

Teaching notes

Year group: Y8/9.

Aims:

- to build upon previous Citizenship concepts of **rights and responsibilities**
- to develop **Active Citizenship** skills.

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.

Resources

Each student will need a copy of the **booklet** on pp.3–12 below. The **placards** on pp.13–14 are optional.

Students will need **internet access** for the following activities:

- What does my local council do?
- Identifying what you could do.

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 your local councillors.**

The learning outcomes involve effective, responsible action in the local 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, 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. 'create a new bus route') students might arrive at a happy compromise that represents real change (e.g. 'provide more evening buses on existing routes').
- Thirdly, you never know! Certain determined students have helped drive change (e.g. helping reduce speeding in front of a primary school in Tupton).

Local councillor'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 for a councillor to visit your class.

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

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

The councillor 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.13–14 below or make their own. Make sure, of course, that you get permission before organising a demonstration!

PowerPoint presentations

These could be shown to another class or in a school assembly.

Letters/emails

These can be sent directly to the local council, but make sure you check them first and take full responsibility.

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 local community.

You will then work in a small group to plan how to influence those people.

You will find out how to make your views known. For example, your teacher will invite a local councillor to come and listen to your views.

This booklet is a record of your work.



What does my local council do?

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

Explore your local council’s website. List 10 things that they support citizens with in your area (for example: anti-social behaviour; fostering; libraries).

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

List three things you did not realise that your local council was involved in.

1.
2.
3.

List three different council services that you use (or that someone you know uses).

1.
2.
3.

Group project – part one

Finding out what people think

Working in a small group, discuss each of the questions below. Record the opinions of the people in your group (including your own).

A. What would you like to see changed in your local community? It might be helpful to think back to what your council is involved in.

Examples:

- Have buses coming home from town after 9pm.*
- Put recycling bins on all our streets (not just in buildings).*
- Get a zebra crossing put in near the tennis club.*

B. As a group, decide which two things above you feel most strongly about. In other words, what would you most like to see changed?

- 1.
.....
- 2.
.....

C. Choose one of the things from B as the focus of your group project. Be realistic! You will spend time over the next few weeks trying to get this change made.

- 1.
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Group project – part two

Identifying what you could do

Think carefully about what your group is trying to change and answer the following questions:

1. Why do you feel confident that your group will have influence over the relevant decision makers?

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2. Which organisation(s) / individual citizens are responsible for what you are trying to change? (If it isn't your local council, you may need to look at government / pressure group websites.)

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3. Are there any other groups or organisations that might support your views and help you influence the decision makers?

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4. Who will you contact first with your views? How?

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5. If they do not reply to you, who will you contact next?

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6. How will you get support for your campaign from other students, friends, family etc.?

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Group project – part three

Planning how to do it

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

A. Make a mind map of the things you could do.

Large empty rectangular box for drawing a mind map.

B. Which two actions will you take? Don't forget to be realistic!

Two sets of horizontal dotted lines for writing actions, labeled 'Action 1' and 'Action 2'.

C. What resources, and whose permission, do you need for these activities?

You will need your teacher's permission to put up posters. If you want to send an email, send it to your teacher first so they can send it on for you.

Two sets of horizontal dotted lines for writing resources and permissions, labeled 'Action 1' and 'Action 2'.

Group project – part four

Allocating jobs

Now work out who will undertake which actions..

Action 1:

1. Who will be 'project manager' for this action?

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2. What will the other team members do?

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3. What is the aim of this activity? How will you know if it has been successful?

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Action 2:

1. Who will be 'project manager' for this action?

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2. What will the other team members do?

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3. What is the aim of this activity? How will you know if it has been successful?

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Group project – part five

Reviewing your actions

Explain what you did, describing what worked and what did not.

1. How effective were the 'project managers' for these actions? Justify your answer.

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2. Which team member had the biggest overall impact on the project? Explain why.

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3. How successful have you personally been at meeting the group's aims?

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

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5. What have you learned about Active Citizenship from doing this?

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The local councillor's visit

Before and during the visit

Through planning your campaign, you have been finding out more about how Active Citizenship works in your community. To help you continue to make improvements, you need to be clear about the role of your local councillors.

Prepare your own question for the councillor in advance (question 3 below). Then make notes in the boxes when s/he visits.

- 1. Why does our community have councillors? What do you have the power to do and what can't you do?

