



**What tools can we use to challenge
injustice in our communities?**

Key Stage 4 scheme of work

Key Stage 4 (Year 10) Citizenship scheme of work

What tools can we use to challenge injustice in our communities?

About this scheme of work

This scheme of work uses a diverse range of in-depth case studies and simulations to develop students' understanding of how and why people challenge injustice in their communities. It has been designed for delivery early in Year 10, in preparation for active citizenship later in Key Stage 4.

Students begin by exploring the meaning of speaking truth to power and the use of speeches to challenge injustice. They investigate the approaches used by successful grassroots campaigns and take part in a town hall meeting simulation. They find out how individuals and groups can bring about change at a national level by campaigning for changes to the law, and explore why some human rights defenders in other countries risk their lives for justice. In the final two lessons, students identify the most appropriate tools for challenging injustice in different scenarios and produce their own campaign plan.

Citizenship skills

Active participation, representing views to others, collaborative working, informing others' opinions, communication, representing others' views, political literacy, evaluation, negotiation, making judgements, analysis, decision-making, tolerance, planning, investigation

Citizenship concepts

Advocacy, change, power, justice, fairness, raising awareness, rights, equal opportunities, discrimination, making a difference, ethics, respect, law, freedom, conflict, community cohesion

National curriculum links

provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society; foster keen awareness and understanding of democracy, government and how laws are made and upheld; equip pupils with the skills and knowledge to explore political and social issues critically; the different ways in which a citizen can contribute to the improvement of their community... as well as other forms of responsible activity

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 10 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: Who really has the power to make change?

What do the six lessons cover?

Lesson 1: What is speaking truth to power?

1. Who has power in our society?
2. What does 'speak truth to power' mean?
3. Can a speech be a tool for challenging injustice?
4. Does speaking truth to power work?

Lesson 2: How do grassroots campaigns operate?

1. What motivates people to initiate a grassroots campaign?
2. What is advocacy?
3. Why is it important to understand other people's perspectives?
4. What tools do grassroots campaigns use?

Lesson 3: Can citizens change the law?

1. How are laws made?
2. How can citizens influence the law?
3. How can changing the law help to challenge injustice at a national level?

Lesson 4: What tools are used by human rights defenders around the world?

1. Why is it difficult for campaigners in some countries to challenge injustice?
2. What happens when the duty bearer fails to protect human rights?
3. Should people risk their lives to challenge injustice and protect others?

Lesson 5: Do all tools for challenging injustice work for all campaigns?

1. How can we identify who holds power in situations we want to campaign about?
2. How can we choose which tools we should use for a campaign we are organising?
3. Are all tools for challenging injustice equally useful when we campaign?

Lesson 6: How can I challenge injustice?

1. Can I identify the injustice in a situation?
2. Can I identify who to campaign to?
3. Can I select the most effective methods of campaigning?
4. Can I justify my choices?

Key question: What tools can we use to challenge injustice in our communities?

National curriculum links: provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society; foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld; equip pupils with the skills and knowledge to explore political and social issues critically; develop a sound knowledge and understanding of the role of law; the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity

| | | | | | | |
|--------------------------|---|--|--|--|--|--|
| Lessons | <h2>1. What is speaking truth to power?</h2> | <h2>2. How do grassroots campaigns operate?</h2> | <h2>3. Can citizens change the law?</h2> | <h2>4. What tools are used by human rights defenders around the world?</h2> | <h2>5. Do all tools for challenging injustice work for all campaigns?</h2> | <h2>6. How can I challenge injustice?</h2> |
| Overview | <p>As a starting point for this scheme of work, students are introduced to the concept of speaking truth to power. They begin by considering who holds power in our society and what its impact is. They then learn about the history of speaking truth to power, analyse famous speeches, and explore their use as a tool to challenge injustice in communities.</p> | <p>This lesson focuses on grassroots campaigns, in particular, local campaigns that have succeeded in challenging injustice in their communities. Students present an elevator pitch about an issue and consider the meaning of advocacy. They then take part in a simulation activity, working together to replicate a town council planning meeting.</p> | <p>This lesson focuses on how laws are made and whether citizens can influence a change in the law and make a difference to people's lives. Students look at who makes the law and how laws are made. They learn about different ways citizens can influence the law, including lobbying, select committees and speaking to their MP. They go on to examine case studies about how citizens have brought about changes to the law.</p> | <p>Students investigate duty bearers and the variable picture in relation to human rights around the world. Through a series of case studies, they find out about human rights defenders in different countries and explore how and why people risk everything for campaigns. They consider the tools human rights defenders use to challenge injustice.</p> | <p>Students spend time focusing on different tools that can be used to speak truth to power and bring about change. They learn how to use power mapping to identify who a particular campaign should be targeted at. They then consider different tools for speaking truth to power, identify the most appropriate for given scenarios, and consider whether all tools are equally useful for all campaigns.</p> | <p>In this final lesson, students put their learning across the scheme of work into practice through a case study scenario. Working in small groups, they effectively create a grassroots organisation, identifying who holds the power to address issues and deciding which tools to use to challenge injustice and create change. They devise and present a campaign plan, before writing their own version of the plan.</p> |
| Learning Questions | <ol style="list-style-type: none"> Who has power in our society? What does 'speak truth to power' mean? Can a speech be a tool for challenging injustice? Does speaking truth to power work? | <ol style="list-style-type: none"> What motivates people to initiate a grassroots campaign? What is advocacy? Why is it important to understand other people's perspectives? What tools do grassroots campaigns use? | <ol style="list-style-type: none"> How are laws made? How can citizens influence the law? How does changing the law help to challenge injustice at a national level? | <ol style="list-style-type: none"> Why is it difficult for campaigners in some countries to challenge injustice? What happens when the duty bearer fails to protect human rights? Should people risk their lives to challenge injustice and protect others? | <ol style="list-style-type: none"> How can we identify who holds the power in situations we want to campaign about? How can we decide which tools we should use for a campaign we are organising? Are all tools for challenging injustice equally useful when we campaign? | <ol style="list-style-type: none"> Can I identify the injustice in a situation? Can I identify who to campaign to? Can I select the most effective methods of campaigning? Can I justify my choices? |
| Concepts and skills | <p>Concepts: advocacy, change, power, justice, fairness, raising awareness, rights, equal opportunities, discrimination Skills: active participation, representing views to others, collaborative working, informing others' opinions, communication</p> | <p>Concepts: democracy, fairness, justice, change, rights, making a difference, raising awareness, ethics, respect Skills: representing others' views, political literacy, active participation, representing your views to others, evaluation, informing others' opinions, negotiation, communication</p> | <p>Concepts: rights, law, justice, change, raising awareness Skills: critical thinking, representing others' views, representing your views to others, evaluation, informing others' opinions, collaborative working, communication</p> | <p>Concepts: democracy, fairness, justice, rights and responsibilities, change, respect, freedom, discrimination, conflict Skills: making judgements, political literacy, evaluation, analysis</p> | <p>Concepts: fairness, justice, rights, change, raising awareness Skills: making judgements, active participation, representing your views to others, informing others' opinions, communication, decision-making</p> | <p>Concepts: change, equal opportunities, making a difference, raising awareness, community cohesion, discrimination, freedom Skills: representing others' views, active participation, political literacy, representing your views to others, evaluation, decision-making, informing others' opinions, collaborative working, negotiation, tolerance, planning, communication, analysis, investigation</p> |
| Activities | <p>Keyword brainstorming showdown Discussing injustice List or mind map of people who have power Definition of 'speaking truth to power' Analysis of speeches challenging injustice Plenary discussion</p> | <p>Pose, pause, bounce – injustice Extracting information from case studies 'Sell' a campaign through an elevator pitch style presentation Town hall meeting simulation Think-pair-share about the simulation</p> | <p>Understanding who makes laws and how they are made (with video) Learning about and discussing lobbying and select committees Learning about MPs, the law and Private Members' Bills (with video) Reading and analysing case studies</p> | <p>Guess the mystery person quiz Definition of duty bearer Video and discussion: Jamie Nabozny Map of human rights around the world Investigating human rights defender case studies and completing a fact file Listing tools for challenging injustice</p> | <p>Investigate a case study of a campaign Use power mapping for a scenario Recapping on tools for challenging injustice Selecting tools for challenging injustice for different scenarios</p> | <p>Think-pair-share about tools for challenging injustice Campaign planning for a given scenario Presenting a short pitch Writing a campaign plan Addressing the key enquiry question</p> |
| Resources | <p>Powerpoint presentation Whiteboard/projector/chalk/markers Worksheet: Robert F Kennedy Glossary of key terms Guides to tools for challenging injustice</p> | <p>Powerpoint presentation Eight case studies of grassroots campaigns Character cards for town hall meeting Glossary of key terms Guides to tools for challenging injustice</p> | <p>Powerpoint presentation Three case studies of people who have changed the law by speaking truth to power Worksheet: Truth to power, changing the law Glossary of key terms Guides to tools for challenging injustice</p> | <p>Powerpoint presentation Case study: Jamie Nabozny Case studies of six human rights defenders Worksheet: Human rights defender fact file Glossary of key terms Guides to tools for challenging injustice</p> | <p>Powerpoint presentation Worksheet: Power mapping template Info sheet: Tools for challenging injustice Worksheet: Scenario cards Glossary of key terms Guides to tools for challenging injustice</p> | <p>Powerpoint presentation Fictionalised source materials Worksheet: My campaign plan Glossary of key terms Guides to tools for challenging injustice</p> |
| Differentiation | <p>Discussion to support students' writing Play videos multiple times to support understanding Stretch through deliberative discussion Use of glossary of key terms and guide to tools for challenging injustice</p> | <p>Assign character cards to particular students to ensure participation in the town hall simulation Use of glossary of key terms and guide to tools for challenging injustice</p> | <p>Discussion to support students' writing Play videos to reinforce concepts Work in pairs, rather than individually Ask evaluation questions Use of glossary of key terms and guide to tools for challenging injustice</p> | <p>Consider groupings for activities Use questioning to support and stretch students Use of glossary of key terms and guide to tools for challenging injustice</p> | <p>Discussion to support students' writing Adapt activities for work in groups and pairs Use of glossary of key terms and guide to tools for challenging injustice</p> | <p>Consider groupings for the lesson Use of glossary of key terms and guide to tools for challenging injustice</p> |
| Assessment Opportunities | <p>Discussion activities allow for formative assessment of students' progress Written tasks provide an opportunity for peer marking or teacher-marked assessment Deliberative discussion of oracy and critical thinking</p> | <p>Assess collaboration and teamwork skills in elevator pitch task Use the town hall to assess individual skills, particularly oracy Use questioning techniques in the plenary</p> | <p>Use the worksheet to check understanding of case studies Discussion task provides an opportunity to identify and clarify misconceptions</p> | <p>Q&A sessions to check understanding Summative assessment of students' completed human rights defender fact files</p> | <p>Clarify students' understanding of the power mapping process Circulate the classroom posing questions</p> | <p>Assess students' campaign plans</p> |
| Takeaway task | <p>Based on what they have learnt in this lesson, students write a short piece about how speeches can be used to challenge injustice.</p> | <p>Ask the students to research local meetings taking place in their neighbourhood that relate to grassroots campaigns.</p> | <p>Research another law that has been changed as a result of the influence of citizens.</p> | <p>Visit the R F Kennedy Human Rights website and investigate other human rights defenders' stories.</p> | <p>Create guidelines to help people select tools when they want to challenge injustice.</p> | <p>.</p> |

Tools for challenging injustice:

Teacher's guide

Challenging injustice and speaking truth to power are about advocating for what is right, just and accurate, even in the face of authority or influential people. Often, it requires courage, persistence, and a deep commitment to the values you stand for. It's important to tailor your approach based on the context, your strengths, and the most effective ways to reach your intended audience.

The following list summarises some of the tools and strategies you can use to communicate your message effectively and challenge injustice.

Academic research: Conducting research and publishing studies that provide evidence to support your claims.

Art and creativity: Using art, music, poetry, or other creative methods to convey messages and evoke emotional responses around important topics.

Blogging: Running a blog to express your views, share insights, and provide in-depth analysis on important issues.

Civic participation: Taking part in elections, community meetings, and decision-making processes to influence policies and decisions.

Coalitions and alliances: Collaborating with like-minded individuals, organisations, or groups to amplify your message and create a stronger collective voice.

Community engagement: Working within your local community to raise awareness, hold town hall meetings, and engage in discussions that promote understanding and positive change.

Documentaries and films: Creating or participating in documentary projects that highlight important truths and expose injustices.

Education and workshops: Conducting educational seminars, workshops, and training sessions to raise awareness and foster understanding of important issues.

Ethical leadership: Leading by example, demonstrating integrity, and promoting transparency and honesty in your actions and interactions.

Interviews: Speaking with journalists, bloggers, podcasters, or media outlets to reach a broader audience and share your perspective.

Legal action: Pursuing legal avenues to challenge injustice, corruption, or violations of rights through lawsuits, legal petitions, or other legal mechanisms.

Lobbying: Engaging with policymakers, lawmakers, and government officials to advocate for policies that align with the truth and benefit society.

Networking: Building connections with influential individuals, experts, and thought leaders to amplify your message.

Petitions and protests: Organising or participating in demonstrations, marches, rallies, or online petitions to gather support for your cause.

Public speaking: Addressing audiences through speeches, presentations, or public forums to articulate your viewpoint clearly and passionately.

Social media: Using platforms like Twitter (X), Facebook, Instagram, and LinkedIn to share your thoughts, facts, and evidence directly with a wide audience.

Using data and statistics: Presenting well-researched data and statistics to provide a factual basis for your arguments.

Whistleblowing: Disclosing confidential or hidden information that exposes wrongdoing, corruption, or unethical behaviour.

Writing: Crafting well-researched articles, essays, letters, or reports to communicate your message in a thoughtful and impactful way.

Tools for challenging injustice:

Students' guide

Remember, standing up for what's right might be tough, but it's important to keep going if you believe in something. The following list summarises some of the tools and strategies you can use to challenge injustice and stand up for what's right.

Blogging: Running a blog to share your insights and thoughts on important issues.

Creativity: Using art, music, and other creative methods to get people to think about important topics.

Getting involved locally: Talking to your community and holding meetings to raise awareness about important issues.

Making connections: Getting to know important people who can help spread your message.

Making documentaries: Creating films that tell important stories and show what's true.

Protests and petitions: Joining or organising marches, rallies, and online petitions to get support for your cause.

Research and studies: Doing careful research and writing papers that show facts to support your ideas.

Sharing hidden information (whistleblowing): Telling people about secret things that are wrong and need to be fixed.

Sharing stories: Telling personal stories to help people understand and care about the things you're talking about.

Social media: Using platforms like Twitter and Instagram to share your views with a lot of people.

Speaking up in public: Sharing your thoughts confidently in speeches and presentations to tell important truths.

Taking part in society: Voting, attending meetings, and getting involved to influence decisions.

Talking to leaders: Speaking with people who make decisions to ask for change.

Talking to reporters: Giving interviews to journalists and people who work in the media to spread your message further.

Teaching and learning: Hosting workshops and classes to help people understand important topics better.

Using the law: Taking legal action to fight against bad things happening in society.

Using numbers: Sharing data and numbers to show why your ideas are important.

Writing clearly: Creating well-researched articles, essays and letters to explain your ideas and stand up for what's right.

Working together: Joining forces with others who care about the same things to make your message stronger.

Petitions and protests: Organising or participating in demonstrations, marches, rallies, or online petitions to gather support for your cause.

Public speaking: Addressing audiences through speeches, presentations, or public forums to articulate your viewpoint clearly and passionately.

Social media: Using platforms like Twitter (X), Facebook, Instagram, and LinkedIn to share your thoughts, facts, and evidence directly with a wide audience.

Using data and statistics: Presenting well-researched data and statistics to provide a factual basis for your arguments.

Whistleblowing: Disclosing confidential or hidden information that exposes wrongdoing, corruption, or unethical behaviour.

