

LESSON FOCUS: Meeting the needs of the teenage community

Key stage	KS3 (Year 9)
Key concepts	1.3a
Key processes	2.1b, 2.2a
Range and content	3g
Curriculum opportunities	4a, 4b, 4c, 4i

PLTS:

Independent enquirers, reflective learners, self-managers, effective participants

FUNCTIONAL SKILLS:

ICT - whole lesson based on internet research

Literacy - feeding back (orally) work to class

RESOURCES:

- Resource A - Useful contacts
- Resource B - Teenage needs
- Resource C - Providing support

Internet access required for all students - enable access to resource A websites in advance

OBJECTIVES:

- I will explore the needs of teenagers in the community.
- I will discuss these needs with other students.

OUTCOMES:

- I can suggest useful organisations that meet teenage needs.
- I can decide which services might be useful to meet my needs.

Overview

Do your Year 9s make the most of the internet age, in which there is an organisation to meet every teenager's needs? Sit back and watch your class transform into a phone support group whose task is to signpost other young citizens in the right direction.

CAB, Citizen's Advice Bureau, community, community partner, need, participate, public service, right, Shelter, support, teenage, teenager, voluntary sector, volunteer, youth parliament

Keywords

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Introduction (5 minutes)

- Share lesson objectives and outcomes.

Starter (10 minutes)

Resources:

- None

Instructions:

- Explain that Citizenship education includes ensuring citizens know which public services and voluntary organisations support their needs.
- For example, for:
 - elderly citizens - Age Concern
 - citizens keen to recycle more effectively - local council
 - citizens with a learning difficulty - Scope.
- Ask for feedback on the needs that teenage members of the community might have.
- Examples of good responses:
 - 'Obviously it depends on the person. One teenager might want to report a crime, whereas another might need information about the rights of asylum seekers. However, a lot of teenagers do have some needs in common. Most of us have questions about the age at which we are allowed to do things and how to get career information. Most teenagers also seem interested in finding out more about alcohol and contraception.'
 - 'Lots of people our age think that family and friends can't help them with everything. For instance, my sister got help from Connexions when she wanted to live on her own because my parents don't know about housing benefit. Also, I spoke to ChildLine and my social worker last week because I wanted advice about a friend who's breaking the law.'

Main (30 minutes)

Resources:

- A, B & C

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Instructions:

- Explain that students should imagine the class is running a weekly community project. The project involves offering phone support to local teenagers who do not know where to get advice from.
- Hand out resources A, B and C.
- Put students into groups of three.
- Ask groups to research the organizations listed on resource A (making notes about phone numbers, who they target, etc).
 - For example, www.alcoholics-anonymous.org.uk: supports alcoholics and their families/friends - 0845 769 7555.
- Explain that Dina, Kaleb and Mamoonah (resource B) have rung the community project for help. Ask each group to signpost them using resource C.
- Encourage group spokespersons to feed back.
- Example of good response:
 - 'We'd suggest a few organisations to Dina. Vinspired or Citizens' Advice could help her find voluntary work, and TalkToFrank would give her confidential drugs information so she could speak to her sister. Victim Support would have lots of information about how to deal with being mugged. We could also remind her that ChildLine take calls from teenagers who are frightened of being attacked.'

Plenary (15 minutes)

Resources:

- A, B & C

Instructions:

- Ask students to fill in the bottom box on resource C (using local or national examples) to offer more signposting information for the community project.
- Tell students to leave resource C on their tables, and walk around looking at each other's work.
- Ask for comments.
- Examples of good responses:
 - 'Even though we were just imagining helping other teenagers on the phone, I've learnt a lot from today. When I saw Jason's recommendation about that young Christian group, I thought it would be perfect for my cousin in Year 10.'
 - 'I was surprised when I saw Margot's idea about the website for young carers. I've been looking after my uncle for two months

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since he got ill, and I'm going to ring them to find other people my age in the same position.'

Attainment

Level 1	I can recognise that all teenagers have needs.
Level 2	I can give opinions about which needs I have.
Level 3	I can begin to acknowledge other students' viewpoints about which needs teenagers have.
Level 4	I can make informed contributions to discussions about how to support teenagers with needs.
Level 5	I can explain the impact of helping teenagers to get support with their needs.
Level 6	I can present a persuasive argument about which organisations would best support the resource B characters.
Level 7	I can research the internet with confidence to suggest additional useful organisations for resource C.
Level 8	I can make perceptive observations about the usefulness of the internet in terms of offering support to teenagers with needs.
Exceptional performance	I can evaluate ways in which my class could meet the needs of other teenagers in the local community.

Recommended links

See resource A

RESOURCE A - Useful contacts

- www.alcoholics-anonymous.org.uk
- www.brook.org.uk
- www.citizensadvice.org.uk
- www.ChildLine.org.uk
- www.connexions-direct.com
- www.direct.gov.uk
- http://ec.europa.eu/youth/index_en.htm
- www.uk.freecycle.org
- www.gamcare.org.uk
- www.karmanirvana.org.uk
- www.moneysavingexpert.com
- www.nhsdirect.nhs.uk
- www.refugeecouncil.org.uk
- www.shelter.org.uk
- www.talktofrank.com
- www.ucas.ac.uk
- www.ukyouthparliament.org.uk
- www.victimsupport.org.uk
- vinspired.com

Other useful contacts:



RESOURCE B - Teenage needs

Dina

I'd like support with three things. I want to do some voluntary work with other people my age (17), but don't know where to start. I also want to get some confidential advice about drugs because I suspect my younger sister is taking something every weekend. The thing I'm most keen for support with is finding someone to listen to me about getting mugged last year. It might sound weird, but I can't seem to get it out of my head.

Kaleb

To be honest, I've got quite a few issues that I need support with. Where do I start? I want to go to uni when I leave school, and need to find out which big cities offer the best medicine courses. I also want to get involved in politics rather than waiting till I can vote. Now we're 16, one of my friends is getting forced into a marriage and I really want to help. I also want to get hold of some cheap or free furniture as I'm getting my own flat soon.

Mamoona

I like getting advice but I don't always know where to go for it as I'm only 14. I have quite a few questions. If my friend gets made homeless next month, can someone help him sort out accommodation? Also, how do I find out about job opportunities in other European countries? Plus, I could do with help setting up a high interest bank account as my step-dad can't use the internet. My last and most important question is, can I speak to someone about my mum? She drinks way too much.

RESOURCE C - Providing support

I'd recommend the following websites and phone numbers:

Dina

I'd recommend the following websites and phone numbers:

Kaleb

I'd recommend the following websites and phone numbers:

Mamoona

These are other websites or phone numbers I'd recommend for the community project:

My ideas