



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

Lesson 11

How can I be a changemaker in my local community?

**Lesson 11:
Make it go viral! -
reporting my action to the world
Key Stage 4**

<p>Context</p>	<p>This lesson is part of a scheme of work that comprises 11 lessons for teaching Key Stage 4 Citizenship in line with the requirements of the Citizenship National Curriculum. The lesson is part of the ACT model Key Stage 4 curriculum which can be used and adapted to fit with your school's provision.</p> <p>Each scheme of work has an enquiry question as the focus which is then organised into smaller questions that provide the learning focus for each lesson.</p>
<p>Overview</p>	<p>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 and why increasing your audience can have a positive influence on your campaign.</p>
<p>Citizenship Skills and Concepts</p>	<p>Action, communication</p>
<p>Essential Teaching Guidance</p>	<p>Ensure you carefully check the techniques students choose to report on their action, from a safeguarding perspective consider the appropriateness of methods chosen. It is also important to consider what will be feasible within the time constraints you have. Ensure that you check the content of any reports yourself and check any permissions needed e.g. parental permission to have a student's name or photograph included in the school/local newspaper. If students wish to use social media again check their ages and the settings on accounts. Some subjects such as racism and immigration are known for attracting serious trolling and negativity online so ensure this is considered and all school policies are adhered to before posting. 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 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?</p>
<p>Resources</p>	<p>PowerPoint: Lesson 11 - Make it go viral! - reporting my action to the world.</p> <p>Make it go viral! - reporting my action to the world.</p>
<p>Assessment Opportunities</p>	<p>Completed report on their own action.</p> <p>Examples chosen to report their action could include:</p> <ul style="list-style-type: none"> ● Writing a news report for the local newspaper or TV Station ● Writing a news report for the school newspaper/newsletter/social media ● Taking photographs and creating a display ● Creating a PowerPoint presentation ● Making a film ● Recording a podcast ● Holding an event <p>You should also use questioning throughout the lesson to check for understanding.</p>
<p>Do now / Starter /Entry Task</p> <p><i>(5 minutes)</i></p>	<p>Ask students to define what it means when we say a campaign has ‘gone viral’. You could do this activity as a ‘Think Pair Share’.</p> <p>Draw out from students the idea that a viral campaign is one which circulates rapidly and widely - it gets lots of attention very quickly. You could link this to the idea of a virus both human and computer.</p> <p>To extend the learning here you could ask some students to discuss if something going viral would always have a positive benefit, could there ever be any drawbacks. Here the expected responses could be that overexposure to something causes people to no longer engage or care about an issue.</p>

<p>Task 1 <i>(10 minutes)</i></p>	<p>Discussion activity - ask students for tips for making their action go viral. This can draw on examples from the takeaway task from the previous lesson. Some may give you examples of campaigns they remember hearing about or people that have been taught in this unit this could include Marcus Rahsford, the Climate Strikes and others.</p> <p>Try to draw out the following ideas: appealing to your target audience, using strong visual images, appealing to people's emotions, making any content easily shareable and considering when and where to share your content for the maximum impact.</p> <p>Ask students to write down reasons why it is worth publicising your campaign in this way. What are the benefits? Draw out answers from the class - how can more people put pressure on those in power? What are the benefits of more people getting involved? Are there any disadvantages?</p>
<p>Task 2 <i>(50 minutes)</i></p>	<p>Before students report on their action, ask them to identify the range of methods they could use to report on their action. This may depend on the facilities you have available for them to use e.g. if you have access to technology they might record a short film or write a news report which could go in the school newsletter or on the school social media.</p> <p>Ideally how they choose to report on their action will be up to the students, but again this will depend on resources and time available. You may wish to limit the choices to two or three for the students.</p> <p>For example they could:</p> <ul style="list-style-type: none"> ● Write a news report for your local newspaper/school newspaper/newsletter/social media/TV Station reporting your successful campaign ● Take photographs and create a display in your school foyer ● Create a PowerPoint presentation about your investigation for Governors ● Make a 2 minute film and get your headteacher to share on school socials ● Record a podcast and publish this - share the link with everyone! ● Hold an event to celebrate your success <p>Students should then use the worksheet provided to help them communicate their action and what they achieved to as wide an audience as possible. Remind them to think about the tips from the previous activity for making a campaign go viral!</p>

	<p>As a teacher your role here is to circulate the room and support students as required. For example, you might choose to prompt them to consider their audience, or ask them questions such as, ‘have you considered who could help you make your message go viral?’, or ‘what would going viral do for your campaign?’. If you need to keep students engaged you can cold call on the students with the questions above.</p>
<p>Plenary / Reflection</p>	<p>Ask selected students why they should try to make their action go viral.</p> <p>Try to draw out responses such as: it would show they are proud of what you have achieved - so let others know; by publicising their action they could inspire other people to get involved in their action and help them to make positive change, they could inspire others to take action themselves.</p>
<p>Takeaway Task</p> <p><i>(30 minutes)</i></p>	<p>Go to the UK Parliament’s online petition website: https://petition.parliament.uk</p> <p>Find out about three different online petitions: what change do they want and how many people have signed them.</p>

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What should I include in my report?

No matter how you choose to report on your action you will want to include the following information:

Aim of your action	
The action you took	
The impact of your action	
Your next steps	