Lesson Plan: What is a community?

Resources:
- Lesson 1 PowerPoint

Objectives:
- To learn about the different groups that make up communities that we belong to or are around us.
- L4: To identify and be able to explain the concept of community.
- L5: To identify a range of communities and explain who might belong to that community.
- L6: To analyse the similarities and differences between different types of communities.

Content:
Starter:

What is a community?
With the person next to you, agree and write down a definition.

Key concept:
Community: A group of people living or existing together sharing common values, interests and/or ways of doing things.

Which communities do you belong to? Pupils can survey each other to achieve up to five examples.

Task A:
In small groups, discuss and complete the table. Be as detailed as you can with the right column. (Table on ppt)

Task B:
(IN PAIRS) Select the community from Task A with the most diverse population and complete the following questions about it:
1. What is the community that you have identified?
2. What are the benefits of this community being diverse?
3. What are the drawbacks of this community being diverse?
EXT: Explain the similarities and differences within your chosen community.

Plenary: Quick discussion – What would it feel like not to feel part of a community?
Self assess level outcome.

Homework:
(Suggested) Survey other people in your household and identify which communities they might belong to. Why are some of them different to the ones you might belong to? Do you see yourself one day belonging to any of these groups? Explain why. Be prepared to share next lesson.
**Year 7**

**Citizenship**

<table>
<thead>
<tr>
<th>Lesson No: 2</th>
</tr>
</thead>
</table>

| Community People (The ACT Building Resilience Project) |
| Lesson Plan: So many people, so many views! |

**Resources:**

- Lesson 2 PowerPoint
- School uniform policy handout
- Post-it notes

**Objectives:**

- To learn about and consider the range of opinions that might exist in a diverse society and why these views might exist.
- L4: to be able to explain reasons for my opinions on a specific issue.
- L5: to be able to identify, compare and consider more than one point of view on a specific issue.
- L6: to identify the strengths and weaknesses in arguments.

**Content:**

**Starter:**

In books

Benefits of diversity in a community:

Drawbacks of diversity in a community:

Think for a moment: If there are so many communities and many of these have a diverse make-up, imagine how diverse wider society is.

**Task A:**

New school uniform policy

Write down on each post-it note which groups would have an opinion on this issue and what their view might be.

e.g. school pupils – they might want to do well in these tests and want support.

Then stick these onto the board at the front.

**Task B:**

Opinion indicators

1. According to your own view, do you agree with the suggestions? Be able to explain why.
2. According to the view of the group/view on your post-it note, do you agree with the suggestions?

**Task C:**

**TASK C: In pairs**

**A diverse community or society leads to a diverse range of views and ideas about the best ways of doing things. There is clearly a diverse range of opinions on this issue.**

In your book, write your answer to these questions.

1. Whose view should matter more in this discussion?
2. How do you decide if this is the right thing to do or not?
3. Using examples, what makes an argument a stronger argument and what makes an argument a weaker argument?

**Homework:**

After listening to the arguments, write down whether you think the school should or shouldn't proceed with the proposed new uniform policy.
Lesson Plan: How do we deal with controversial issues?

Resources:
- Lesson 3 PowerPoint
- Drawing the line card sort
- Information sheets on PETA and ALF and ALF video [Ppt link] (if appropriate)

Objectives:
- to learn about and consider the range of opinions that might exist on a controversial issue and consider the diverse range of opinions related to the issue and how people might respond.
- L4: to be able to explain your own view (with reasons) on a controversial issue and how it should be dealt with.
- L5: to be able to identify, compare and consider more than one point of view on a controversial issue.
- L6: to identify the strengths and weaknesses in arguments.

Content:
Homework review:
Select examples of different views on the school uniform policy. Pupils to exchange views and then develop their answer based on the need for balance or identifying strengths and weaknesses in arguments.

Starter:
What is a controversy? Agree a definition in pairs. (Where there is public disagreement or heated debate on an issue) Come up with examples of controversial issues – share as a class.

Share title and objectives/outcomes. Review what we have learnt about so far to set context.

