

The activities below are suitable for students across a range of year groups at Key Stages 3 and 4. Examples are given for the topics of 'poverty' and 'human rights'.

The activities are arranged according to how high a level of literacy is needed, with the lowest first. All except number 3 assume some prior knowledge of the lesson topic.

A PowerPoint of images is available to accompany activities 2 and 3 (downloadable from www.teachitcitizenship.co.uk, by searching for 22658).

1. What does it look like?

Tell students that their friend's six-year-old brother/sister wants to know what a particular topic, e.g. poverty, looks like. They should draw a picture to show what the word means.

Ask one or more volunteers to show their images, each in turn.

Follow-up questions/tasks could include:

- *Why did you draw this?*
- *Did anyone have anything similar/different?*
- *Why do we associate this with [topic]?*

2. Same and different

Show students four images related to the lesson topic, but don't say what the topic is. Ask them:

- *What's the same in the pictures?*
- *What's different?*

Leave the images up while students are taking their seats and/or the register is being taken, so they have enough time to think about the questions.

Follow-up questions/tasks could include:

- *What topic are we looking at today?*
- *Choose one of the images. Write a sentence explaining why it is linked to this topic.*
- *Which of the images had the biggest impact on you? Explain why.*

You could use the images in the accompanying PowerPoint (downloadable from www.teachitcitizenship.co.uk, by searching for 22658). Alternatively you could use the ones below (not reproduced here for copyright reasons). This could then lead into reading one or more of the related articles.

Possible images for poverty:

- www.theguardian.com/society/2014/oct/15/child-poverty-levels-uk-mapped-out-research (Child with piggy bank.)
- www.fanpop.com/clubs/th%25CE%25B5-%25CF%2581%25C3%25B8%25E1%25B9%25BF%25CE%25B5r%25CF%2584y/images/29969182/title/stop-poverty-photo (Child poverty in Africa.)
- www.bbc.co.uk/radio1/advice/factfile_az/poverty (A piggy bank, and a hand clutching a couple of coins.)
- http://en.wikipedia.org/wiki/File:Kids_in_Rishikesh,_India.jpg (A couple of street children in Rishikesh, India.)

Possible images for human rights:

- www.telegraph.co.uk/news/worldnews/asia/china/8120117/China-and-human-rights-the-biggest-issues.html (Unknown male who stopped tanks from entering Tiananmen Square and killing the students who were protesting about human rights violations in China.)
- www.reppittsburghhiphop.com/2012/02/29/the-hip-hop-renaissance/banksy/ ('Keep your coins' by street artist Banksy.)
- www.fashion-stylist.net/blog/2008/04/22/banksy-one-nation-under-cctv/ ('One nation under CCTV' by street artist Banksy.)
- www.amnesty.org.uk/womens-rights-afghanistan-history (Women voting in Afghanistan: two women on either side of plastic container.)

3. What questions would you ask?

Show students an image related to the lesson topic - one which includes some people. The students should think of a question to ask the people in the picture.

Leave the image up while students are taking their seats and/or the register is being taken, so they have enough time to think of a question.

You could use the images in the accompanying PowerPoint (downloadable from www.teachitcitizenship.co.uk, by searching for 22658). Alternatively you could use the ones below (not reproduced here for copyright reasons).

Possible image for poverty:

- www.theguardian.com/society/2014/oct/15/child-poverty-levels-uk-mapped-out-research (Child with piggy bank.)

Possible image for human rights:

- www.reppittsburghhiphop.com/2012/02/29/the-hip-hop-renaissance/banksy/ ('Keep your coins' by street artist Banksy.)
- www.fashion-stylist.net/blog/2008/04/22/banksy-one-nation-under-cctv/ ('One nation under CCTV' by street artist Banksy.)

4. Word sweep 1 - collaborative

Ask students to think of as many key words as possible connected to the lesson topic. In a strong class they could do this individually; in a weaker class they could pair-share their ideas before you ‘sweep’ the class.