Empty box with four horizontal dotted lines for notes.

- 2. Do you represent a particular group, such as a political party?

Empty box with two horizontal dotted lines for notes.

- 3. My own question for the councillor:

Two horizontal dotted lines for writing a question.

Empty box with four horizontal dotted lines for notes.

The local councillor's visit

After the visit

1. Which other student's question was the most powerful? Why?

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2. Do you think that the councillor listened to the views of your class? Explain your answer.

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3. What have you learned from the councillor's visit?

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Self evaluation

In the 'changing my community' activity what did you do best? Explain your answer.

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

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

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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?

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Topic evaluation

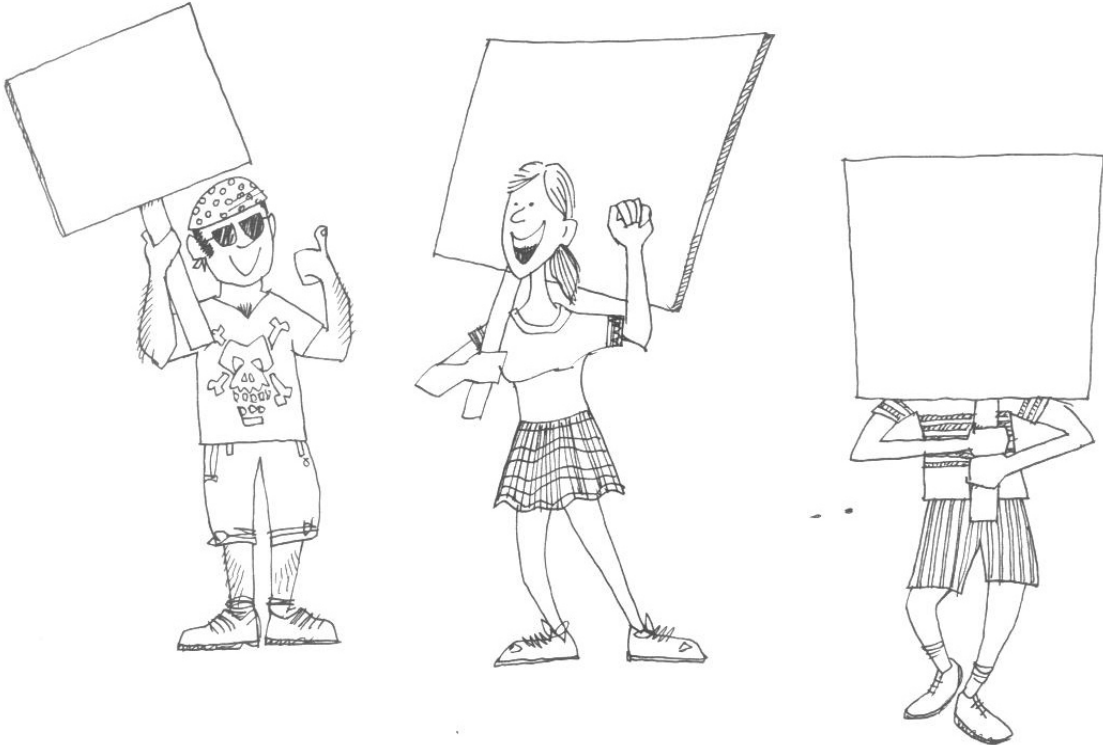
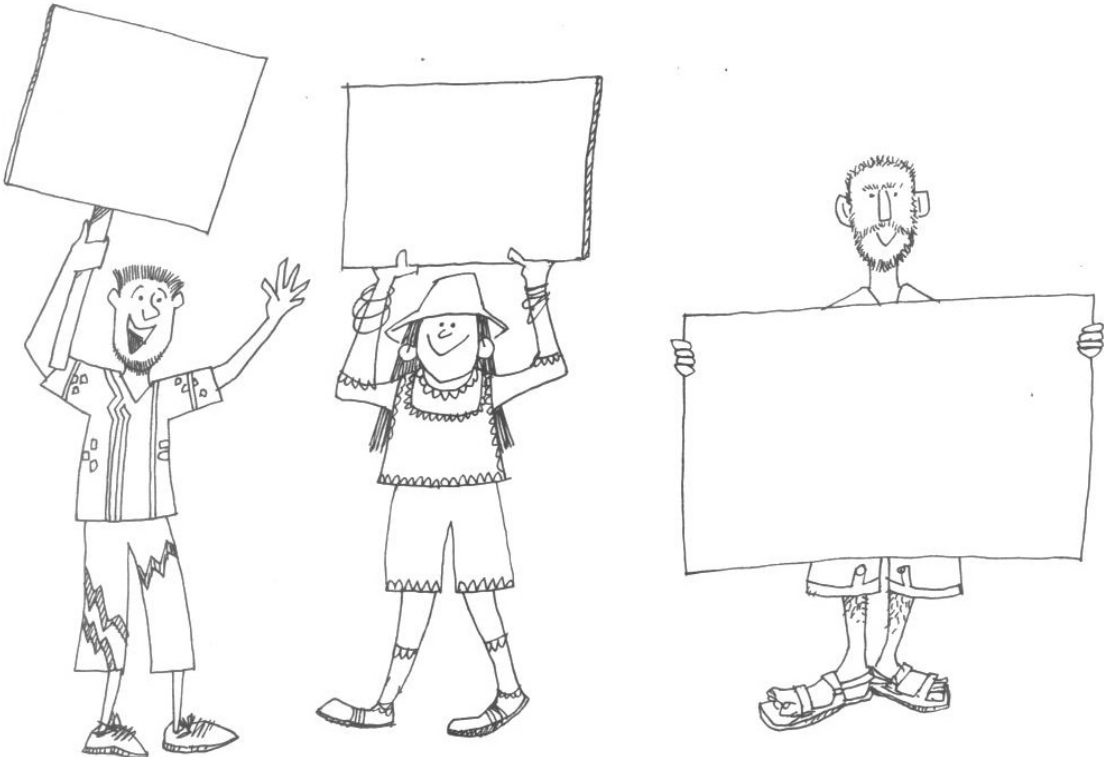
Now rate this topic out of 9, compared with other things you have done at school.
(1 = very poor; 5 = adequate; 7 = very good; 9 = outstanding)

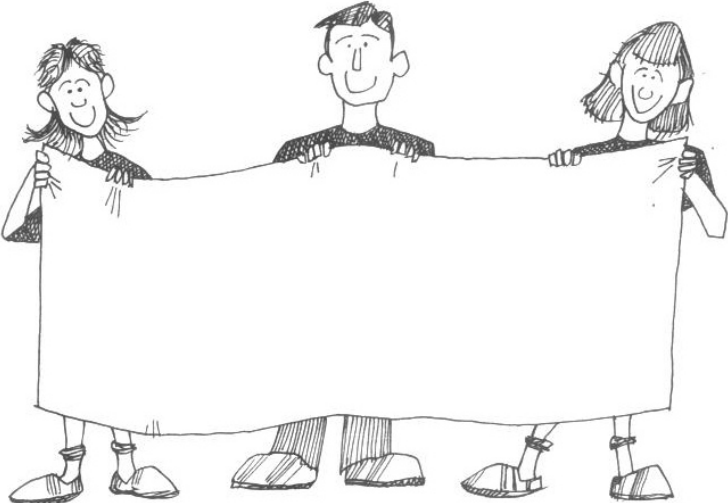
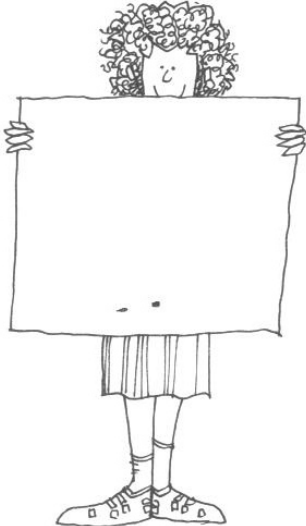
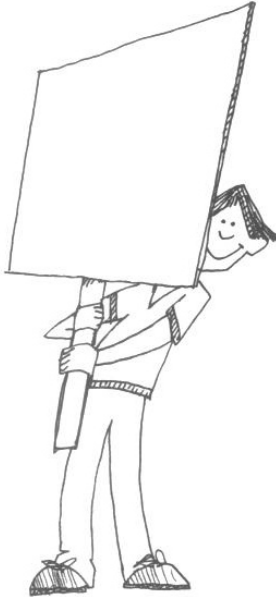
- 1 2 3 4 5 6 7 8 9

Explain the reasons for your rating.

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Add your captions here





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