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

Key Stage 3 Scheme of work

Key Stage 3 (Year 8) Citizenship scheme of work
Who has the power to bring about change in our local communities?

About this scheme of work
This scheme of work develops students' knowledge and understanding of who has the power to bring about change in our local communities.

Power and community run through this scheme of work. Students investigate these concepts, before thinking about who can bring about change in local communities (beyond those in local government) and what would inspire them to become changemakers. They investigate NGOs, charities, community groups and volunteering in this context, considering how different types of organisation bring about change and their potential impact. They then go on to focus on grassroots developments in detail – how they differ from other organisations, how they are funded and how they bring about change in local communities.

In the final two lessons, students demonstrate their learning through simulated active citizenship, planning a grassroots development and preparing a bid and pitch for funding. They assess each other's bids and pitches in order to reach a consensus on who should win the funding. In doing so, they develop a wide range of Citizenship skills.

National curriculum links
The roles played by public and voluntary groups in society; the ways in which citizens work together to improve their communities

Citizenship skills
Advocacy, informing others, decision-making, evaluation, critical enquiry, investigation, collaborative working, representing others' views, active citizenship, communication, informing others' opinions

Citizenship concepts
Community cohesion, making a difference, responsibilities, change, power, justice, fairness, diversity, equal opportunities, respect

Building progression
This scheme of work is part of ACT's model core curriculum for Citizenship in secondary schools, which has been designed to develop and deepen students' knowledge, skills and understanding throughout Key Stages 3 and 4. Other units linked to this Year 8 scheme of work include:

Year 7: What role can I play in making our school a fairer place?

Year 9: Community volunteers or social media influencers – who has the most power and influence?

Year 10: How can I be a changemaker in my local community?

What do the six lessons cover?

Lesson 1:
What needs to change in our community and who can make a difference?

- What is power?
- What are the needs of our local community?
- Who can bring about change in a local community?
- How can we be inspired to become changemakers?

Lesson 2:
How can groups bring about change in a local community?

- What are NGOs and charities?
- How can an NGO change a community?
- How can charities bring about change?
- What impact do community groups have on local communities?

Lesson 3:
How can volunteering improve a community?

- What is volunteering?
- What are the different roles I can volunteer in?
- Why do people volunteer?
- What skills are needed to become a successful volunteer?
- What are the benefits of volunteering to local communities?

Lesson 4:
What are grassroots developments and what impact can they have on a community?

- What is a grassroots development?
- How are grassroots developments different from other organisations?
- How are grassroots developments funded?
- How can grassroots developments change local communities?

Lesson 5:
How can we start a grassroots development?

- How can we create a funding bid for a grassroots development?
- What do we want to achieve from our grassroots development?
- What action do we need to take to achieve our goals?
- What skills do we need in order to create an effective bid outline and pitch?

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

- 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?

Key question: Who has the power to bring about change in our local communities?

National curriculum links: The roles played by public institutions and voluntary groups in society; the ways in which citizens work together to improve their communities

