



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

Lesson 6

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

Lesson 6 of 6
How can we present our findings about fairness to those in power?
Key Stage 3 (Year 7)

<p>Overview</p>	<p>As the culmination of this scheme of work, 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 students' presentations could be filmed and shared. Ultimately, the goal is to give them a real opportunity to put their perspectives across and start to feel that they can make a contribution to life in school.</p>
<p>Citizenship skills and concepts</p>	<p>Concepts: rights, responsibilities, fairness, justice, raising awareness, change, making a difference</p> <p>Skills: active participation, collaborative working, communication, representing your views to others, informing others' opinions</p>
<p>Essential teaching guidance</p>	<p>In the last lesson, students identified a changemaker in school who they would like to present their findings about fairness issues to. Invite them along to the lesson and give them the briefing sheet you completed during the last lesson so they know what to expect. It's best to give this to your guest a day or two in advance. Please also make sure that you give the guest a copy of the UNCRC so that it contextualises the content of the presentations.</p> <p>Alternatively, if they can't attend the lesson, you could film the students' presentations to share with the changemaker.</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 ACT guidance on Prevent and Controversial Issues and ACT guidance on Political Impartiality in Citizenship helpful.</p> <p>Timings for each task are given as guidelines. Please use your professional judgement when deciding how to deliver</p>

	<p>the tasks, depending on time available and your students' needs.</p>
<p>Learning questions</p>	<ul style="list-style-type: none"> ● 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?
<p>Lesson resources</p>	<p>Slide presentation for the lesson</p> <p>Briefing sheet: Guest briefing (from the last lesson – make sure you have completed this to give to the changemaker before they listen to the students' presentations)</p> <p>Worksheet: Simple self-assessment grid (for Task 3)</p> <p>Worksheet: In-depth self-assessment grid (alternative for Task 3)</p> <p>Glossary of key terms</p> <p>Assessment rubric</p>
<p>Differentiation</p>	<p>Students may need support with delivering a presentation, including making cue cards or standing with them at the front of the class. Your aim is to build oracy skills. Make sure all the groups have got a presentation to make. If you have a group who are unable to speak, make them 'reporters' and ask them to report their thoughts to you about a presentation they are watching, either verbally or in writing.</p> <p>Encourage students to use the glossary of key terms.</p>
<p>Assessment opportunities</p>	<p>Two self-assessment grids are provided for use in this lesson. The first is a simple grid that focuses on skills used in the lesson: information provision, voice projection, posture, stage presence and active listening. The second is a more in-depth look at developing Citizenship skills: working together with others, speaking and presenting, thinking skills, knowing yourself and getting better, and making a positive impact.</p> <p>Use whichever you feel will work best with your students.</p> <p>Use the assessment rubric to help you make judgements about the levels that individual students have reached. Please remember that the rubric is for the whole of Key Stage 3, and that if you are teaching this scheme of work to Year 7 they will</p>

	<p>probably not be able to attain the higher levels yet.</p> <p>You may also use the students' written materials so that you can mark and give formative feedback. Feel free to make the assessment choices you want to.</p>
<p>Do now/starter/ entry task</p> <p><i>(5 minutes)</i></p>	<p>Presentation skills</p> <p><i>Slides 2 to 8</i></p> <p>Display the images on slide 2 and give students a minute to discuss what skills the images might represent. Take ideas from the class (pose, pause, pounce, bounce).</p> <p>Share slides 3 to 6 in turn, summarising the presentation skill that each image represents. This is a great opportunity for you to remind students of what they will need to do when delivering their presentation today.</p> <p>Share slides 7 and 8 and tell the students that in this lesson they're going to deliver their presentations to the changemaker in school.</p>
<p>Task 1</p> <p><i>(5 minutes)</i></p>	<p>Introduction to the presentations</p> <p><i>Slides 9 to 11</i></p> <p>Welcome the changemaker to your lesson and, if you haven't already, give them the briefing sheet you prepared following the last lesson.</p> <p>Alternatively, if you have decided to film the presentations, explain to the students how you are going to do this.</p> <p>Using slides 10 and 11, set the presentations in context by recapping on learning about the UNCRC and lead a class discussion about why it is so important. Go round the groups and ask them each to identify the article of the UNCRC they have been focusing on and why they think this is important in your school.</p> <p>Ask the students to remind each other of your class code of conduct. This is important so the visitor understands the classroom ethos you have been working towards across the sequence of lessons and the classroom climate that has been established.</p>

Task 2

(30 minutes)

Delivering presentations

Slide 12

If you haven't already done so, decide on a running order for the presentations.

Acting as chair for this part of the lesson, ask each group in turn to deliver their presentation to the changemaker. Once they have finished, invite the audience to ask questions for a couple of minutes. Encourage the changemaker to engage with the groups and ask questions as part of this.

