



**Do we have the power to
bring about change in our
communities?**

Lesson 6

Who has the power to bring about change in our communities?

Lesson 6: Do we have the power to bring about change in our communities?

Key Stage 3 (Year 8)

<p>Overview</p>	<p>Students demonstrate their learning in this scheme of work through simulated active citizenship, as they pitch their bid for funding for a grassroots development for the local community. In doing so, they develop a range of Citizenship skills. Students work collaboratively, peer assess presentations, take part in a consensus decision-making process to determine who should be awarded the grant, and assess their own progress and performance. Finally, based on their learning throughout the scheme of work, they discuss the key question of who has the power to bring about change in our local communities.</p>
<p>Citizenship skills and concepts</p>	<p>Concepts: responsibilities, change, justice, making a difference, fairness</p> <p>Skills: representing others' views, collaborative working, decision-making, active participation, advocacy, informing others' opinions, communication, evaluation</p>
<p>Essential teaching guidance</p>	<p>Photocopy each group's bid outline from Lesson 5 before this lesson, so students have copies to refer to when completing peer assessment.</p> <p>You may want to organise for a senior member of staff to come to the lesson to hear students' pitches and contribute to deciding the winning bid.</p> <p>The purpose of this lesson is to allow students to simulate an active citizenship activity, preparing them for future 'live' action investigation projects. Personalising students' learning to reference the bid processes of NGOs in your local community will help them to engage fully with the lesson. For example, you could research local NGOs' funding processes and grassroots developments that have secured a grant.</p> <p>You can use the GOV.UK website to search for organisations that give help and support in your area. The Grants Online website provides examples of local grants that may be of interest to your students. You can find these here:</p>

	<p>https://www.gov.uk/find-a-community-support-group-or-organisation</p> <p>https://www.grantsonline.org.uk/news/community-development/</p> <p>Many local councils also give out grants to grassroots developments in the community.</p> <p>There is further information about the 90-second pitch process here:</p> <p>https://thepitch.uk/how-to-write-an-effective-elevator-pitch/</p> <p>https://digitalhealth.london/four-steps-90-second-pitch</p> <p>https://www.monumentalmarketing.co.uk/elevator-pitch-examples/</p> <p>Be mindful of viewpoints that may arise and encourage empathy and community cohesion. Where the issues raised in teaching this lesson are sensitive or controversial in nature, ensure you are in line with your school policies on such matters. You may find the ACT guidance on teaching sensitive and controversial issues in Citizenship helpful.</p> <p>With further research into local needs and specific bidding processes, this task could be put into action in your local community, with groups of students starting real grassroots developments.</p>
<p>Learning questions</p>	<ul style="list-style-type: none"> ● Do we have the power to help our local community? ● How can we assess the success of bids and pitches? ● How can we reach consensus in decision-making?
<p>Lesson resources</p>	<ul style="list-style-type: none"> ● Slide presentation for the lesson ● Worksheet: Peer assessment grid (for Task 1) ● Photocopies of each group’s bid outline from the previous lesson (for Task 1) ● Worksheet: Self-assessment (from Lesson 1)
<p>Differentiation</p>	<ul style="list-style-type: none"> ● Consider groupings for the bid and pitch tasks. Take into account skill mix, ability, friendships and friction points, to ensure each group has as balanced a mix as possible. Be mindful of the characters in each group and be wary of allowing students to pick their own teams. ● To support groups, create roles to facilitate discussion (e.g. facilitator, questioner, time-keeper, big idea grabber). With slightly bigger groups, you could add recorder, artist and presenter. ● If necessary, before the activity talk through expectations for peer assessment with individual students to reassure