	1. What needs to change in our community and who can make a difference?	2. How can groups bring about change in a local community?	3. How can volunteering improve a community?	4. What are grassroots developments and what impact can they have on a community?	5. How can we start a grassroots development?	6. Do we have the power to bring about change in our communities?
Lessons	1. What needs to change in our community and who can make a difference?	2. How can groups bring about change in a local community?	3. How can volunteering improve a community?	4. What are grassroots developments and what impact can they have on a community?	5. How can we start a grassroots development?	6. Do we have the power to bring about change in our communities?
Overview	Students explore the meaning of power and the local community. They identify and prioritise needs in their local community, and gain knowledge about the roles and responsibilities of individuals and organisations with the power to bring about change. They find out what a changemaker is and consider what might inspire them to become a changemaker.	Students investigate how groups such as NGOs and charities can bring about change in local communities. They learn what NGOs and charities are and how they can have power to be changemakers in local communities. Through a range of case studies, they gain insight into the impact of different community groups across the UK.	Building on what they learnt about how groups can change a community, students focus on volunteering. They investigate types of volunteering, skills required, and the benefits. They watch an interview with a volunteer and explore why people volunteer. Students also consider types of volunteering they might be interested in doing.	Students explore what grassroots developments are and examine two case studies that show how successful they can be in changing local communities. Students find out how grassroots developments are funded and consider how to raise awareness through writing a newspaper article.	Working in groups, students identify an issue to tackle in their local community, plan a grassroots development and write a bid outline. They then prepare a 90-second pitch for a grant to start the grassroots development. Throughout, there is a strong focus on Citizenship skills and putting into practice learning from previous lessons in this scheme of work.	Students pitch their bid for funding for a grassroots development for the local community. In doing so, they develop a range of Citizenship skills by working collaboratively, peer assessing presentations, taking part in a consensus decision-making process to determine who should be awarded the grant, and assessing their own progress and performance.
Learning questions	1. What is power? 2. What are the needs of our local community? 3. Who can bring about change in a local community? 4. How can we be inspired to become changemakers?	1. What are NGOs and charities? 2. How can an NGO change a community? 3. How can charities bring about change? 4. What impact do community groups have on local communities?	1. What is volunteering? 2. What are the different roles I can volunteer in? 3. Why do people volunteer? 4. What skills are needed to become a successful volunteer? 5. What are the benefits of volunteering to local communities?	1. What is a grassroots development? 2. How are grassroots developments different from other organisations? 3. How are grassroots developments funded? 4. How can grassroots developments change local communities?	1. How can we create a bid for funding for a grassroots development? 2. What do we want to achieve from our grassroots development? 3. What action do we need to take to achieve our goals? 4. What skills do we need in order to create an effective bid outline and pitch?	1. Do we have the power to help our local community? 2. How can we assess the success of bids and pitches? 3. How can we reach consensus in decision-making?
Concepts and Skills	Concepts: community cohesion, making a difference, responsibilities, change Skills: advocacy, informing others, decision making, evaluation	Concepts: making a difference, change, power, justice Skills: advocacy, critical enquiry, evaluation, investigation, collaborative working	Concepts: responsibilities, respect, community cohesion, making a difference, change, power Skills: informing others' opinions, investigation, analysis	Concepts: making a difference, diversity, equal opportunities, power, change Skills: investigation, evaluation	Concepts: power, change, making a difference, community cohesion Skills: collaborative working, decision-making, active participation, advocacy, informing others' opinions	Concepts: responsibilities, change, justice, making a difference, fairness, Skills: representing others' views, advocacy, informing others, collaborative working, active citizenship, communication, evaluation
Activities	Self-assessment questionnaire Discussions Diamond 9 Committee priorities Community roles sorting Review think-pair-share	Retrieval quiz Analysing a video clip Charity spider diagram Carousel case studies and feedback Review discussion	Retrieval match-up task Creating a mind map Discussing a video interview Writing an application for a volunteering role Review discussion – two things	Retrieval challenge grid Researching funding Reading case studies Creating a newspaper article Review questions	Retrieval picture discussion Choosing a community issue Writing a bid outline Creating a pitch Review multiple choice quiz	Retrieval quote Delivering pitches Peer assessing bids and pitches Consensus decision-making Key question discussion Self-assessment continuum
Resources	Self-assessment questionnaire Diamond 9 worksheet Community role sorting cards	Video clip link about an NGO's community project Six case studies Chart for case study feedback	Video clip of an interview with a volunteer Case study questions and answers Volunteer Voice newsletter Mini-whiteboards	Case studies Newspaper article crib sheet	Bid outline 90-second pitch crib sheet	Peer assessment grid Photocopied bid outlines from the previous lesson Self-assessment worksheet (from Lesson 1)
Differentiation	Different levels of discussion tasks Consider roles in group task Differentiated questioning Scaffolding of feedback	Different levels of discussion tasks Differentiated questioning when feeding back about case studies Scaffold feedback Provide different levels of support	Consider pairings Scaffold the mind map task and provide a writing framework for the article Use differentiated questioning Provide different levels of support	Targeted retrieval questions Provide different levels of support Consider pairings Use scaffolding for the newspaper task	Consider groupings Provide different levels of support Use scaffolding for the bid and pitch tasks Use targeted review questions	Different levels of support and reassurance Targeted evaluation questions Give concrete examples of abstract concepts
Assessment Opportunities	Group discussion and differentiated questioning Self-assessment continuum (returned to in Lesson 6) Oral evaluation of community priorities	Group discussion and differentiated questioning Retrieval task to measure progress Feedback on case studies Oral evaluation of organisations' impact	Group discussion and differentiated questioning Match-up task to measure learning Assessment of mind map feedback Assessment of written job applications	Group discussion and differentiated questioning Retrieval challenge grid Case study evaluation Assessment of newspaper articles	Group discussion and differentiated questioning Progress assessment through discussion of prior learning Assessment of bid outlines and pitches	Group discussion and differentiated questioning Assessment of bid outlines and pitches Self-evaluation of pitch Self-assessment continuum
Takeaway task	Find out the issues in your local community by talking to a member of your family or a friend about what they think of the community. Report findings in the form of an interview, a newspaper article, a mind map or another suitable format.	Research 10 facts about a local NGO and how it is benefiting the community and bringing about change.	Talk to people and make notes about a change that needs to be made in the local community.	Think about what you would create a grassroots development for in your community. Answer three questions: What do you want to change? Why is it important to you? What grassroots development could you set up in response to this issue?	Carry out further research into your grassroots development to improve your group's 90-second pitch.	

active citizen	A person who uses their voice and takes actions to make a positive difference in their community.
active citizenship	The process of learning how to take part in democracy and use Citizenship knowledge, skills and understanding to work together and try to make a positive difference in the world.
advocacy	Publically representing or supporting a person or an organisation's issue or proposal by writing, speaking or taking action on behalf of that person or organisation. This could also involve taking part in a fundraising event or attending a protest or march.
asylum	A place of retreat and security; a safe place.
bid	A proposal given to an organisation to get funding.
campaign group	A group of people who organise events or actions to achieve an aim, usually to influence public opinion and ultimately change local policy.
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.
charity	A group that supports those in need by providing direct help, giving information or raising the profile of a particular issue.
Citizenship education	Education that develops knowledge, skills and understanding students need in order to play a full part in society as active and responsible citizens.
collaboration	Working together towards an outcome, or to produce something. A campaign group, for example, should support each other and communicate well.
community	A group of people living in the same place or having a particular characteristic in common.
community cohesion	Working together to achieve shared goals or values.

consensus	Reaching an agreement in decision-making.
evaluation	Judging or determining the significance, worth or quality of someone or something.
funding	Money provided, especially by an organisation or government, for a particular purpose.
government	The group of people with the authority to govern a country.
grant	A sum of money gifted by an organisation or a person that does not need to be repaid.
grassroots development	When a group of people come together to pursue a common goal, largely on a volunteer and non-profit basis, to serve a local need in their community. This is often called a community-led project.
grassroots organisation	Grassroots organisations work to empower local communities and promote change through collective action. They support grassroots developments.
human rights	Basic rights and freedoms that all people are entitled to.
justice	Fairness as a result of the application of a law, usually by a judge, in society.
local councillor	A person elected to represent their ward or division and the people who live in it. They provide a bridge between the community and the council.
local government	A system of government that operates at a local level, providing services to its community.
MP (Member of Parliament)	A person elected to represent our interests and concerns in the House of Commons. They consider and can propose new laws, as well as raising issues that matter to you in the House.

Metro Mayor	The directly elected leader of a combined authority (statutory bodies made up of neighbouring local authorities that broadly cover a city/region). These authorities work together to pool resources and powers to function more effectively on issues such as skills or transport.
NGO (non-governmental organisation)	A non-profit, voluntary group of citizens who work on a local, national or international level to achieve an aim. They are not controlled by the government, but will often work closely with them. An example of an NGO is Save the Children.
parish council	A local authority that makes decisions on behalf of the people in the parish and has an overall responsibility for the wellbeing of its local community.
pitch	A presentation that convinces the audience to act, for example to award a grant or to raise awareness.
police	The civil force of a state, responsible for the prevention and detection of crime and the maintenance of public order.
power	Having influence over others to be able to bring about change.
pressure group	Pressure groups put pressure on the government, or those in power, to do something or change something. They do not wish to have power themselves; they simply wish to achieve a goal. Examples of pressure groups include Jamie Oliver's campaign to make school dinners healthier, and Fathers for Justice, a group of dads who campaigned for improved parental rights.
refugee	A person who has been forced to leave their country in order to escape war, persecution, or natural disaster.
responsibility	A duty that we are expected to do as a citizen of a country.
secret ballot	An anonymous form of voting.

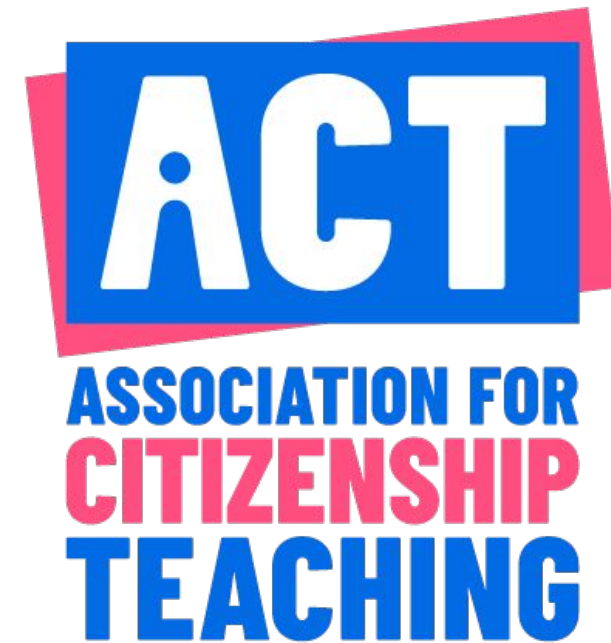|	
society	The people living together in an ordered community.
social issues	Problems that affect members of a community or society as a whole, such as, poverty, homelessness or inequality.
Taliban	An Islamic political and military organisation, active in Afghanistan and Pakistan, known as one of the main terrorist groups in the world.
UK (United Kingdom)	The United Kingdom of Great Britain and Northern Ireland (UK) is an island country that sits north-west of mainland Europe. It is made up of mainland Great Britain (England, Wales and Scotland) and the northern part of the island of Ireland (Northern Ireland). It has numerous smaller islands.
volunteering	People choosing to give their own time to help others, usually without being paid.

Additional information for teachers

This scheme of work is designed to allow students to build on previous learning in Citizenship. We suggest it is taught in Year 8, however it could be delivered at an alternative point if that suits your curriculum planning and the time you have in the timetable.

The scheme of work 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 it independently and have the opportunity to develop their own time management and organisation of tasks. The skills that students begin to develop in these activities will be invaluable for future Citizenship lessons, as they move from simulation to real action.

It is important to remember that active citizenship is more than just a fundraising event or volunteering. This is highlighted early in the scheme of work. For further support, read the *Active Citizenship Toolkit* and guidance document on the ACT website.

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