

20 Lesson for 20 Years

Taking action on Sustainability
Key Stage 3 / Year 9

<p>Context</p>	<p>This is the first lesson in a series which links the theme of sustainability and holding government to account. They were originally designed at the time of COP26 in 2021. This unit of work allows pupils to explore the connections between core citizenship concepts and issues which is often cited by young people as being a priority. Across the unit pupils will develop an understanding of how responsible action can hold representatives to account, the role Britain has in working with other countries to ensure that sustainability goals are met, and take action on the climate crisis.</p> <p>Education around the climate crisis and sustainability have been seen as key to combating climate change. The impact of climate change is much broader than just changes in weather and it is within the Citizenship curriculum that we can illustrate these concepts with concrete examples. This includes highlighting the social injustices that climate change brings with it by looking at the individuals most affected by its impact. Also, the ability to use our civil society and democratic system to hold our representatives to account and create change. By using these substantive and procedural concepts in our classrooms we can ensure pupils develop an understanding of climate literacy and have an opportunity to participate fully in a programme of climate based education.</p>
<p>Overview</p>	<p>This lessons allows pupils to explore what young climate changemakers and campaigners currently do to create positive change. By analysing the examples of individuals involved in different campaigns and actions pupils will develop an understanding of the different forms responsible active Citizenship they can take forward with them into adulthood.</p> <p>The lessons provides pupils with the opportunity to develop their own ideas for responsible action based on the environment and sustainability helping them plan and this out. Opportunities are also given to work with other organisations and politicians should they wish.</p>

<p>Citizenship Skills and Concepts</p>	<p>Skills developed: Critical thinking; Critical enquiry; Active participation; Representing your views to others; Evaluation; Informing others’ opinions; Collaborative working; Advocacy; Planning; Communication</p> <p>Concepts: Justice; Rights; Responsibility; Planning; Change; Making a difference; Raising awareness; Legislation; Debate;</p>
<p>Essential Teaching Guidance</p>	<p>This lesson plan covers the introduction to the campaign but you will expect active citizenship to span across a larger amount of time to enable all aspects of planning, research, analysis. Timings are approximate and you should use your professional judgement in planning your version of the lesson.</p>
<p>Learning Questions</p>	<p>Understand about the work of young people taking action on sustainability.</p> <p>Understand the principles of persuasive writing and write to a changemaker.</p> <p>Consider how social media can raise awareness of a campaign.</p> <p>Plan a campaign that highlights sustainability.</p>
<p>Resources</p>	<p>Embedded activist videos</p> <p>Case study worksheet</p> <p>Formal letter scaffold</p>
<p>Assessment Opportunities</p>	<p>Create letter assessment criteria.</p> <p>Use peer feedback to edit letter drafts.</p> <p>Assessment of success and impact caused by their action</p>
<p>Do now / Starter /Entry Task</p> <p><i>(5 Minutes)</i></p>	<p>Recall and retrieve - Sustainability.</p> <p>As the final lesson in a series of five pupils revisit the theme of sustainability to ensure their have a solid understanding of the topic and how it relates to Citizenship.</p>

<p>Task 1 <i>(30 Minutes)</i></p>	<p>Investigate Young Activists through videos and discussion. This activity allows pupils to to develop their knowledge of the type of action that is taken on environmental issues and the different issues young activists raise.</p> <p>By completing the table on the accompanying worksheet pupils are able to not only show an understanding of the action these activists are taking but in addition go beyond this and demonstrate knowledge of how this will impact on the future therefore linking to being able to evaluate responsible action.</p>
<p>Task 2 <i>(20 Minutes)</i></p>	<p>Digital Participation</p> <p>Many pupils now live in a world of social media and contacting people via this means. Digital methods can be helpful in a number of ways to campaigns to create awareness and spread messages However what they are not aware of is the importance of the more formal methods of contact or lobbying. This activity is designed to encourage pupils to explore the uses of digital participation but also evaluate them and see where other methods may be more useful.</p> <p>Write a letter to a changemaker.</p> <p>This builds on the knowledge they have just gained from the campaigns of activists and pupils are now beginning to develop their own skills of advocacy around the topic. In order to write a letter to a changemaker or use social media to highlight a campaign pupils need to identify the change or responsible action they wish to take based on sustainability. By this stage in the unit of learning many pupils may have a strong idea about a campaign or action they would like to undertake. However it could be possible here to add in an additional activity of a class Q&A or mind mapping exercise to discuss ideas they could develop. This could be broken down into school, the local community and nationally. You could then explore who the changemakers in each situation would be.</p> <p>Once this has taken place pupils can use the guidance provided to structure their letters. After the letters are written</p>

	<p>pupils could read these aloud to the class for peer assessment looking at the language used in terms of how persuasive it was or how convincing examples used were. Alternatively this could happen in pairs rather than as an entire class.</p>
<p>Plenary / Reflection</p> <p><i>(10 Minutes)</i></p>	<p>Introduce the opportunity to take further action using the ACTive Citizenship Award material explain to pupils that if they choose to run an awareness raising activity or take responsible action they could submit a report and receive an award. This could recognise the work that is already taking place in school councils/Parliaments, for GCSE Active Citizenship Investigations or work in other subjects.</p> <p>This would also provide a good opportunity for an enrichment club for pupils keen on Citizenship and an opportunity to develop their skill further. Alternatively this lesson can be developed and the Active Citizenship Teacher and Pupil Toolkit could support you to develop lessons based on pupils creating and running their projects and campaigns during their lessons.</p>
<p>Take Away Task</p> <p><i>(30 Minutes)</i></p>	<p>Research local environmental issues or campaigns that might benefit from awareness raising or support.</p> <p>This task allows pupils to bring the fact finding and planning needed for a successful active Citizenship investigation by identifying local issues they could support or raise awareness/take action on.</p>