



**How can I be a
changemaker in my local
community?**

Key Stage 4 Scheme of work

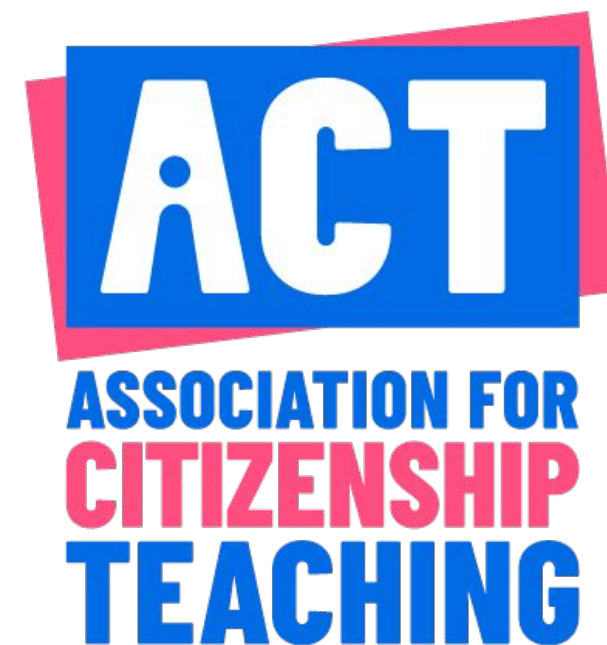
Note to teachers: How can I be a changemaker in my local community additional information

This unit is designed to allow students to bring together previous learning in Citizenship therefore we suggest it is taught at the end of year 10. However it could be delivered an alternative time of the year depending on your curriculum planning and the time you have in the timetable.

The unit has been planned so that all of the activity can take place within school time. However the most effective active citizenship will often take place when students are allowed to work on this independently and have the opportunity to develop their own time management and organisation of the tasks. Therefore after lesson 10 you could extend this unit by two of three lessons allowing students to continue with their planning and action before starting the evaluation process. In a similar way we have suggested that students keep their actions to something they can complete within the school. However if you were able to extent the time and felt more confident to do so you could choose to relax this guidance and encourage the students to extend outside of the school into the local community.

It is important to remember that active citizenship is more than just a fundraising event or volunteering. This is highlighted early in the unit of work. We strongly suggest that when teaching this unit you also read the Active Citizenship Teachers Toolkit and the guidance document we have on our website.

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Key Stage 4 Key Enquiry - "How can I be a changemaker in my local community?"

NC: the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity.