Each student should then choose one of their words and say it to the rest of the class. Tell them that it doesn’t matter if someone else has already said the same word.

Follow-up questions/tasks could include:

- *Which words came up the most often? Why are they important for this topic?*
- *Can you explain the word you chose?*

Possible key words for poverty:	Possible key words for human rights:
absolute poverty	arbitrary arrest
campaign	dignity
child poverty	discrimination
fuel poverty	education
lobby politician	equality
media	fair trial
pressure group	freedom of expression
relative poverty	(in)justice
responsibility	intellectual property
right to accommodation	(in)tolerance
right to education	liberty
right to leisure	privacy
right to shelter	protection
stereotype	religion
	repression
	responsibilities
	security
	slavery
	torture
	trade unions

5. Word sweep 2 - competitive

Ask students to work individually and think of a word that is linked to the lesson topic. They should write it down without telling anyone else.

Everyone then says their word. If more than one other student chooses the word, each of them gets one point. If they say a word that only one other person chooses, they get two points. If they say a word that nobody else chooses (and it is relevant to the topic!), they get three points.

Encourage students to use their imagination when choosing their word. For example, they could use the name of a celebrity who is involved in a relevant campaign.

You can then tell students that you are thinking of three more key words than no-one has said so far. The three students who guess these correctly earn five bonus points each.

Rewards for the winners could include:

- a note home to their parent/carer
- a praise message to their form tutor
- getting to leave first at the end of the lesson.

Possible key words for poverty:	Possible key words for human rights:
(See Word sweep 1 above.)	(See Word sweep 1 above.)

6. Anagrams

Jumble the letters of some key words related to your lesson topic and ask students to decipher them. Note that anagrams are really hard to solve if the first letter is not the correct one!

You could then ask students to say what the overall topic is and explain how the key words are related to it.

Possible anagrams for poverty:		Possible anagrams for human rights:	
Anagram	Solution	Anagram	Solution
aosbeult	absolute	dirisconminati	discrimination
cldhi	child	eeevyonr	everyone
flue	fuel	femrdoe	freedom
helhat	health	hnmau	human
imenco	income	iuinjcest	injustice
mynoe	money	ianntrecole	intolerance
poro	poor	ponrocteti	protection
ptoyver	poverty	rpibisslieoniest	responsibilities
revaitel	relative	rstghi	rights
wesag	wages	sraylve	slavery

7. Explain to your friend's younger brother/sister

Tell students that their friend's eight-year-old brother/sister wants to know what a particular topic or key word means. They should write the best answer they can give using no more than 30 words and keeping their language simple.

Ask for five volunteers to read out their answers. The class votes for a winner.

For students who are newer to the topic, you could provide definitions and ask them to cut them down to 30 words, for example:

Child poverty

Child poverty is when citizens aged 16 or under (or up to 19 if in education and living with parent/carer) are disadvantaged due to a lack of disposable income in their household. This lack of financial freedom can lead to hunger/poor diet, mental ill health and poor living conditions. It can also cause limited access to toys/technology, restricted privacy, no/few holidays, attendance of a 'failing school' and/or below average qualifications.

Fuel poverty

Quite simply, fuel poverty means having too little disposable income to heat the place where you live. Fuel poverty can be partly attributed to recent large cost increases in gas and electricity - increases which are more significant than the increases to citizens' wages.

Absolute poverty

This term describes the situation when citizens lack basic survival necessities. These include clean water, clothing, medicine and shelter. This type of poverty is also called 'extreme poverty'. Most people associate absolute poverty with countries outside Europe. However, some social commentators argue that whilst clean water and free school meals are available in Britain, increasing numbers of children in Britain live in households where 'basics' such as heating the home and buying new clothes when children outgrow them are not possible.

Relative poverty

Citizens whose disposable income is significantly lower than that of other people in the same country are living in 'relative poverty'. They may, for example, be unable to take part in hobbies, to pay for public transport, to pay rent in a safe area and/or to afford mid-priced supermarkets such as Tesco and Asda.