

Medium term planning – The ACT Building Resilience Project**Key Stage 3****About the Unit**

During this unit of work students will focus on the recent unrest and protests in Dover in Kent. Through investigating the topic students will discover why these protests are taking place, the reasons the two sides give for their actions. Students will be encouraged to make judgements on the actions used by both sides and to what extent these are extreme or radicalised. In addition they will consider the individual's right to protest weighted against

Aims linked to NC

Students will develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced by examining the role of the Police during protests and the rights of protesters.

Students will develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood by examining how and why people protest and what constitutes responsible action. In addition to the role of other ways of advocating and supporting groups you feel strongly for example the role of voluntary organisations.

By engaging in the investigation students will be equipped with the skills to think critically and debate political questions in this case the question around immigration.

Students will be aware of the precious liberties enjoyed by the citizens of the United Kingdom through investigating the right to protest

Students will be the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities by seeing how groups react to new situations.

<u>Personal, Spiritual, Moral & Cultural Development</u>	Empathy for people/causes that groups produce in order to actively participate in the democratic process within Britain and around the world and how these make a difference to society/community lives.
<u>Numeracy</u>	Looking at figures of how protests have increased throughout time and pressure group funding/budgeting.
<u>Literacy</u>	Key words, explanation of ideas in full sentences/paragraphs, using persuasive language, debating, extended writing.
<u>Resilience</u>	Being ready, willing and able to lock on to learning – stick at it, stay positive, get involved, set targets and practice. Understanding the decisions they make can affect their futures.
<u>Responsibility</u>	Being ready, willing and able to become more responsible for learning – know right from wrong, challenge yourself and think ahead.
<u>Resourcefulness</u>	Being ready, willing and able to learn in different ways – show initiative, ask good questions, involve others and adapt.
<u>Reflection.</u>	Being ready, willing and able to reflect on learning and behaviour – stay curious, seek feedback, learn from experience.
<u>Reasoning</u>	Being ready, willing and able to look for reasons for beliefs, conclusions, actions or feelings – think things through, consider all of the evidence and make careful choices.
<u>Respect</u>	Being ready, willing and able to learn in a manner that embraces self-respect, mutual respect and respect for the environment: behave appropriately, consider others, listen carefully.

Prior learning.

If students have studied the history of protest groups within history lessons.

Language for learning.

Through the activities in this unit, students will be able to understand, use and spell correctly, words relating to:
Pressure groups, Protest, Violent, Peaceful, Democracy, Boycott, Sit in, Demonstration, Riot, Human Rights, Civil Disobedience, Campaign.

Citizenship Learning linked to Resilience

Students will develop an understanding of why and how radicalisation and extremism can take place, not to condone such acts but consider what drives individuals to extreme acts. Students will explore different responses to extremism and radicalisation and why there are different views on whether create cohesion or marginalisation by focusing on the response to immigration in Dover.

Students will deepen their knowledge and understanding of democratic principles in balancing rights, safeguarding freedoms and democracy by focusing on the right to protest.

Students will explore the idea of the limits of individualism by looking at the use of social media in cases of inciting others to violence focusing on Dover.

Expectations

At the end of this unit

All students will have knowledge of what the protests in Dover centre around. Students will be able to make judgements about actions of individuals and decide when an action crosses the line from acceptable protest to extreme behaviour. They will know the basic skills needed for a protest to be organised/become successful. A basic understanding of deadlines and contribution to team work will be acknowledged. All students will be able to communicate ideas effectively in order to achieve the objectives of the unit.

Most students will be able to articulate why different groups react different to the issues around immigration identifying where ideas come from. They will understand the role of the Police within protests and how an individual's rights needs to be balanced against safe guarding freedom and democracy. Most students will have knowledge of the key skills needed to form a successful team and put these into action. Team leader skills will briefly be shown so as to keep the group united and on track. They will understand the key terms held within the unit.

Some students will Be confident to lead discussions around the different views on migration taking account the views of others as well as their own. They will explain the reasons why people turn to extremist or radicalised action and reflect on the effects that this has. They will take the lead in team work and work towards make their campaigns successful. Students will be able to use examples of good practice of protests and provide a depth report into why this has happened.

Future links

This will link on to the Citizenship GCSE Exam board specification.

Assessment.

By the end of the unit students will be expected to at some level

Be able to discuss the issue of migration and understand that there are a range of legitimate opinions regarding the issue

Students will have shown evidence of researching and forming their own opinion and listened to the opinion of others

Students will be able to identify and describe the opinions on migration and the right to protest

Students will be able to explain why immigration in a controversial issue

Students are able to explain why protest is a controversial issue

Moderation arrangements.

Assessments will be moderated during department time.

Cross Curricular links.

ICT, History, Geography, English, Maths, Art, PSHE, RE.

Useful web links and resources

<https://www.gov.uk/protests-and-marches-letting-the-police-know>

<http://www.truetube.co.uk/film/peaceful-protests>

<http://www.bbc.co.uk/news/uk-england-kent-35944656>

<http://news.sky.com/story/1671672/immigration-protests-bring-dover-to-standstill>

<http://www.theguardian.com/uk-news/2016/apr/02/police-arrest-13-after-immigration-demos-in-dover-turn-ugly>

<http://www.bbc.co.uk/news/uk-england-kent-35450115>

http://www.huffingtonpost.co.uk/2016/01/30/dover-protest-turns-violent-demonstrator-bloodied_n_9119604.html

<http://www.telegraph.co.uk/news/uknews/immigration/12131556/Violence-erupts-as-far-right-and-anti-fascist-groups-clash-in-Dover.html>

<http://www.newstatesman.com/politics/uk/2016/02/both-sides-dover-riots-who-are-young-anti-immigration-and-anti-fascist>

<http://www.newstatesman.com/politics/uk/2016/02/pegida-uk-new-face-britain-s-far-right-movement-and-how-challenge-it>

<http://www.archyuk.com/both-sides-of-the-dover-riots-who-are-the-young-anti-immigration-and-anti-fascist-protesters-new-statesman/>

<https://www.liberty-human-rights.org.uk/human-rights/what-are-human-rights/human-rights-act/article-11-right-protest-and-freedom-association>

https://www.foe.co.uk/sites/default/files/downloads/cyw_59_protest_law.pdf

<https://greenandblackcross.org/guides/planning-an-action/>

<https://greenandblackcross.org/wp-content/uploads/2015/12/gbc-ldmg-bustcard-1.5.pdf>

<https://greenandblackcross.org/guides/laws/>

<https://www.youtube.com/watch?v=zbRUoqKd4Mk>

<https://www.youtube.com/watch?v=fBSvsTEsGdY>

https://www.buzzfeed.com/tomphillips/english-disco-lovers-overtake-english-defence-league-in-goog?utm_term=.cqD26OEDd#.woGvO1Dwa

<http://www.edl.me/>

Lesson	Lesson Objective	Lesson Activity	Resources / Websites
Building Resilience – Dover What's All the Fuss About?			
1	<p><u>What has been going on in Dover and why?</u></p> <p>Students will be able to draw conclusions on what is happening in Dover</p> <p>Students will begin to identify where behaviour becomes extremist and justify their views</p> <p>Students will begin to identify the different opinions involved in immigration</p>	<p>Getting them thinking:</p> <p>Inference grid with one image of Dover protest and questions around it</p> <p>Feedback from students responses to the image</p> <p>Introduce project brief, they are investigating journalists about to produce a documentary on a local issue. All their learning will inform the outcome where they have to demonstrate their knowledge of the topic and give their judgement on what should happen.</p> <p>Main Activity:</p> <p>Provide in groups large sheets of sugar paper with key images or information from Dover Protests on.</p> <p>Show definition on board of extremism, clarify with understanding.</p> <p>In groups students ask questions make observations based on the stimulus material they have been given. For students that need guidance the idea of the W's can be used (who, when, where etc.)</p> <p>Images are moved around the room until all groups have seen them then feedback given.</p> <p>Then context on recent protest is shared with the group.</p> <p>Plenary:</p> <p>Students complete stage one of researchers booklet what has been happening in Dover and why.</p> <p>Class activity plotting actions against extremist behaviour line.</p>	<p>Inference grid one</p> <p>Key images for Dover Protests</p>
2	<p><u>Where are protestors getting their ideas from?</u></p> <ul style="list-style-type: none"> • To differentiate between facts and opinions. • To consider the reliability of popular sources of information. 	<p>Starter: questionnaire on identifying facts and opinions followed by class discussion around some of the questions</p> <p>Main: Students explore the role of media influence. Look at headlines on youths and discuss the images this gives out do they agree with the image given etc. What might others believe about young people if this is all they knew about young people. Discussion around newspaper article calling young people lazy.</p> <p>Mind map who influences students take a range of responses. Add in key names such as Government, BBC, Google, The Sun if they are not already on the students mind map.</p> <p>Ask students to rank these in the order they think they are most likely to give fact over opinion, who do students trust more?</p> <p>Share the story of Amina Gay Girl in Damascus</p> <p>Discussion around what this can teach us when investigating the media.</p> <p>What can this tell us about headlines on immigration and stories on immigration?</p>	<p>Opinion and fact questionnaire</p> <p>Youth newspaper article</p>

		Plenary Write a top 5 hints sheet for investigating sources in the media	
3.	<u>When does a protest cross the line?</u>	<p>Starter – key term matchup</p> <p>Intro to political ideology focusing on Far right difference.</p> <p>Introductions of term extremist and discussion around this students to give their own definition</p> <p>True or False questions on extremism</p> <p>Discussion and evaluation of photo images is this extremism? Is this violent extremism, keep referring students back to the definitions. This can either be done as class with directed questioning or give out the images.</p> <p>Show definition of violent extremism, ask students to discuss difference between the 2 definitions looked at today, what do the images fir into? If extremism acceptable if it doesn't cause harm? What if it doesn't offend values?</p>	
4.	<u>How do we balance the right to protest?</u>	<p>Student offer definitions of Violent extremism and extremism from previous lesson.</p> <p>Standing across the room explain to students one side is totally non extremist the other is violent extremist.</p> <p>After looking at information about a protest students need to decide where they feel the protest sits and say why. They need to try and persuade others to change their minds about this if they do not agree with them.</p> <p>Show the images all local to Kent.</p> <p>For the EDL video stop before the comment about taking back out streets etc and take views, then continue video and emphasis that point, see if students change their minds on where they stand.</p> <p>Hand out newspaper articles which show arrests of protesters</p> <p>Students investigate crimes and see if they can identify which group these protesters belong to.</p> <p>Discussion around the view the protests should be banned</p>	Newspaper articles from local and national press
5	<u>Policing a Protest</u>	Visit from Kent Police public order officer	
5	<u>Assessment opportunity.</u>	<p>Students story board their documentaries and write a script for the conclusion section</p> <p>The conclusion will then be presented to the rest of the class for peer assessment to see which elements they have met in terms of the objectives of the unit.</p>	