Lessons	1 - What issues are there in my local community?	2 - How can I build my skills to become an active citizen?	3 - How do I choose a topic to investigate?	4 - What can I find out about my issue? Secondary research 1	5 - What can I find out about my issue? Secondary research 2	6 - Asking the right questions - how can I find out what people really think about my issue?
Overview	In this lesson students become familiar with the key features of a community and the issues which may be affecting their local community.	In this lesson students consider what it means and what skills are required to be an active citizen. Students will explore a range of case studies about real active citizens and consider how they can model those techniques themselves when applying to their own action.	The purpose of this lesson is to explore the social issues which are relevant to them in their own community. Students will have the opportunity to make a decision about the issue they focus on in relation to action.	The purpose of this lesson is to develop understanding of secondary research in relation to taking action. Students learn why research is important, how to identify sources of secondary information and check the reliability of sources.	The purpose of this lesson is for students to further develop their understanding of secondary research. Students will gather their own secondary data for their action.	The purpose of this lesson is for students to develop their understanding of primary research. Students will gather their own primary data for their own action.
Learning Questions	What makes a community? What are the key features of my local community? What issues are there in my local community?	What is an active citizen? What does active citizenship look like? What skills do I need to be an active citizen?	How can I recognise key social issues which affect my local community? How do I choose the social issue I would like to focus my action on?	How can I find out about my chosen issue? How can I decide what I need to find out? How can I check the reliability of the secondary sources I choose?	How can I carry out secondary research? How can I present my findings? What conclusions can I draw from my findings?	How can I conduct primary research? How do I conduct a survey? How should I capture my primary research?
Concepts and Skills	Community, identity, changemaker, investigation	Active citizenship, active citizens, democracy, communication, resilience, critical thinking, analysis	Community, social issue, action, communication, critical thinking, decision making, evaluation	Research, primary and secondary data, reliability, making judgements, evaluation, critical enquiry and research, critical thinking	Research, secondary data, reliability, investigation, analysis	Research, primary data, survey
Activities	Infer meaning from quote Think Pair Share on types of community Mind map Discussion.	Identify active citizens from images Case studies on real active citizens Mind map Extended writing Discussion.	Discussion Case study Taking Action - My Planning Worksheet Students decide on the issue they would like to take action on.	Case study Discussion Write research questions Extended writing.	Retrieval task Case study Gather secondary research Draw conclusions from research - written response.	Identify ways of conducting primary research - images Sorting activity Write survey questions (open and closed questions) Gather primary research
Resources	PowerPoint: Lesson 1: What issues are there in my local community?	PowerPoint: Lesson 2: How can I build my skills to become an active citizen? Active Citizenship Case Studies.	PowerPoint: Lesson 3: How do I choose a topic to investigate? Social Issues Case Study My Action Worksheet.	PowerPoint: Lesson 4: What can I find out about my issue? Secondary research 1 Secondary Data Sources.	PowerPoint: Lesson 5: What can I find out about my issue? Secondary research 2 Secondary Data Sources My Action Secondary Research Worksheet.	PowerPoint: Lesson 6: Asking the right questions - how can I find out what people really think about my issue My Action Primary Research Worksheet.
Differentiation	Consider groupings for 'Think Pair Share' activity. Scaffolding of mind map task. Suggested responses for written tasks provided.	Case studies provided can be aimed at different ability levels - read together. Scaffolding of mind map task. Suggested responses for written tasks provided.	Produce a summary of the discussion as a class on the board. Suggested responses for written tasks provided.	Read case study together as a class. Suggested responses for written tasks provided.	Consider groupings for taking action. Examples of completed worksheets: Secondary Data Sources My Action Secondary Research Worksheet.	Consider groupings for taking action. Example of completed worksheet: My Action Primary Research Worksheet.
Assessment Opportunities	Mindmap and some short written responses.	Students have the opportunity to create a mind map and some short written responses as part of the lesson.	Students have the opportunity to produce short written responses as part of the lesson. They will also be invited to make verbal contributions to discussions.	Students apply their learning to a case study and then their own action. Students complete a piece of writing and there are also some short answer retrieval questions to complete.	Completed worksheet detailing secondary research and findings. Students can contribute to discussions and will write short written responses as part of the lesson.	Completed worksheet detailing primary research and findings. Students can contribute to discussions and will write short written responses as part of the lesson.
Take away task	Find out the name of your local MP or a local Councillor. Ask someone you know (perhaps a friend, family member or teacher) about what they think are the main issues in your local area.	Find out about someone in your local community who is an active citizen, someone who is working to change something - this could even be someone in your own school community.	Talk to someone you know (perhaps a friend, family member or teacher) about the issue you have chosen for your action. Get their views about whether they think it is an important issue and why.	Find a local newspaper article about your chosen issue.	Complete secondary research on chosen issue - students should use their worksheet to capture their findings.	Complete at least three types of primary research. Write up findings in the last column of the worksheet: My Action Primary Research Worksheet.

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Lessons

7 - Planning Action - what change do we want to see?

8 - What methods can I use to take action?

9 - Taking Citizenship Action - Let's do this!

10 - How can I evaluate the impact of my action?

11 - Make it go viral! - reporting my action to the world.

Overview

The purpose of this lesson is for students to be clear about what they want to achieve through their action and develop their understanding of actions other active citizens have taken to bring about change in society.

The purpose of this lesson is for students to further develop their understanding of techniques that can be used to bring about positive change. They will explore factors which are important for a successful action and explain what success will look like in relation to their own action.

The main purpose of this lesson is to allow students to undertake their action - having written their action plan it is now time for them to put their plans into practice. Students will also have the opportunity to identify how they will know how successful their action has been.

The purpose of the lesson is to allow students to reflect on their action. They will have the opportunity to evaluate the impact they have had but also consider the citizenship skills they have developed over the course of their action.

The purpose of the lesson is to help students to reach a wider audience for their action by making their campaign go viral. As part of the lesson you will explore some tips on how you can make a campaign go viral.

Learning Questions

How do I decide what I want to achieve with my action?
How have others brought about change in society?
How do I decide who to target with my action?

How do I decide which methods I use to take action?
How do I plan my action?
How can I have a successful campaign?

How can I have a successful action?
What will success look like?

How will I know I have had an impact?
How have I developed my citizenship skills?
How successful have I been?

How can I make my action go viral?
Is it worth publicising my action in this way?
How can I report my action to the world?
Why make my action viral?

Concepts and Skills

Active participation, change, peaceful protest, raising awareness, collaboration, planning, analysing, critical thinking

Action, change, peaceful protest, planning, authority, justify

Action, change, peaceful protest, collaboration, evaluation and justification

Evaluation, critical thinking, analysis, justification, affecting change, advocacy

Action, communication,

Activities

Retrieval task
Group presentation about a real protest or campaign
Discussion
Extended writing.

Retrieval task
Continuum activity
Evaluation of campaign methods
Action plan
Diamond 9 activity
Multiple choice questions.

Retrieval task - identify campaign methods from images
Extended writing
Campaign methods - letters, posters, presentations (these will be dependent on action plans produced in previous lesson)

Retrieval task
Discussion
Evaluation of action
Evaluation of citizenship skills developed.

Think Pair Share activity
Discussion
Viral campaign e.g. writing a news report, taking photographs and creating a display, creating a PowerPoint presentation, making a film, recording a podcast, holding an event.

Resources

PowerPoint: Lesson 7: Planning Action - what change do we want to see?
Campaign Case Studies
Citizenship Action Case Study Worksheet
Case Study Grid.

PowerPoint: Lesson 8: How many methods of campaigning can you list?
Possible Actions Worksheet
My Action Plan
What makes a successful campaign? Diamond 9

PowerPoint: Lesson 9: Taking Citizenship Action - Let's do this!

PowerPoint: Lesson 10 - How can I evaluate the impact of my action?
Evaluating my action

PowerPoint: Lesson 11 - Make it go viral! - reporting my action to the world.
Make it go viral! - reporting my action to the world.

Differentiation

Case studies provided can be aimed at different ability levels.
Consider groupings for case study task.
Suggested responses for written tasks provided.

Example of completed worksheet: My Action Plan provided.

Example of completed worksheet: My Action Plan provided.

Students can support others in their group
Sentence starters.

Students work together in their groups to produce their viral campaign

Assessment Opportunities

Presentation on case study. Completed 'Citizenship Action Case Study Worksheet'. Students can contribute to discussions and will write short written responses as part of the lesson.

Completed 'Possible Actions Worksheet' and 'My Action Plan'. Students completed Diamond 9 sheet. Students can contribute to discussions and will write short written responses as part of the lesson.

Identification of campaign techniques, short written response on how they will know they have been successful, and completion of action - so this could be letters written, a presentation, a film made or an online petition.

Completed evaluation of action.

Completed worksheet: Make it go viral! - reporting my action to the world.
Viral campaign

Take away task

Research different techniques which can be used as ways to bring about change.

Discuss 'Taking action' with someone at home and ask them: If they have ever taken action to bring about change. If they have, ask them to explain what the action was all about, and whether they were successful or not. If they haven't taken action, why not? What do they think about taking action?

Students should use their action plan as a guide to continue with their citizenship action.

Ask students to find an example of a recent campaign which has gone viral and consider what they think led to it going viral.

Go to the UK Parliament's online petition website: <https://petition.parliament.uk/>
Find out about three different online petitions: what change do they want and how many people have signed them.

action plan	a document that lists what steps must be taken in order to achieve a specific goal.
active citizen	a person who uses their voice and takes actions to make a positive difference in their community
active citizenship	the process to involve pupils in learning how to take part in democracy and use their citizenship knowledge, skills and understanding to work together in trying to make a positive difference in the world around them
arson	the criminal act of deliberately setting fire to property
boycott	refusing to buy a product or use a service as a protest.
changemaker	someone who wants change in the world and, by gathering knowledge and resources, makes that change happen. Someone who imagines a new reality, takes action and collaborates with others to bring that new reality into being for the good of others
citizenship education	education which develops knowledge, skills and understanding that pupils need to play a full part in society as active and responsible citizens
closed question	the participant can answer 'yes' or 'no' to, or a question with options which participants can choose from
collaboration	the action of working with someone to produce something
community	a group of people living in the same place or having a particular characteristic in common
demonstration	joining together as a group and taking to the streets to campaign
evaluation	judge or determine the significance, worth, or quality of someone or something
hunger strike	continued refusal to eat, carried out as a protest, often by a prisoner

identity	who a person is, or the qualities of a person or group that make them different from others
lobbying	meeting with the person who represents you either locally or nationally
open question	invites the person responding to provide information into how they feel and what they think about a subject
petition	gathering signatures to show support for a cause, this can be done on paper or online
primary research	original information or data, or the results of interviewing people. Research that you go out and collect yourself
reliability	the quality of being trustworthy or of performing consistently well. The degree a source can be depended on to be accurate
representative democracy	type of democracy where citizens choose others to represent them, making important decisions on their behalf
secondary research	data that others have already collected: newspaper articles, internet stories, government statistics or radio or TV interviews
social issue	problems that affect members of a community or society as a whole, such as, poverty, homelessness or inequality
survey	a list of questions aimed for extracting specific data from a particular group of people. A survey can be conducted face-to-face, over the telephone, posted out or online
viral campaign	one which circulates rapidly and widely - it gets lots of attention very quickly