



**How can we raise  
awareness of fairness  
issues we've found?**

Lesson 5

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

**Lesson 5 of 6**  
**How can we raise awareness of fairness issues**  
**we have found?**  
**Key Stage 3 (Year 7)**

<p><b>Overview</b></p>	<p>Having carried out research into rights in school, students identify key messages related to fairness issues. They identify a changemaker in school – for example, a member of the leadership team, 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.</p>
<p><b>Citizenship skills and concepts</b></p>	<p><b>Concepts:</b> rights, responsibilities, fairness, justice, raising awareness</p> <p><b>Skills:</b> active participation, collaborative working, decision-making, planning, communication, representing your views to others</p>
<p><b>Essential teaching guidance</b></p>	<p>As part of this lesson, students identify a changemaker in school who they would like to present their findings about fairness issues to. You might want to steer this decision based on likely availability – you could include governors or trustees, school bursars, heads of year, canteen managers etc., as well as leadership team members. Alternatively, if you prefer, you could suggest filming the students’ presentations to share with the changemaker. Please ensure you are following your organisation’s policy when it comes to recording devices.</p> <p>Be mindful of the diverse viewpoints that may arise during this lesson, and seek to encourage empathy and promote community cohesion. Where issues are sensitive or controversial in nature, ensure you are in line with your school policies on such matters. You may find the <a href="#">ACT guidance on Prevent and Controversial Issues</a> and <a href="#">ACT guidance on Political Impartiality in Citizenship</a> helpful.</p> <p><b>Timings for each task are given as guidelines. Please use your professional judgement when deciding how to deliver the tasks, depending on time available and your students’ needs.</b></p>

<p><b>Learning questions</b></p>	<ul style="list-style-type: none"> <li>• What key messages have we identified in relation to rights and fairness issues in school?</li> <li>• What is a changemaker?</li> <li>• What makes a good presentation?</li> <li>• How can we present our findings to a changemaker to make the most impact?</li> </ul>
<p><b>Lesson resources</b></p>	<p>Slide presentation for the lesson</p> <p>Worksheet: Three key messages from our research (for Task 1)</p> <p>Briefing sheet: Guest briefing (for teacher completion before the next lesson)</p> <p>Glossary of key terms</p> <p>Assessment rubric</p>
<p><b>Differentiation</b></p>	<p>You could create groups yourself, utilising your knowledge of students' strengths and weaknesses to foster a supportive, dynamic environment. Alternatively, you could ask a teaching assistant to become a 'group member', allowing them to keep conversations going. Please advise your TA to tease out the best answers by using questions.</p> <p>Encourage students to use the glossary of key terms.</p>
<p><b>Assessment opportunities</b></p>	<p>This lesson gives you the opportunity to make formal assessments about student progress. As well as the evidence that is being produced as a group, as you circulate the classroom you can observe each individual in the group setting. It will be helpful at this point to use the assessment rubric.</p> <p>Peer feedback is possible in the 'critical friend' activity as students share their presentations. Students should use this feedback to make improvements to their presentations where possible, or to make notes about presentation style.</p>
<p><b>Do now/starter/ entry task</b></p> <p><i>(5 minutes)</i></p>	<p><b>What's going on in the picture?</b></p> <p><i>Slides 2 to 5</i></p> <p>Display the images on slide 2 as the students enter the classroom and ask them what they think is happening in the photographs.</p> <p>Explain that they show people raising awareness through speeches, demonstrations, meetings and talking to journalists.</p>

	<p>Share slides 3 to 5 and tell the students that in this lesson they're going to plan how to raise awareness of the fairness issues they have found through their research into rights in school.</p>
<p><b>Task 1</b> <i>(10 minutes)</i></p>	<p><b>Three key messages</b></p> <p><i>Slide 6</i></p> <p>Working in their groups from the last lesson, ask the students to share the primary and secondary research they have carried out.</p> <p>Give each group a copy of the worksheet 'Three key messages from our research'. Ask them to complete this by:</p> <ul style="list-style-type: none"> <li>● identifying three key messages related to fairness issues based on their research</li> <li>● making notes on the research evidence that backs up these messages</li> </ul> <p>Share key messages about fairness issues as a class. Are there overlaps between what different groups have discovered?</p>
<p><b>Task 2</b> <i>(5 minutes)</i></p>	<p><b>Identifying a changemaker</b></p> <p><i>Slides 7 to 9</i></p> <p>Now students have heard the different groups' key messages, it's time for them to move on to the next stage of their project as a rights investigator – presenting their findings to a changemaker in school.</p> <p>Begin by explaining what a 'changemaker' is, sharing the definition on slide 8:</p> <p style="padding-left: 40px;">“Someone who wants change in the world and, by gathering knowledge and resources, makes that change happen.”</p> <p>Move on to discuss who are changemakers in your school, using the questions on slide 9 as prompts:</p> <ul style="list-style-type: none"> <li>● Who are changemakers in our school?</li> <li>● What wants our school to be the very best it can be?</li> <li>● Who has the power and resources to make change happen?</li> <li>● Which changemaker should we present our research findings to?</li> </ul> <p>Ask the students to suggest changemakers in school and to discuss who would be most appropriate and why. Encourage</p>



	<p>them to justify their choices based on people’s responsibilities in school and the power they have. You could encourage them to discuss members of the leadership team, their head of year, the school bursar, governors and the canteen manager.</p> <p>Do they agree on who should be invited to the next lesson to listen to their presentations?</p> <p>If they disagree about who should be approached, you could organise a quick class vote to reach consensus.</p>
<p><b>Task 3</b></p> <p><i>(20 minutes)</i></p>	<p><b>Preparing a presentation</b></p> <p><i>Slides 10 &amp; 11</i></p> <p>Explain to the students that now they know their key messages and their audience, it is time to prepare their presentations.</p> <p>Share slide 10 and talk about what makes a good presentation. Using Think-pair-share, ask students to feed back their answers. How do students think they will make the most impact with their messages? What approach do they think will work best with their chosen changemaker?</p> <p>Working in their groups, ask students to produce their presentation, as outlined on slide 11. It would be useful for groups to have access to computers for this, using a shared slide set, but if this is not possible you could encourage them to write a traditional speech. Alternatively, depending on equipment available and school rules around mobile phone use, the students could create short videos or social media messaging.</p> <p>As the students work, circulate around the groups offering support, keeping them on task, reminding them of time limits and discussing techniques for presentations.</p> <p>This is also an opportunity for you to complete the briefing sheet supplied, which you can then give to the changemaker before they listen to the presentations.</p>

<p><b>Task 4</b></p> <p><i>(15 minutes)</i></p>	<p><b>Sharing presentations</b></p> <p><i>Slide 12</i></p> <p>Choose one or two groups to share their presentations (if possible, select groups that have created different types of presentations).</p> <p>Ask the rest of the class to act as critical friends and review what could be better, including the performance and delivery of the information, the messages, the amount of information, and appropriateness for the audience.</p> <p>There are some prompts on slide 12 to act as reminders.</p> <p>Following the class critique, ask the groups to review their own presentations to highlight where they could make similar improvements.</p>
<p><b>Plenary / reflection</b></p> <p><i>(5 minutes)</i></p>	<p><b>Suggesting improvements</b></p> <p>Ask each group to suggest one improvement they're going to make to their presentation. Can they explain why? How do they think this will increase the impact of their presentation?</p>
<p><b>Takeaway task</b></p>	<p>Ask the students to improve and practise their presentation to make sure they're ready to deliver it to the changemaker in the next lesson.</p>
<p><b>Additional teacher links &amp; resources</b></p>	<p><a href="#">Introducing debate in the Citizenship classroom</a></p> <p><a href="#">Tips on Writing a Speech   Association for Citizenship Teaching</a></p>

# Guest briefing

Thank you for agreeing to come to our lesson to discuss issues in relation to rights in school that our students have investigated. To help with the discussion after their presentations, I've included details about the UNCRC rights involved and key issues the students have considered.

Group	UNCRC Article	Key issues to be presented	Notes

# Three key messages from our research

We researched this children’s right in school:

Key message 1:	Evidence:
Key message 2:	Evidence:
Key message 3:	Evidence:

Names: