

Teaching notes

Year group: Y8/9.

Aims:

- to build upon previous Citizenship concepts of **rights and responsibilities**
- to develop **Active Citizenship** skills within a familiar environment (i.e. school).

Timing

The activities are intended for use across **four lessons**.

- **Lesson one** is taken up with explaining the campaign and getting students started.
- In each of the **next three lessons**, allow about 20 minutes for checking progress and sharing good practice.

Preparation and guidance

Remember that whatever actions your students take in response to these materials are your responsibility, so:

- **make sure you approve campaigns** before students start taking any actions
- **communicate in advance with key stakeholders** (head of year, parents/carers, etc.).

The learning outcomes involve effective, responsible action in the school community. Your role is to channel students' ideas and enthusiasms into areas which will provide a rich learning experience.

Think carefully before approving a campaign, but also think carefully before dissuading a group from an 'unrealistic' campaign:

- Most of the changes that students will want to make are unlikely to be possible for a variety of reasons, many of them legal, some institutional, but this is part of the process: they may not change anything, but they may learn about how difficult it is to bring about change and why.
- Secondly, by starting with very high expectations (e.g. 'ban all homework') students might arrive at a happy compromise that represents real change (e.g. 'ban homework over the weekends').
- Thirdly, you never know! Certain determined students have made newspaper headlines for driving change (e.g. with regard to gender equality in school uniform rules).

Who decides?

Answer to question 9: By law, children and teenagers in the UK have to attend school or be home educated.

School governor's visit

This is usually the session students gain most from, but if you intend to do this part of the project, preparation is essential.

You will need to obtain permission from the senior management team for a governor to visit your class. If possible, avoid teacher governors as they tend not to be taken as seriously by students.

Students prepare questions to ask the governor, so you will need to guide them on the appropriateness of their questions.

In advance of the visit, provide the governor with a copy of the student workbook and the questions that each student has prepared, so that the governor can prepare answers and explanations.

The governor may need a few minutes to explain his/her role, but the students will soon disengage if this becomes a 'talk', so make sure the visit remains interactive.

Persuasive actions

Each group should undertake **at least two** persuasive actions. Suitable actions could include:

Posters

It is important that these are actually displayed somewhere to enable students to access their effectiveness, but make sure students have permission first. All posters should display the students' names and registration group, your name and the subject.

Placards and/or a demonstration

Students could fill in the placards on pp.14-15 below or make their own. Make sure, of course, that you get permission before organising a demonstration!

PowerPoint presentations

These could be aimed at peers or senior management (e.g. head of year or governors). Having the head of year and a governor involved from the start means you can send the materials on to them and expect some form of response.

Letters/emails

These can be sent directly to the person(s) concerned and/or published in a newsletter. As usual you will need to check them first and take full responsibility. In many cases the first person to contact would be year group reps or student council members.

Petitions/surveys/questionnaires

Some guidance will be needed here and again the wording will need to be checked. Students should consider who the target audience is, how responses will be recorded and how feedback will be given to respondents.

Other

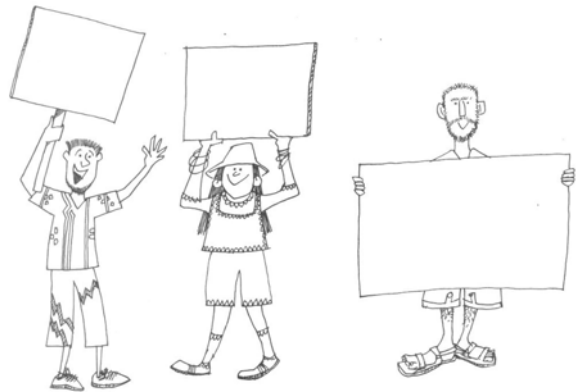
Encourage students to play to their strengths. If a group is particularly talented in terms of music, drama or technology, for example, suggest that they devise a persuasive performance, a YouTube video, a fundraising activity, a web page, a Facebook group/event ...

A KS3 Active Citizenship Project

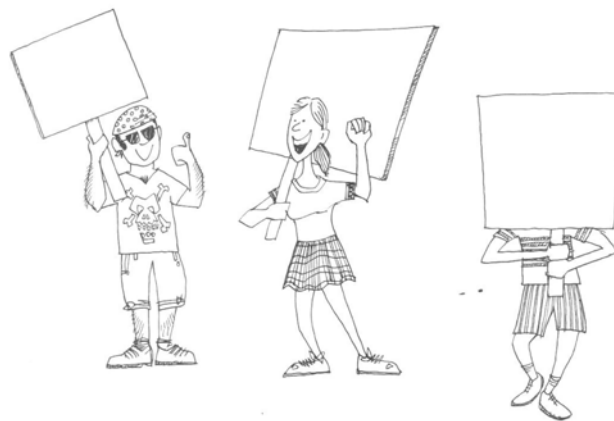
Student name:

Active Citizenship is when you:

- identify something that you feel needs changing



- understand why you are passionate about this change taking place



- take safe, legal steps to bring about this change.

In this activity you will be asked to find out who makes the decisions in your school.

You will then work in a small group to try and change things by influencing those people who make the decisions.

Your teacher will invite a school governor to come and listen to your views.

This booklet is a record of your work.

Who decides?

Before you can change things, you have to understand who makes the decisions and who you need to influence.

You may need to ask different people in school or look on the school's website for answers. In some cases more than one group may be involved in making the decisions.

Highlight or underline your answers below.

1. Who decides what subjects you have to study at school?

- a) the school council
- b) the head of year
- c) your parents
- d) the principal/head
- e) the school senior management team
- f) the school governors
- g) the government
- h) you



2. Who decides on matters regarding school uniform?

- a) the school council
- b) the head of year
- c) your parents
- d) the principal/head
- e) the school senior management team
- f) the school governors
- g) the government

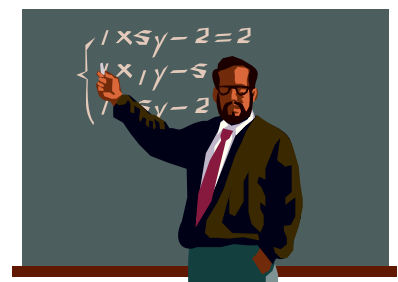


3. Who decides if your year can go off site at break/lunch times?

- a) the school council
- b) the head of year
- c) your parents
- d) the principal/head
- e) the school senior management team
- f) the school governors
- g) the government

4. Who decides what you are going to do in each lesson?

- a) the school council
- b) subject teacher(s)
- c) your parents
- d) the principal/head
- e) the school senior management team
- f) the school governors
- g) the government



5. Who decides how much your teachers are paid?

- a) the Local Education Authority
- b) the head of year
- c) your parents
- d) the principal/head
- e) the school senior management team
- f) the school governors
- g) the government



6. Who owns the school buildings?

- a) the Local Education Authority
- b) the town council
- c) the principal/head
- d) the county council
- e) the school governors
- f) the government



7. Who decides on who is excluded from school?

- a) the head of year
- b) subject teacher(s)
- c) your parents
- d) the principal/head
- e) the school senior management team
- f) the school governors



8. Who pays for you to go to school?

- a) the government
- b) the Local Education Authority
- c) your parents
- d) taxpayers
- e) no one – it's free
- f) you will – eventually

9. Do you have the right **not** to go to school?

- a) No – you have to go or you could go to prison / be fined
- b) No – you have to go or your parent/carer could go to prison / be fined
- c) Yes – your parent/carer has the right to teach you at home
- d) Yes – I don't have to go if I don't want to because it contradicts my human rights.



Complete the statements below. There are no 'right answers'.

By law, children and teenagers in the UK have to attend school or be home educated.

List three **advantages** of this.

| |
|----|
| 1. |
| 2. |
| 3. |

By law, children and teenagers in the UK have to attend school or be home educated.

List three **disadvantages** of this.

| |
|----|
| 1. |
| 2. |
| 3. |

Group project – part one

Finding out what people think

Working in small groups of two or three, discuss each of the questions below. Agree on your answers and record them here. Each of you will need to keep a record.

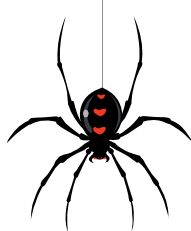
A. Make a list of **three** things you would like to change in school.

| | |
|----|--|
| 1. | |
| 2. | |
| 3. | |

B. As a group, pick one of those things to try and do something about. Be realistic here – refer to your answers in the ‘Who decides?’ quiz.

| | |
|----------------|--|
| Our choice is: | |
|----------------|--|

C. Make a spider diagram of the things you could do about it.

| |
|---|
|  |
|---|

Group project – part two

Identify what you could do

Now that your group has decided on the one thing you would like to campaign about, answer the questions below.

Why do you think that you could have an impact on your chosen issue?

Who would you try to get on your side first to help you change things?
(You might wish to refer back to your answers to the 'Who decides?' quiz.)

Which individuals/organisations within school could represent your views?

Who would you approach first in school with your request, and how would you persuade them to support your idea?

If you do not gain their support, who would you contact next?

What are some actions you could take (following school rules!) to get others to support your campaign?

Group project – part three

Planning how to do it

Now you need to work together to come up with a plan that you can actually follow.

- A.** From your list of actions in part two, which two actions will you actually take and when? Be realistic!

| |
|----------|
| Action 1 |
| Action 2 |

- B.** What resources do you need for these actions?

| |
|----------|
| Action 1 |
| Action 2 |

- C.** What support and whose permission do you need for these actions?

| |
|----------|
| Action 1 |
| Action 2 |

You will need your teacher's permission for certain actions, e.g. putting up posters in school. If you want to use an email, make sure your teacher checks it before you send it.

Once you have permission you can get on with your two actions.

Group project – part four

Review your actions

Here you say what you did, what worked and what did not.

How effective were these actions?

What response or feedback did you get?

How successful have you been at meeting your aims?

If you did the project again, what would you do differently?

What have you learned about Active Citizenship from doing this?

The school governor's visit

Before and during the visit

First you need to be clear about the role of the school governor.

Why does our school have governors?

What do you have the power to do and what can't you do?

Which individuals/group(s) do you represent?

Prepare your own question to ask the governor. Each member of your group should have their own question.

My own question for the governor:

.....

.....

The school governor's visit

After the visit

Which other student's question did you think was the most powerful? Why?

Do you think that the governor listened to the views of your class? Explain.

What have you learned from the governor's visit?

Self evaluation

In the 'changing school' activity what did you do best? Explain.

In the 'changing school' activity what do you think you could have done better?

The following vocabulary might help: *argument, budgeting, citizen, contribute, debate, effort, evidence, language, law, opinion, persuasive, realistic, right, responsibility, rule, school council, society, teamwork, voluntary group, vote.*

What **effort grade** (1–9) do you think you should get?

(1 = very poor; 5 = adequate; 7 = very good; 9 = outstanding)

1 2 3 4 5 6 7 8 9

Now explain why you should get this effort grade. What is the evidence?

