# ACT
ASSOCIATION FOR CITIZENSHIP TEACHING

# What role can I play in making our school a fairer place?

## Key Stage 3 scheme of work

# Key Stage 3 (Year 7) Citizenship scheme of work
# What role can I play in making our school a fairer place?

## About this scheme of work

This scheme of work is designed for use in the early days of students' Citizenship education at secondary level. It provides an excellent introduction to active citizenship within the school context.

Fairness, rights and responsibilities lie at the heart of the unit. Students use the UNCRC as the starting point for creating a class charter. They then go on to compare this to the school behaviour policy and question SLT about how the policy relates to rights and responsibilities. They explore the concept of power and consider the pyramid of power. Are students able to have their say in school? How?

In the final three lessons, students focus on carrying out their own rights investigation within school. Working in groups, they investigate research methods before planning and carrying out research into a right. They use their findings to create a presentation highlighting fairness issues, which they then deliver to a changemaker in school. This provides a real opportunity for students to share their perspectives and start to understand that they can have an influence in school.

## National curriculum links

Understanding of the rights and responsibilities of citizens; presenting reasoned arguments and taking informed action; the nature of rules; the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities

## Citizenship skills

Representing your views to others, decision-making, evaluation, collaborative working, negotiation, communication, active participation, informing others' opinions, discussion, influencing, teamwork, critical reflection, representing others' views, planning

## Citizenship concepts

Justice, fairness, rights and responsibilities, equal opportunities, community cohesion, respect, raising awareness, power, participation, community, change, making a difference

## 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 7 scheme of work include:

**Year 8:** Who has the power to bring about change in our communities?

**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:**
**How important are our rights in school?**

- What are our rights in school?
- What is the United Nations Convention on the Rights of the Child (UNCRC)?
- How can we create a class charter based on the UNCRC?
- What is fairness and why is it important?

**Lesson 2:**
**How does our class charter compare with our school behaviour policy?**

- Is the school behaviour policy based on rights?
- What is the difference between what a student wants in the classroom and what a headteacher needs in the school?
- Are rights and responsibilities both important?

**Lesson 3:**
**Who has power in our school community?**

- What is power among people?
- How does power play a part in your life?
- Who has power in our school community?
- As students, do we have the power to influence our school?

**Lesson 4:**
**How can I become a rights investigator?**

- What are the steps in an investigation?
- Why do we carry out research?
- What is the difference between primary and secondary research?
- How can we find out what's happening in school?

**Lesson 5:**
**How can we raise awareness of fairness issues we have found?**

- What key messages have we identified in relation to rights and fairness issues in school?
- What is a changemaker?
- What makes a good presentation?
- How can we present our findings to a changemaker to make the most impact?

**Lesson 6:**
**How can we present our findings about fairness to those in power?**

- What skills are important when delivering a presentation?
- How can I assess my developing Citizenship skills and knowledge?
- Can we play a role in making school a fairer place?

