

LET'S
DO
THIS!

Taking Citizenship Action

Lesson 9

How can I be a changemaker in my local community?

**Lesson 9:
Taking Citizenship Action - let's do this!
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 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 consider how they know they have had a successful action.</p>
<p>Citizenship Skills and Concepts</p>	<p>Action, change, peaceful protest, collaboration, evaluation and justification</p>
<p>Essential Teaching Guidance</p>	<p>Just a reminder to ensure you continue to check the techniques students are using to take action, from a safeguarding perspective consider the appropriateness of the actions. This lesson is giving students much more independence so the role of the teacher is to circulate, support students as required, prompt and question. Ensure that you check the content of any campaign materials before they are shared by students e.g. this is not only in relation to spelling, punctuation and grammar but also the appropriateness of the content for the target audience.</p> <p>If students are emailing, please ensure that they CC you in too. This fulfils a dual purpose of keeping yourself in the loop from a safeguarding perspective and also ensuring that the recipient has a school staff point of contact if they have any questions or concerns.</p> <p>As students will spend a large part of this lesson taking action it would be beneficial for them to have access to a computer, so it is</p>

	<p>suggested that if students do not have their own devices available a computer suite or devices are booked for this lesson if possible.</p> <p>If you have more time available within your curriculum you could extend this across more than one lesson so that students have time available to carry out their action. If you choose to do this then your role will be as a ‘critical friend’, questioning students and their progress and the choices they are making with regard to their action and keeping them on track using their action plans. For example, you could choose to meet with each group to discuss their progress and next steps.</p> <p>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 successful action?</p> <p>What will success look like?</p>
<p>Resources</p>	<p>PowerPoint: Lesson 9: Taking Citizenship Action - let’s do this!</p>
<p>Assessment Opportunities</p>	<p>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.</p> <p>You should also use questioning throughout the lesson to check for understanding. Key areas and examples of feedback have been indicated throughout the lesson.</p>
<p>Do now / Starter /Entry Task</p> <p><i>(5 minutes)</i></p>	<p>Students use the pictures provided to identify at least three different campaign techniques used to bring about action.</p> <p>Draw out: petitions, march or demonstration, speech or lobbying and chaining yourself to railings or a public building. You could ask if students know of any examples of these methods being used and if they know whether this method was successful in achieving its goals?</p> <p>For example the suffragists and suffragettes used many of these methods over time to create change. The Poll tax campaign again demonstrated a range of these ideas being used and eventually this was successful.</p>

<p>Task 1 <i>(10 minutes)</i></p>	<p>Recap on what makes a successful action. Ask students to think back to their ‘Diamond 9’ activity from the last lesson and identify three things that will help them to have a successful action. This could include factors such as a clear message, celebrity backing, or a local politician who is passionate about your issue. Depending on the issue and type of action students want to change their top 3 will be different. Remember to ask students to justify why they believe this.</p> <p>To select students you can use a range of methods for example think pair share, cold calling, random name generator. To generate a discussion around these suggestions encourages students to justify their choice and compare it to the choices made by others.</p>
<p>Task 2 <i>(20 minutes)</i></p>	<p>Ask students to write a paragraph which explains what success would look like in relation to their own action. Remind them to go back to the aim of their action and the impact they want to achieve.</p> <p>Knowing they have had a successful action will depend largely on what they hoped to achieve through taking action. Success could be that the local MP agrees to support their campaign and raise it at a council meeting or in Parliament, their school agreeing to stop using single-use plastic cutlery in the canteen to reduce the impact of plastics on the environment or 250 people signing their online petition. It is important to consider the impact here as well. Writing to an MP is a good step but if there is no reply there is no impact. Making a poster to raise awareness of an issue may seem like a good plan however if they are all ripped down or just ignored there is no impact. Another example that students think about is fundraising. While selling cakes or wearing your own clothes can raise valuable funds if people don’t know where the money is going or who it helps it is unlikely that as many people will support the cause.</p> <p>Ask students to share their paragraphs and then ask others to evaluate these. Is that success? What could make it even more successful? Can anybody see any issues with this idea that the student will need to be ready for? This task could be most effective in small groups or pairs before whole class feedback to encourage confidence.</p>

<p style="text-align: center;">Task 3</p> <p style="text-align: center;"><i>(60 minutes - split across 2 lessons)</i></p>	<p>Students should now use the action plan they have written to undertake their campaign - it is likely that they will be working on a variety of different activities during this lesson. There is a checklist to support them as part of the action plan worksheet in lesson 8.</p> <p>As a teacher your role here is to circulate the room and support students as required. This could be questioning their choices in regards to their action, it could be reading the letter or email they have written and want to send to the headteacher or a local politician, it could be prompting them to think about making a change to their aim or their action plan, or suggesting how they could get more signatures for their petition.</p> <p>To continue to ensure students are on task and to encourage learning from one another you can also at key points in the lesson stop the class from working and ask the students to feed back on their plans, progress so far. Then encourage others in the class to offer advice or critique the progress.</p> <p>With spreading this activity across two lessons students are given the opportunity to continue in their own time and complete anything they need to which may take slightly longer. When starting the lesson again for the second time the ALF activity suggested about can be used to remind students of their progress. This time students can share their progress plus any work completed outside of school with each other in small groups before sharing with the class.</p>
<p style="text-align: center;">Plenary / Reflection</p> <p style="text-align: center;"><i>(15 minutes)</i></p>	<p>Ask selected students to outline what they are most proud about, so far, in relation to their action. You will have identified students who have taken effective or interesting action already and you should use these examples to exemplify to the class. This could relate to the issue they have chosen or a method chosen to take action, perhaps it is the first time they have written a letter or the first time they have emailed a local politician so they have stepped out of their comfort zone. You could use a visualiser to share work with everyone.</p> <p>Perhaps start the plenary off by saying what you have been most proud of as their teacher during this series of lessons or in relation to their action.</p>
<p style="text-align: center;">Takeaway Task</p> <p style="text-align: center;"><i>(60 minutes)</i></p>	<p>Students should use their action plan as a guide to continue with their citizenship action.</p>