Repeat this process until all the students have delivered their presentations. Thank your visitor and explain that you hope the students have provided food for thought. If appropriate, arrange for the changemaker to get back in touch in the future with their feedback and possible actions as a result.

Depending on the size of your class and the number of groups there are, you might need to finish the lesson at this point.

Task 3

(5 minutes)

Self-assessment

Slide 13

Once the changemaker has left the room, give each student a copy of one of the self-assessment grids provided with this lesson:

- a simple grid focusing on the skills they have used for their presentation – information provision, voice projection, posture, stage presence and active listening
- A more in-depth grid looking at wider Citizenship skills: working together with others, speaking and presenting, thinking skills, knowing yourself and getting better, and making a positive impact.

Ask them to assess their own performance against each of the areas listed. Talk with them about is meant by the different levels: emerging, developing, achieving, exceeding and excelling.

As a follow-on task, ask each student to identify the following for themselves and for a peer in their group:

- one thing they excelled at during this project
- one thing they could use as a target for the next project

This self-assessment process is designed to support students in identifying how their Citizenship knowledge and skills have

	<p>developed during this scheme of work. The students will be repeating elements of this process and using these skills throughout their Citizenship education, so it is important they can see where their strengths lie and where they should try to improve next time.</p> <p>The self-assessment also provides useful information for you to use for formative assessment. What targets might you want to set for each student when they next complete active citizenship work?</p>
<p>Plenary / reflection</p> <p><i>(5 minutes)</i></p>	<p>What role can we play?</p> <p><i>Slide 14</i></p> <p>In a class discussion, encourage the students to reflect on the rights investigation they have carried out in school and the presentations they made to a changemaker.</p> <p>Overall, based on this experience, what is their view on the key enquiry question for this scheme of work:</p> <p>“What role can we play in making our school a fairer place?”</p> <p>At this point, you are unlikely to know what action the changemaker will be able to take in response to the students’ findings. Reassure them that this is normal – campaigns can take many months or even years to take effect.</p>
<p>Additional teacher links & resources</p>	<p>Teaching Citizenship journal: Oracy and Citizenship (Issue 48)</p> <p>The Deliberative Classroom project Association for Citizenship Teaching</p>

Self-assessment grids

Name					
	Emerging	Developing	Achieving	Exceeding	Excelling
Information					
Voice projection					
Posture					
Stage presence					
Active listening					

Name					
	Emerging	Developing	Achieving	Exceeding	Excelling
Information					
Voice projection					
Posture					
Stage presence					
Active listening					

Name					
	Emerging	Developing	Achieving	Exceeding	Excelling
Information					
Voice projection					
Posture					
Stage presence					
Active listening					

Self assessment – Lesson 6

Name:
Date or dates:

Use this grid to assess your Citizenship skills. Highlight where you think you are.

	Level 1	Level 2	Level 3	Level 4	Level 5
Working together with others	I sometimes work with others, but I don't always share my ideas or listen to theirs.	I'm trying to work better in a team, but there's room for improvement.	I'm a good team player, I share ideas, and I listen to others.	I'm an awesome team player, and I help everyone work together smoothly.	I'm a superstar at teamwork – I lead when needed, I encourage others, and my group is stronger because of me.
Speaking and presenting	I find it a bit hard to talk about my ideas, and I'm not sure how to make them sound interesting.	I'm getting better at talking about my ideas, but I still have some things to learn.	I can explain my ideas well, and I'm starting to use some skills to make my presentations interesting.	I'm really good at explaining my ideas, and my presentations are very engaging.	I'm a fantastic speaker and presenter – people enjoy listening to me because I'm confident and my presentations are interesting.
Thinking skills	It's not always easy for me to understand things deeply or think about different sides of a problem.	I'm trying to think more carefully, but sometimes I still miss some important things.	I can think carefully about things and see different sides of a problem or situation.	I'm a great thinker – I see things others might miss and I'm really good at figuring stuff out.	I am an amazing thinker – I'm like a puzzle master, seeing connections and solutions in what I'm working on.
Knowing yourself and getting better	It's a bit hard for me to see what I'm good at and what I need to improve.	I'm starting to see my strengths and areas for improvement, but there's more to discover.	I know what I'm good at, and I'm setting goals to get even better.	I'm really self-aware – I set goals and work hard to improve, and I help my friends do the same.	I'm a self-improvement guru – I know myself inside out, and I'm a role model for setting and smashing goals.
Making a positive impact	I sometimes join in with activities, but I don't always take the lead or make a big difference.	I'm trying to make a difference, and I'm getting better at it step by step.	I'm actively involved in making things better in my school, and my efforts are noticed.	I'm a real changemaker – I take the lead and my actions create positive ripples in my school.	I'm a super changemaker, making a big impact in school and beyond. My actions inspire others to get involved and make our community a better place.