# Key question: What role can I play in making our school a fairer place?

| Lessons | 1. How important are our rights in school? | 2. How does our class charter compare with our school behaviour policy? | 3. Who has power in our school community? | 4. How can I become a rights investigator? | 5. How can we raise awareness of fairness issues we have found? | 6. How can we present our findings about fairness to those in power? |
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| **Overview** | Students consider their rights in school. They compare and contrast primary school experiences in relation to the right to be heard. They look at the United Nations Convention on the Rights of the Child, identifying rights that relate to life in school and writing rules for teachers and students. They then use these rules to create a class charter and take a vote on whether it is fair. | Students extend their thinking about fairness, rights and responsibilities by comparing the school behaviour policy with their class charter. They question a member of the school leadership team about the behaviour policy and think about its purpose. Is the behaviour policy based on rights or responsibilities? Why are both important? | Students go on to explore the concept of power. They consider the part that power plays in different aspects of their lives. They identify different types of people who have power in school and establish a hierarchy of power. Finally, they consider their own power to influence the school community and learn about opportunities for student voice. | Students begin an investigation into rights within school. This is a real opportunity for student voice – researching an issue and presenting findings to a changemaker. The focus of this lesson is research. Students are introduced to primary and secondary research, consider different ways of gathering information, and come up with an action plan. | Having carried out research into rights in school, students identify key messages related to fairness issues. They identify a changemaker in school – e.g. a member of the SLT, head of year or governor – who they would like to invite into class to listen to their findings. They then work in small groups to produce a presentation in preparation for the next lesson. | Students present their findings about fairness in school to a changemaker. Ideally this will be a live classroom experience, but if this is not possible then presentations could be filmed and shared. The goal is to give students a real opportunity to put their perspectives across and start to feel that they can make a contribution to life in school. |
| **Learning questions** | 1. What are our rights in school? 2. What is the United Nations Convention on the Rights of the Child (UNCRC)? 3. How can we create a class charter based on the UNCRC? 4. What is fairness and why is it important? | 1. Is the school behaviour policy based on rights? 2. What is the difference between what a student wants in the classroom and what a headteacher needs in the school? 3. Are rights and responsibilities both important? | 1. What is power among people? 2. How does power play a part in your life? 3. Who has power in our school community? 4. As students, do we have the power to influence our school? | 1. What are the steps in an investigation? 2. Why do we carry out research? 3. What is the difference between primary and secondary research? 4. How can we find out what's happening in school? | 1. What key messages have we identified in relation to rights and fairness issues in school? 2. What is a changemaker? 3. What makes a good presentation? 4. How can we present our findings to a changemaker to make the most impact? | 1. What skills are important when delivering a presentation? 2. How can I assess my developing Citizenship skills and knowledge? 3. Can we play a role in making school a fairer place? |
| **Concepts and Skills** | **Concepts:** justice, fairness, rights and responsibilities, equal opportunities, community cohesion, respect **Skills:** representing your views to others, decision-making, evaluation, collaborative working, negotiation, communication | **Concepts:** fairness, justice, rights and responsibilities, raising awareness **Skills:** presenting your views to others, active participation, informing others' opinions, negotiation, communication, investigation | **Concepts:** power, rights & responsibilities, participation, community, fairness, justice, change, making a difference **Skills:** discussion, influencing, teamwork, critical reflection, active participation, representing others' views | **Concepts:** rights, responsibilities, fairness, justice **Skills:** investigation, active participation, collaborative working, decision-making, planning, communication | **Concepts:** rights, responsibilities, fairness, justice, raising awareness **Skills:** active participation, collaborative working, decision-making, planning, communication, representing your views to others | **Concepts:** rights, responsibilities, fairness, justice, raising awareness, change **Skills:** active participation, collaborative working, communication, representing your views to others, informing others' opinions |
| **Activities** | Anagram starter Discussion of rights Introduction to UNCRC Identification of rights that relate to school Writing rules to protect rights Creating a class charter Voting on whether the charter is fair | Feedback from homework task Comparing and contrasting the class charter and school behaviour policy Asking an SLT member questions Voting on whether the policy is fair Amending the charter as needed | Introduction to power Creating a diagram to show a power structure in their life Discussing power in school Creating a pyramid of power diagram Investigating student voice | Identifying steps in an investigation Primary and secondary research methods sort task In small groups, planning how to research a right in school | Exploring ways of raising awareness Sharing research findings Agreeing on a changemaker to listen to their research findings Preparing, sharing and improving presentations | Presentation skills overview Recap on UNCRC and its importance Delivery of presentations to a changemaker Self-assessment of skills Discussion of the scheme's key question |
| **Resources** | Slide presentation UNCRC information sheet Worksheet: making a right relevant Glossary of key terms | Slide presentation The class charter & behaviour policy Worksheet: comparing charter & policy Worksheet: questions for the SLT Glossary of key terms | Slide presentation Worksheet: power in my life Worksheet: school's pyramid of power Assessment rubric Glossary of key terms | Slide presentation Worksheet: UNCRC cards Worksheet: research planner Assessment rubric Glossary of key terms | Slide presentation Worksheet: identifying messages Guest briefing sheet Assessment rubric Glossary of key terms | Slide presentation Worksheets: two versions of self-assessment grids Assessment rubric Glossary of key terms |
| **Differentiation** | Use a simplified version of the UNCRC information sheet (provided) Paraphrase information Use the glossary of terms | Use a simplified version of the UNCRC information sheet (provided) Use the glossary of terms | Incorporate more visual aids Use hands-on activities Use the glossary of key terms | Student pairings Support students' research planning Engage the support of the school librarian Use the glossary of key terms | Consider groupings Involve TAs in groups Use the glossary of key terms | Provide different levels of support when students are presenting Assign some students 'reporter' role Use the glossary of key terms |
| **Assessment Opportunities** | Formative feedback during discussions Opportunities to make early assessments of teamworking, collaboration, oracy skills and comprehension | Opportunities to assess investigation and analysis skills One-to-one discussions and questioning | Using the assessment rubric to assess students' responses to learning questions Questioning techniques Encouraging redrafting based on feedback | One-to-one discussions and questioning Using the assessment rubric Looking for collaborative skills and communication Giving EBI ('even better if') guidance | One-to-one discussions and questioning Using the assessment rubric Formal assessment of speech Giving EBI ('even better if') guidance Peer assessment | Self-assessment of developing Citizenship skills (grids provided) Using the assessment rubric to make judgements about students' levels Formative feedback on writing |
| **Takeaway task** | Research the school behaviour policy on the school website. | Talk to parents, carers or other adults about school rules that existed when they were younger. How have things changed? | Discuss what they have learnt about power with adults in their life. | Complete their research task, ready to use it in the next lesson to prepare their presentation. | Practise presentations in preparation for delivery to a changemaker in the next lesson. | |

## Additional information for teachers

This scheme of work is designed for use in the early days of students' secondary learning in Citizenship. We suggest it is taught in Year 7, however it could be delivered at an alternative point if that suits your curriculum planning and the time you have in the timetable.

This scheme of work has a particular focus on active citizenship. It 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. For further support, read the *Active Citizenship Toolkit* and guidance document on the ACT website.

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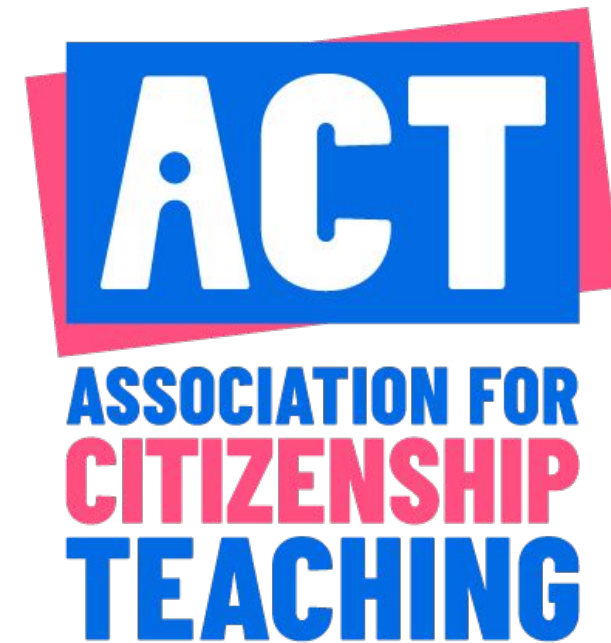
**teachingcitizenship.org.uk**

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| **action plan** | A document that lists what steps must be taken in order to achieve a specific goal. |
| **active citizen** | A person who actively takes responsibility, becomes involved in areas of public concern and tries to make a difference. |
| **active listening** | Listening carefully to a speaker, understanding what they're saying, thinking about what they've said, and providing feedback. |
| **behaviour policy** | A policy in place in all schools to promote good behaviour, prevent bullying, ensure students remain on task, and encourage self-discipline and respect. |
| **call to action** | A prompt to take action. |
| **changemaker** | Someone who wants change in the world and, by gathering knowledge and resources, makes that change happen. |
| **civil rights** | Basic rights and freedoms granted to citizens of a country through national common or statute law. They include freedom of speech, freedom of movement, freedom of assembly, freedom of association and freedom of religious worship. |
| **class charter** | A set of rules and promises that teachers and students all agree on for the classroom. |
| **critical friend** | A trusted, supportive person who asks questions and offers critique of someone's work as a friend. |
| **economic** | Related to economics or the economy – concerned with money, industry and trade. |
| **equal opportunities** | Allowing all people access to the same opportunities, regardless of their disability, religion, age, ethnicity, gender or sexual orientation. |
| **fairness** | Being fair – impartial treatment; lack of favouritism to one side or the other. |
| **hierarchy** | An arrangement of items considered above, below or at the same level as one another. |
| **human rights** | Basic rights and freedoms that all people are entitled to. |

