**?

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4. Which members of society might **not benefit**?

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5. How **realistic** would it be to put the idea into place?

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6. Does the idea deserve the **million-pound prize**? Explain.

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Other comments:

RESOURCE D - My idea

My idea for the million-pound prize:

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RESOURCE E - Cheque

BANK OF CITIZENSHIP, LONDON

Payee _____

Date _____

Amount in words One million pounds

Amount in numbers £1,000,000

J P Citizenship

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