Writing: Crafting well-researched articles, essays, letters, or reports to communicate your message in a thoughtful and impactful way.

| | |
|---------------------------|--|
| activism | The use of direct and noticeable action and campaigning to bring about political or social change. |
| 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 mean taking part in a fundraising event or attending a protest or march. |
| amendment | A minor change or addition to improve words in a text, such as a piece of legislation. |
| authority | The power or right to have official responsibility, to give orders and make decisions. |
| committee | A group of people appointed to discuss a particular issue. |
| community cohesion | Working together to achieve shared goals or values. |
| confront | To face up to and deal with a problem or person. |
| consultation | People talking and sharing opinions and ideas to help make decisions about important things. |
| control | Having the power to make things happen the way you want them to, or making sure things go as planned. |
| discrimination | Treating people unfairly or differently because of things like their race, gender, or where they come from, instead of treating everyone equally. |
| duty bearer | Someone who has a responsibility or obligation to do something, like protect people's rights or follow the rules. |
| ethics | The principles that guide what is considered right and wrong in how we behave and make decisions. |

| | |
|--------------------|---|
| facilities | Buildings, places, or things that are set up for a specific purpose, like schools, hospitals, or sports fields. |
| governance | The way a group or organisation is managed and controlled, especially in terms of making decisions and rules. |
| grassroots | Things that start at the very bottom or with regular people, rather than with big organisations or the government. |
| hacktivism | Getting into an organisation's website and disrupting their business. |
| influence | The power to affect or change someone's thoughts, actions, or decisions. |
| injustice | When something is not fair or right, especially when someone's rights are violated. |
| innovation | Coming up with new and creative ideas, or ways to do things better or differently. |
| justice | Fairness as a result of the application of a law, usually by a judge, in society. |
| lawsuit | When someone takes a disagreement or problem to court to have a judge or jury make a decision. |
| leadership | The ability to guide and inspire a group of people, making decisions and setting a good example. |
| legislation | A law or a set of laws that have been passed by Parliament. The word is also used to describe the act of making a new law. |
| lobbying | When an individual or a group tries to persuade someone in Parliament to support a particular policy or campaign. Lobbying can be done in person, by sending letters and emails, or via social media. |

| | |
|------------------------------|--|
| negotiation | The process of discussing something with someone in order to reach an agreement. If there is some acceptance of your plans for citizenship action but also some resistance, you may need to negotiate. This means you might compromise or change part of your plans to make them more agreeable. |
| pay gap | The difference in the amount of money people earn – especially between men and women or different groups – for doing the same job. |
| political literacy | Understanding how politics and the government work, so you can make informed decisions and participate in democracy. |
| power | Having control or authority over something or someone. |
| Private Members' Bill | A Private Members' Bill is a proposal for a new law or change to an existing law introduced by a member of a legislative body who is not part of the government. |
| progress | Making things better or moving forward, often in terms of improvement or development. |
| reform | Making changes in something, especially an institution or practice, in order to improve it. For example, 'the bill will reform the tax system'. |
| regime | A system of government, especially one that is often strict or controlling. |
| respect | Treating others with kindness and consideration, valuing their feelings and rights. |
| scandal | A situation or event that is seen as shocking or disgraceful because of wrongdoing or improper behaviour. |
| select committee | A group of members of a legislative body chosen to investigate and report on specific issues or topics. |
| social media | Websites and apps that allow people to connect, share information, and communicate with others online. |

| | |
|-----------------------|---|
| stakeholder | Someone who has an interest or concern in a particular organisation, project, or issue. |
| sustainability | Using resources and making choices in a way that doesn't harm the environment and can continue for a long time. |
| transparency | Being open and honest about what's happening, especially in organisations and government, so people can see and understand what's going on. |
| treaty | A formal agreement or contract between countries or groups of people, often about peace, trade, or other important matters. |
| truth | A fact or statement that is accurate and not false. |
| violation | An action that breaks a rule, law, or someone's rights, often causing harm or damage. |
| viral campaign | A campaign that circulates rapidly and widely, getting lots of attention very quickly. |