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| **impartial** | Not partial or biased; treating everyone equally. |
| **investigation** | A systematic study designed to learn the facts about something. |
| **justice** | Fairness as a result of the application of a law, usually by a judge, in society. |
| **the media** | Television, radio and printed media that can reach a large number of people. |
| **poll** | A survey of public opinion; or voting in an election. |
| **power** | Having influence over others to be able to bring about change. |
| **primary research** | Original information or data, or the results of interviewing people. Research that you go out and collect yourself |
| **questionnaire** | A research method that involves using a set of questions to gather information. |
| **ratification** | The act of signing and giving formal consent to a treaty or agreement. |
| **research** | Collecting, organising and analysing new knowledge. |
| **responsibilities** | Duties that we are expected to do as a citizen of a country, as part of a job role or as a member of a community. |
| **rights** | Things we are entitled to by law. |
| **secondary research** | Published research collected by other people. Data that others have already collected: newspaper articles, internet stories, government statistics or radio or TV interviews, research papers related to your chosen citizenship action. Secondary research will provide you with statistics and data to inform your campaign. |

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| **stage presence** | The ability to command an audience's attention. |
| **student voice** | Students being able to have their say in their experiences of school. |
| **survey** | A list of questions aimed at extracting specific data from a particular group of people. A survey can be conducted face-to-face, over the telephone, posted out or online. |
| **treaty** | A formal agreement between states. |
| **United Nations Convention on the Rights of the Child (UNCRC)** | A legally binding international agreement that sets out the civil, political, social and cultural rights of all children, regardless of their race, religion or abilities. |
| **Venn diagram** | A diagram that uses circles to show the relationship between different sets of things. |
| **voice projection** | Using your voice powerfully and clearly so that you can be heard by an audience. |

# Assessing students' work: What role can I play in making our school a fairer place?

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- The rubric aligns with the emphasis in the ACT assessment policy on achieving, exceeding and excelling levels of understanding.
- Each criterion reflects the relevant aspects of the lessons and assessment policy, such as understanding power, awareness of student voice, reflection, critical thinking and communication.
- The rubric is designed to assess students' performance across a range of proficiency levels, from basic understanding to advanced mastery.

When using this rubric, you can assign a numerical score or descriptive feedback based on the level at which each student meets the criteria. You can also provide constructive feedback for improvement, helping students understand their strengths and areas for growth in relation to the lesson objectives.

| | Emerging (1) | Developing (2) | Achieving (3) | Exceeding (4) | Excelling (5) |
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| **Understanding of power** | Demonstrates limited understanding of power as a concept and its role in different settings. | Shows some understanding of power and its significance in various contexts. | Demonstrates a clear understanding of power, its sources, and its impact on decision-making and outcomes. | Displays an advanced understanding of power, analysing its complexities and recognising subtle power dynamics in various situations. | Exhibits a deep and nuanced understanding of power, incorporating real-life examples and critically evaluating these. |
| **Student voice awareness** | Shows minimal awareness of student voice and its connection to decision-making. | Recognises the concept of student voice and its importance in influencing decisions. | Demonstrates a solid understanding of student voice, identifying ways it can impact school decisions and policies. | Displays an in-depth understanding of student voice, discussing its potential to drive positive change and decision-making. | Shows an exceptional understanding of student voice, considering its role beyond the school context and evaluating its potential societal impacts. |
| **Understanding of rights** | Demonstrates limited understanding of rights in the school context. Struggles to identify key rights relevant to students. | Shows some understanding of rights in school, identifying a few basic rights but missing some nuances. | Demonstrates a clear understanding of rights in the school environment, identifying key rights and their relevance to students' experiences. | Displays an advanced understanding of rights, discussing their significance and demonstrating awareness of rights beyond the school context. | Exhibits a deep and nuanced understanding of rights, incorporating real-life examples and critically evaluating their impact on individuals and communities. |
| **Collaborative skills** | Participates minimally in group discussions and activities, often remaining passive. | Engages in group discussions and activities with occasional contributions, showing some collaboration. | Actively participates in group discussions and activities, collaborating with peers to achieve common goals. | Demonstrates strong collaboration skills, actively contributing to discussions, listening to others, and fostering a positive group dynamic. | Exhibits exceptional collaboration skills, guiding group discussions, promoting equitable participation, and facilitating productive teamwork. |
| **Communication of ideas** | Communication is unclear, lacking coherence and organisation. Limited use of relevant vocabulary. | Communicates ideas with some clarity, but organisation may be inconsistent. Uses basic vocabulary as oracy skills develop. | Communicates ideas clearly and coherently, with logical organisation. Oracy skills are improving and appropriate vocabulary is incorporated effectively. | Communicates ideas effectively, demonstrating a high level of clarity, organisation, oracy and coherence. Skillfully uses a wide range of precise terminology. | Communicates ideas exceptionally well, demonstrating high oracy skills and utilising advanced language skills to convey complex concepts with precision, clarity, and creativity. |