Topic evaluation

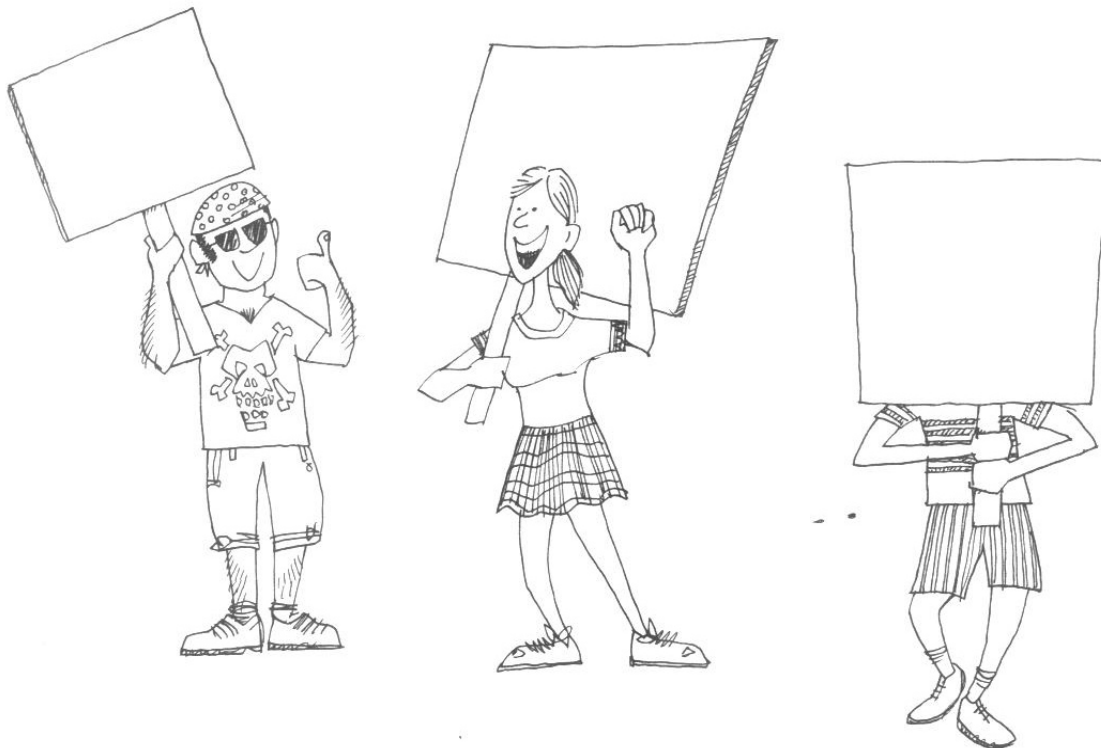
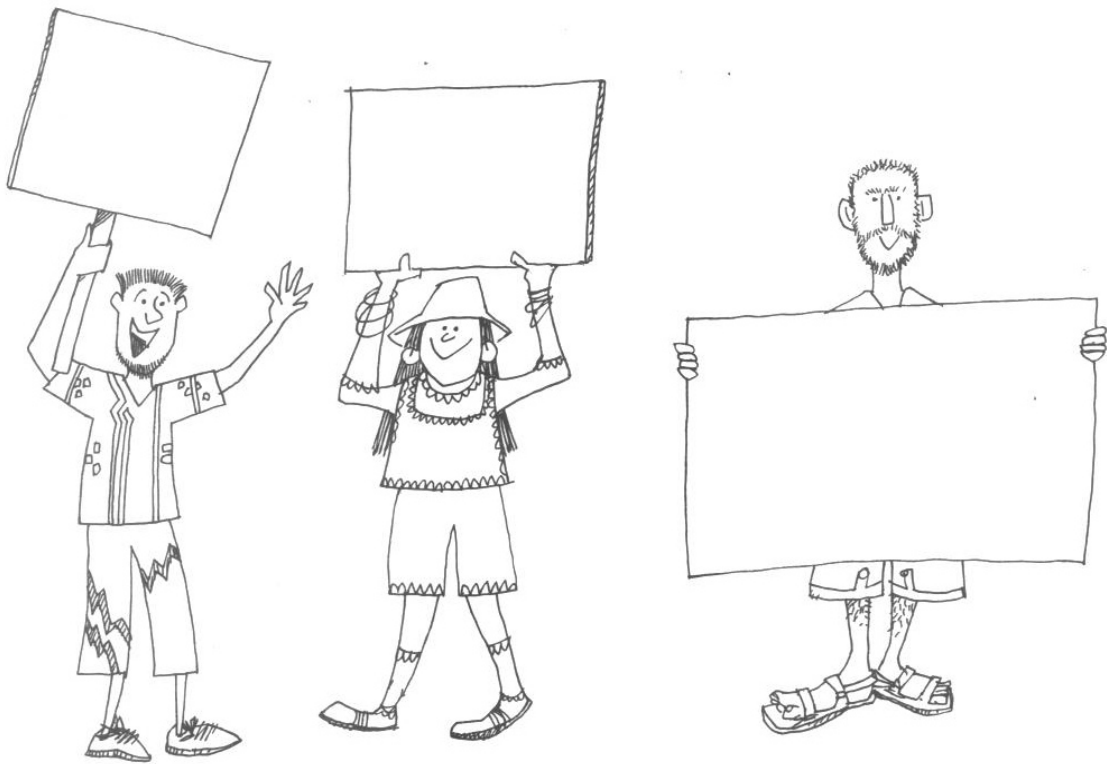
Now rate this topic out of 9, compared with other things you have done at school.