	<p>them. Remind them that they should vote for the bid and pitch that are best, not because people are friends!</p> <ul style="list-style-type: none"> ● Provide more support with preparing the pitch and deciding roles, as needed. Allow very nervous groups to rehearse in other spaces, away from the main class. ● Give different levels of support to specific groups during the pitch task. For example, allow everyone to turn towards the group rather than asking them to stand at the front of the room. Provide additional advice on scoring for those who need support. ● In the plenary, use the targeted evaluation questions linked to the concept of power for higher ability students. Use questions that draw on more factual information for students who find the concept of power abstract and challenging and provide concrete examples from earlier lessons to support understanding. When discussing the concept of power, highlight the difference between the power of an individual to influence change over a group and the power of a group working towards a shared goal.
<p>Assessment opportunities</p>	<p>This lesson offers many opportunities to assess understanding through group discussion and direct differentiated questioning (used to check knowledge has been acquired).</p> <p>You can formally assess students' bid outlines and pitches. Students will assess their peers using a peer assessment grid. Their evaluation of their own pitch performance can also be a useful assessment opportunity.</p> <p>At the end of the lesson, students revisit the self-assessment continuum they completed in Lesson 1 to measure their progress and understanding over the whole scheme of work.</p>

<p>Do now / starter / entry task</p> <p><i>(3 minutes)</i></p>	<p>Retrieval quote</p> <p><i>Slides 2 to 4</i></p> <p>Share the quote on slide 2 by Margaret Wheatley, a US writer, teacher and speaker:</p> <p>“There is no power for change greater than a community discovering what it cares about.”</p> <p>Explain how this quote relates to what students have been learning about in this scheme of work – once people in a community know what they want to change and care about</p>
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	<p>changing it, they have the power to do it.</p> <p>Using the knowledge they have gained over the previous five lessons, do students agree or disagree with the quote? Do we have the power to change our local community?</p> <p>Share slides 3 and 4 and explain that in this lesson students are going to present their pitch for funding for a grassroots development that they began preparing in the previous lesson.</p>
<p>Task 1</p> <p><i>(5 minutes)</i></p>	<p>How will we decide who wins the grant?</p> <p><i>Slides 5 to 8</i></p> <p>Give students:</p> <ul style="list-style-type: none"> ● A copy of the worksheet ‘Peer assessment grid’ ● A photocopy of each group’s bid outline from the previous lesson <p>Explain that they are going to be responsible for peer assessing different groups’ bids and pitches and coming to a decision about who should win a £2,500 NGO funding grant.</p> <p>Share the overview of the peer assessment process on slide 5 and then talk students through the five steps on slide 6 to ensure they are clear about what they are going to do once the pitches begin and exactly how the vote will be decided.</p> <p>Show slide 7 to remind students of the Citizenship skills required for bidding and pitching that they learnt about in the previous lesson. These are the skills listed on the peer assessment grid and the key things they need to be listening out for when reading groups’ bids and listening to their pitches.</p> <p>Then show them the scoring system on slide 8, which they can use as a guide to allocating marks for each group’s bid and pitch:</p> <ul style="list-style-type: none"> ● Four or more of the listed skills demonstrated – score 7 to 10 ● Three or four of the listed skills demonstrated – score 4 to 7 ● One or two of the listed skills demonstrated – score 1 to 3

<p>Task 2</p> <p><i>(5 minutes)</i></p>	<p>Final preparations for the pitch</p> <p><i>Slide 9</i></p> <p>Give groups five minutes to finalise the pitch they prepared in the previous lesson. Display slide 9 as a reminder of the important elements to include in their 90-second pitch. Emphasise the importance of working collaboratively and remind them again of the Citizenship skills they need to demonstrate in their pitch:</p> <ul style="list-style-type: none"> ● Advocacy ● Active participation ● Communication ● Raising awareness ● Informing others’ opinions ● Political literacy <p>Warn the students that you will be timing their pitch and will stop them after 90 seconds. Tell them that they need to use time management skills to work collaboratively and achieve this goal.</p>												
<p>Task 3</p> <p><i>(40 minutes)</i></p>	<p>The 90-second pitches</p> <p><i>Slide 10</i></p> <p>Ask each group in turn to present their 90-second pitch. In your role as time-keeper, follow the process outlined below.</p> <table border="1" data-bbox="549 1256 1447 1697"> <thead> <tr> <th></th> <th>The group pitching</th> <th>The rest of the class</th> </tr> </thead> <tbody> <tr> <td>120 seconds</td> <td>Prepare to pitch</td> <td>Read and score the pitching group’s bid outline</td> </tr> <tr> <td>90 seconds</td> <td>Pitch</td> <td>Listen to the pitch</td> </tr> <tr> <td>60 seconds</td> <td>Pack up and sit down</td> <td>Evaluate the pitch and complete the peer assessment grid</td> </tr> </tbody> </table> <p>Groups should not assess their own pitch – they can cross out or shade this row on their peer assessment grid.</p> <p>Once all the pitches have been presented, ask students to:</p> <ul style="list-style-type: none"> ● Add up the points they have given each group ● Write their overall evaluation on the worksheet ● Write the winner’s name in the box on the right of the worksheet 		The group pitching	The rest of the class	120 seconds	Prepare to pitch	Read and score the pitching group’s bid outline	90 seconds	Pitch	Listen to the pitch	60 seconds	Pack up and sit down	Evaluate the pitch and complete the peer assessment grid
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	<p>Collect in the evaluations so you can count up the votes.</p>
<p>Plenary / reflection</p> <p><i>(7 minutes)</i></p>	<p>Discussion and self-assessment</p> <p><i>Slides 11 to 13</i></p> <p>End the lesson with a discussion centred around the key enquiry question for this scheme of work:</p> <p>‘Who has the power to bring about change in our local communities?’</p> <p>Students should be able to give a variety of responses, including NGOs, charities, local councillors, MPs, community groups and volunteers.</p> <p>Based on their experience of simulating starting up a grassroots development, do they believe they have the power to become changemakers?</p> <p>Ask students to return to their worksheet from Lesson 1: ‘Self-assessment – how much do I know?’. Tell them to put an asterisk on the arrow for each of the eight questions to show how much they now know. Ask them to use a different coloured pen to before, so they can clearly see the progress they have made.</p> <p>To bring the lesson to a close, talk about how you reached consensus in decision-making in relation to the bids and pitches for funding by counting students’ votes from across the class.</p> <p>Announce which group has won the grant! Allow time for comment and share ‘good’ evaluations to exemplify high standards. You could use slide 13 to encourage students to reflect on their own pitches (alternatively, this could be completed as an extension task).</p> <p>Congratulate the students for their hard work and active citizenship!</p>
<p>Additional teacher links & resources</p>	<p>There are lots of resources that can assist in delivering this lesson, including more specific information about local issues and grants given by NGOs and local councils in your area.</p> <p>Some processes for different types of community funding can be found on all council websites, for example:</p> <p>https://www.kent.gov.uk/leisure-and-community/community-grants-and-funding</p> <p>There is a good example of councils giving funding to grassroots</p>

developments here:

https://www.gov.uk/government/news/grassroots-facilities-across-wales-share-12-million-investment?utm_medium=email&utm_campaign=govuk-notifications-topic&utm_source=dccedf43-b8b8-4c0f-a192-dd94c7db702b&utm_content=daily

Find out more about the 90-second pitching process here:

<https://www.monumentalmarketing.co.uk/elevator-pitch-examples/>

Alternatively, you could use this video clip about 90-second pitches to support the lesson

https://www.youtube.com/watch?v=Ji7BvjVti_4 (Elevator Pitch Writing the Speech – 4:27)

You can find out more about Margaret Wheatley who is quoted at the start of the lesson here:

<https://margaretwheatley.com/>

Name:

Peer assessment grid

Give a mark out of 10 for each group's bid and pitch and explain your score.

Name of group	Bid / 10	Explanation of score	Pitch / 10	Explanation of score
Group 1				
Group 2				
Group 3				
Group 4				
Group 5				
Group 6				

Check for bid skills:

- Collaborative working
- Investigation
- Making judgements
- Decision-making
- Planning
- Representing your views to others

Check for pitch skills:

- Advocacy
- Active participation
- Communication
- Raising awareness
- Informing others' opinions
- Political literacy

Which bid should win the money? My evaluation...

Winner: