



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

Lesson 4

How can I be a changemaker in my local community?

Lesson 4:
What can I find out about my issue?
Secondary research part 1
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 this lesson is for students to develop their understanding of how to research the topic of their active citizenship project. They will become familiar with the need to look for secondary research on their topics to be informed about their theme. Students will explore sources of secondary information and how to check the reliability of secondary sources.</p>
<p>Citizenship Skills and Concepts</p>	<p>Research, primary and secondary data, reliability Making judgements Evaluation Critical enquiry and research Critical thinking</p>
<p>Essential Teaching Guidance</p>	<p>Ensure students are aware of the broad range of secondary sources which are available to them - help them to consider what would be most useful for the issue they have chosen. The 'Secondary Data Sources' sheet should be used to help. It is also very important 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. 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</p>

	Citizenship helpful.
Learning Questions	<p>How can I find out about my chosen issue?</p> <p>How can I decide what I need to find out?</p> <p>How can I check the reliability of the secondary sources I choose?</p>
Resources	<p>PowerPoint: Lesson 4: What can I find out about my issue?</p> <p>Secondary research part 1</p> <p>Secondary Data Sources</p>
Assessment Opportunities	<p>A multiple choice question is available to check students' understanding of primary and secondary sources. Students will apply their learning about secondary research to a case study and then their own action. Students can contribute to discussions and will write some short written responses as part of the lesson. There are also some short answer retrieval questions to complete for the plenary. 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>What do you think is the difference between primary and secondary research?</p> <p>Ensure that students are clear about the distinction between primary and secondary research before you move on, this is a fundamental learning point for the series of lessons. The key distinction is that primary research or primary data is original/new data which you have collected yourself e.g. through an interview with a politician, whereas secondary research or data already exists and someone else has collected it for their own purposes e.g. government statistics. Using the multiple choice question could be a helpful tool here.</p> <p>The issue of homelessness and single use plastic is an example of a primary source as the students carrying out their active citizenship projects are investigating the issue themselves. However if the homeless investigation had not been on the count themselves and used the figures that the council had collected it would be a secondary source.</p> <p>Climate change and stop and search information is collected by others therefore it is a secondary source.</p>
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<p>Task 1 <i>(10 minutes)</i></p>	<p>Having looked at the definition of secondary research, ask students to list sources of secondary data they could use - create a class list. You might want to give them an example, such as newspaper articles, to get them started.</p> <p>The ‘Secondary Data Sources’ sheet could be used here to explore the broad range of secondary sources available following the compilation of a class list. You could provide students with an electronic or printed copy of this sheet to support them with identifying secondary sources which may be useful for them to use.</p>
<p>Task 2 <i>(20 minutes)</i></p>	<p>Students will apply their learning on secondary sources to a scenario which draws on the case study about Sam from the previous lesson. This looks at the issue of homelessness and how you might find out whether homelessness is an issue in your local area. There are suggested sources included in the lesson slides. 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.</p> <p>Students then apply this learning to their own action and the issue they have chosen. They should write three questions which will help them find out about their chosen issue and identify the secondary sources of data they will use. Remind them to use the ‘Secondary Data Sources’ to help them decide on the most appropriate secondary sources. You should circulate at this point to support students in writing questions which will help them to find out about their chosen issue and ask students to justify their choices and prompt them to consider other sources which they may find useful for their chosen issue.</p>
<p>Task 3 <i>(15 minutes)</i></p>	<p>Introduce students to the idea of ‘reliability’ in relation to sources of data. Firstly, ask them to say what they think the term reliability means and then ask for suggestions as to how we could check the reliability of sources before talking them through five factors to consider when checking the reliability of secondary sources:</p> <p>There is a named author e.g. for a newspaper/magazine article - for example, most reputable news outlets will include the name of the journalist who has written an article. This is so the journalist can then be held accountable for the article they have published</p> <p>There is a registered address for the organisation e.g. for a charity - this can often be found in the ‘About’ section of the website or at the foot of the homepage of the website</p>

	<p>An author who is an expert or a well-respected publisher (such as a BBC journalist or BBC News) - this is important because the information is more trustworthy if the person/organisation is an authority on the subject, it is then much more likely that the information is based on evidence as opposed to opinion</p> <p>Up-to-date information for your topic - what we know about issues changes and therefore we want to base our own opinions and knowledge on the most up to date information available, this helps us make informed decisions about what we will do with the information and prevents us from spreading misinformation (information that is spread without intention of causing harm, it may even have been thought to be accurate at the time of writing/recording but further information or evidence changes what we know about an issue)</p> <p>Unbiased analysis of the topic (i.e. author examines more than one opinion on the issue) - you are more likely to get this from a reputable source as they want to provide information in a factual way so that people can form their own opinions.</p> <p>Students then write a paragraph explaining why you agree or disagree with the following statement:</p> <p>“It really doesn’t matter if I use reliable sources of information.” A suggested response is included within the lesson slides.</p>
<p>Plenary / Reflection</p> <p><i>(5 minutes)</i></p>	<p>Take 5 Retrieval Quiz</p>
<p>Takeaway Task</p> <p><i>(20 minutes)</i></p>	<p>Find a local newspaper article about your chosen issue.</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