



What can I find out about my issue? - Part 2

Lesson 4

How can I be a changemaker in my local community?

**Lesson 5:
What can I find out about my issue?
Secondary research - part 2
Key Stage 4**

<p>Overview</p>	<p>This lesson focuses on developing students' ability to conduct and evaluate secondary research for their active citizenship projects, emphasising the importance of reliability. Students review key concepts of primary and secondary research, identify credible secondary sources, and analyse their findings using a guided worksheet. Through modeled examples and independent research, they explore practical methods for gathering information on their chosen issues while being guided to assess source reliability. The lesson concludes with students summarising their findings, discussing potential active citizenship actions, and planning further research to deepen their understanding.</p>
<p>Citizenship Skills and Concepts</p>	<p>Research, secondary data, reliability, investigation, analysis</p>
<p>Essential Teaching Guidance</p>	<p>Remember to emphasise the importance of using secondary sources which are reliable - it is very easy for students to be overwhelmed by the amount of information available so helping them to narrow this down to appropriate, reliable sources is essential.</p> <p>As students will spend a large part of this lesson gathering secondary research it would be beneficial for them to have access to the internet. So it is suggested that if students do not have their own devices available a computer suite or devices are booked for this lesson. If these are not available it might be worth talking to your school librarian to see if they could put together a research box with books, newspapers, magazines etc. on the issues chosen by your students. Alternatively this lesson could be set as an independent work at home task. Where the issues raised in teaching the lesson may be sensitive or controversial in nature, do ensure you are in line with your school policies on such matters. You may also find the ACT guidance on teaching sensitive and controversial issues in Citizenship helpful.</p>

<p>Learning Questions</p>	<p>How can I carry out secondary research?</p> <p>How can I present my findings?</p> <p>What conclusions can I draw from my findings?</p>
<p>Resources</p>	<p>PowerPoint: Lesson 5: What can I find out about my issue? Secondary research 2</p> <p>Secondary Data Sources</p> <p>My Action Secondary Research Worksheet</p>
<p>Assessment Opportunities</p>	<p>The first activity task will allow for recap on the key terms of the lesson. Completed worksheet detailing secondary research findings could be reviewed by a teacher or peer reviewed to clarify that secondary research is being used and that the resource is being checked for reliability. Asking students for feedback during their independent work will also provide you with feedback around their understanding of this issue. Using questioning and peer feedback at the points specified in the lesson will give you an indication of the students' understanding of the role of secondary research in the process of active citizenship. Students should contribute to discussions and will write short written responses as part of the lesson. You should also use questioning throughout the lesson to check for understanding.</p>
<p>Do now / Starter /Entry Task</p> <p><i>(2 minutes)</i></p>	<p>Match the definitions to the key terms - primary and secondary research, (answer included in lesson slides).</p> <p>This activity allows those present in the last lesson to revisit this important knowledge or to introduce it to anybody who has missed this.</p>

Task 1

(8 minutes)

The first part of the lesson is a recap on sources, and checking the reliability of secondary data (see previous lesson). Reminder to use the checklist: Secondary Data Sources which can be found in lesson 4

Talk students through the worked example provided in the lesson slides which draws on the case study about Sam from the previous lessons. While talking you model this process and engage students with questions such as: Why would Sam use the town council website? Could she have found this information anywhere else? If funding has been cut for homelessness what could Sam start to think about for her active citizenship project? From this modelling and narration students should begin to understand the need to consider the secondary sources they choose to use.

You may want to let students know that this is the topic being discussed as this could be a sensitive issue for them. This will be a recurring theme throughout these lessons. If this is the case please read our guidance on teaching sensitive and controversial issues.

The worked example looks at the issue of homelessness in Winrol and how you might find out whether homelessness is an issue in your local area. The sources used in the worked example include the local council's website, an internet search, and local newspaper articles. You could show an example from your local council for example or a local charity that supports homelessness to illustrate the type of research they would be looking for.

<p>Task 2 <i>(40 minutes)</i></p>	<p>Students will spend a large part of this lesson gathering secondary research. They should use the worksheet provided, 'My Action Secondary Research Worksheet', to present their secondary research findings on their chosen issue. A worked example of the worksheet is provided in the lesson slides which draws on the case study about Sam from the previous lessons.</p> <p>Circulate the room as students gather their research and question them on the suitability of the sources of secondary data they are selecting, and remind them to choose reliable secondary sources. You could, for example, ask them to talk you through how they will know if a source is reliable. This will help you to challenge any misconceptions or prompt further ideas for them to consider whilst conducting their secondary research. Use the following questions to help students establish whether a source is reliable</p> <ol style="list-style-type: none"> 1. There is a named author e.g. for a newspaper/magazine article 2. There is a registered address for the organisation e.g. for a charity 3. An author who is an expert or a well-respected publisher (such as a BBC journalist or BBC News) 4. Up-to-date information for your topic 5. Unbiased analysis of the topic (i.e. author examines more than one opinion on the issue) <p>At stages through the lessons you can stop the class and ask them to give feedback to the class about the sources they are using and how they have judged the reliability to ensure their understanding. As you circulate the room you may want to record the topic each student is working on for your own record and if there are any students who are working on similar topics and could share resources.</p>
<p>Plenary / Reflection <i>(10 minutes)</i></p>	<p>What conclusions can you draw from your findings? Talk students through the example provided which draws on the case study about Sam on the issue of homelessness. Ask students views on these findings - do these conclusions Sam has found give her any ideas of an active citizenship project she could take? Do they give her any ideas of more research she may want to do? Answers here to draw out with the students include: lack of facilities and funding lay with the local council so further research with the council to understand this would be helpful. Finding out why people feel negative about homelessness and what could be done about this could be another area for research.</p>

	<p>Based on your secondary research, write a paragraph summarising your findings so far. Students could then share their ideas and any ideas they have on further research. Other students in the class could also share ideas on further areas of research to support in the process. This will allow you to assess the understanding students have of this stage of the process, and how it informs the project overall.</p>
<p>Takeaway Task</p> <p><i>(60 minutes)</i></p>	<p>Complete secondary research on chosen issue - students should use their worksheet to capture their findings.</p>

Secondary data sources

- Books
- Blog posts
- Census data
- Charity websites
- Company data e.g. profit data
- Diaries
- Electoral statistics: [Past elections and referendums](#) | [Electoral Commission](#)
- Government statistics e.g. [Office for National Statistics](#)
- Journal articles
- Laws
- Letters
- Local council website
- Magazine articles
- National Crime Survey
- Newspaper articles
- Artwork
- Podcasts
- Political cartoons
- Public Health England data: [Public Health England Data and Analysis](#)
- Radio programmes
- Reports
- Speeches
- TV programmes
- Voting record for your local MP: [They work for you - MPs](#)
- Websites

Taking Citizenship action: secondary research

Source	Key information and points, links and notes	URL/ISBN