Task A:
Introduce case study: animal rights. Identify how we use animals. Images to help. Feedback as a class.

Task B:
Introduce PETA and ALF information sheets. Complete differences table. If time, show the ALF Youtube Video

Task C:
Card sort exercise. With a partner, use the cards to identify which methods you disagree with and which you agree with. For the most and least acceptable, write in your book your reasons for this.

Homework:
**Year 7**  
**Citizenship**  
**Lesson No: 4**

<table>
<thead>
<tr>
<th>Community People (The ACT Building Resilience Project)</th>
<th>Lesson Plan: How to debate controversial issues?</th>
</tr>
</thead>
</table>

**Resources:**
- Lesson 4 PowerPoint
- Rules of debating worksheet and speech writing guide
- Post-it notes

**Objectives:**
- to learn about and consider the range of opinions that might exist on a controversial issue and consider the diverse range of opinions related to the issue and how people might respond
- L4: to be able to explain your own view (with reasons) on a controversial issue and how it should be dealt with.
- L5: to be able to identify, compare and consider more than one point of view on a controversial issue.
- L6: to identify the strengths and weaknesses in arguments.

**Content:**

**Starter:**
Review card sort.  
Why did you draw the line where you did?  
Why does it differ between different people?  
Class discussion.

**Task A:**
Introduce another controversial issue e.g. immigration. (Teacher can decide or vote as a class last lesson). Give out any information sheets prepared to inform opinions. Set pupils on sides. MA pupils could be requested to argue the side that does not align with their own views.  
Read through and discuss the rules of debating. Suggest a motion ‘This house believes…’

**Task B:**
Hold the debate. Encourage notes to be taken. Take a vote. Teacher chairs. Can review the debate as a written task.

**Homework:**
Assessment task – base on levels above. Write a speech on the issue debated showing that you have considered more than one point of view.
## Year 7 Citizenship

<table>
<thead>
<tr>
<th>Project: Community People (part of The ACT Building Resilience Project)</th>
<th>Lesson No: 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Community People (The ACT Building Resilience Project)</strong></td>
<td><strong>Lesson Plan:</strong> How can we build resilience against extremist ideas?</td>
</tr>
</tbody>
</table>

### Resources:
- Lesson 5 PowerPoint
- Video ‘Extremists’ from [https://www.truetube.co.uk/film/extremists](https://www.truetube.co.uk/film/extremists) Teachers should view the film first. It contains very direct language. Teachers should prepare the pupils for this video and stop it at times to explain and discuss aspects where necessary
- Print out of Met Police advice slide

### Objectives:
- **to understand what extremism is, why some people might hold extreme opinions and how to be vigilant against extreme ideas.**
- L4: to be able to identify examples of extremism/extremist ideology.
- L5: to be able to explain why some people might develop extremist ideologies.
- L6: to suggest and evaluate appropriate ways of dealing with extremist ideas.

### Content:

#### Starter:
Key questions to consider. Draw out pupil ideas on these issues:
- a) What is extremism?
- b) What is radicalisation?
- c) What is an ideology?

This would be a good opportunity to highlight that some people might find the following topic challenging. Follow school/department guidance on this issue if a pupil becomes upset.

Go through our learning thought process so far before proceeding (what have we learnt so far?)

#### Task A:
Watch the video clip
Identify what you think makes these people extreme (emotions/feelings/perceptions of society)
Make notes/mind map
EXT: How do they go about making peace?

#### Task B:
Show Met Police guidance slide. Print out if necessary.
Create a leaflet educating younger people about extremism. Include:
- a) Explanation about society and communities being diverse.
- b) Examples of issues that people might disagree over.
- c) How someone might become extreme or radical in their views.
- d) Suggestions on what to do to prevent radicalisation.

Plenary: What do you do if you think someone is an extremist or could be violent?
Police, school, responsible adult? Discuss what to do (and not do) as a class.

### Homework:
Can complete leaflet. Can use lesson time to prepare and develop a presentation to be delivered next lesson if time.