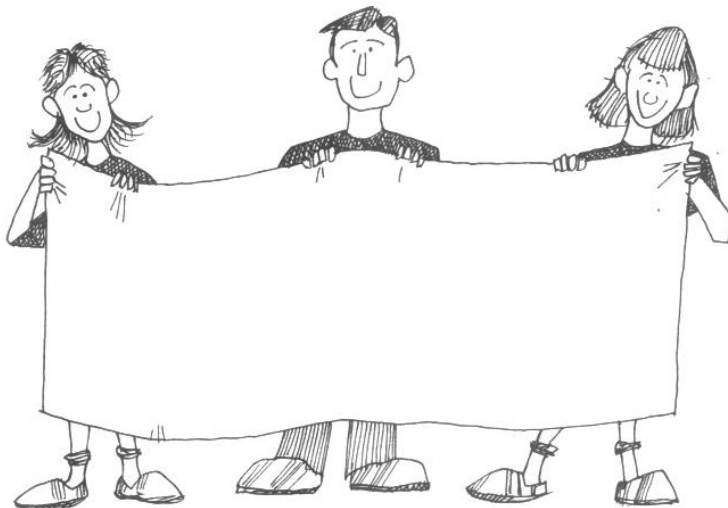
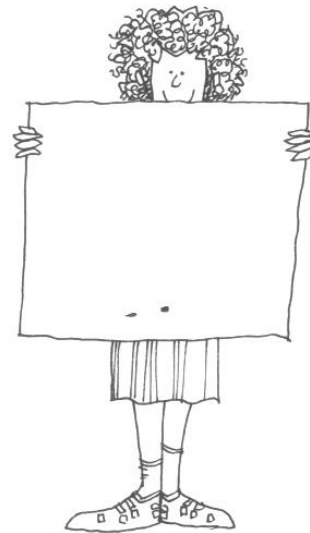
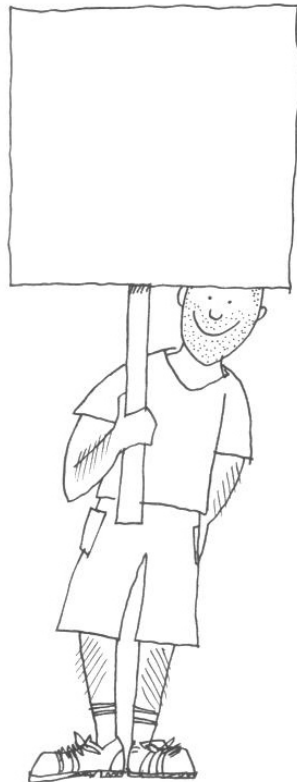
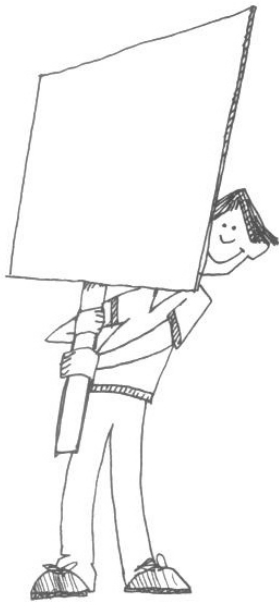
(1 = very poor; 5 = adequate; 7 = very good; 9 = outstanding)

1 2 3 4 5 6 7 8 9

Explain the reasons for your rating.

Add your captions here -





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