



**Do all tools for
challenging injustice
work for all campaigns?**

Lesson 5

**Key stage 4 scheme of work:
What tools can we use to challenge injustice in our communities?**

**Lesson 5 of 6
Do all tools for challenging injustice work for all
campaigns?**

<p>Context</p>	<p>This lesson is part of a scheme of work that comprises six lessons for teaching Key Stage 4 Citizenship in line with the requirements of the Citizenship national curriculum. The lesson is part of the ACT model Key Stage 4 curriculum, which can be used and adapted to fit with your school’s provision.</p> <p>Each scheme of work has an enquiry question as the focus and is then organised into smaller questions that provide a learning focus for each lesson.</p>
<p>Overview</p>	<p>Students spend time focusing on different tools that can be used to challenge injustice 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 challenging injustice, identify the most appropriate for given scenarios, and consider whether all tools are equally useful for all campaigns.</p>
<p>Citizenship skills and concepts</p>	<p>Concepts: fairness, justice, rights, change, raising awareness</p> <p>Skills: making judgements, active participation, representing your views to others, informing others’ opinions, communication, decision-making</p>
<p>Essential teaching guidance</p>	<p>Before you begin teaching, agree on ground rules to create a safe learning environment. You and the students should all agree to make positive contributions, listen without interrupting, respect each other’s views and agree that it is OK to make mistakes as this is how we learn. Use distancing techniques, such as case studies, rather than encouraging students to discuss their own or others’ situations in the lesson.</p> <p>If you are concerned by any comments or disclosures made by your students, please refer to your own school’s safeguarding procedures or your SLT/designated safeguarding lead.</p> <p>Timings for each task are given as guidelines. Please use</p>

	<p>your professional judgement when deciding how to deliver the tasks, depending on time available and your students' needs.</p>
<p>Learning questions</p>	<ol style="list-style-type: none"> 1. How can we identify who holds the power in situations we want to campaign about? 2. How can we decide which tools we should use for a campaign we are organising? 3. Are all tools for challenging injustice equally useful when we campaign?
<p>Lesson resources</p>	<p>Slide presentation for the lesson</p> <p>Worksheet: Power mapping template (for Task 2)</p> <p>Information sheet: Tools for challenging injustice (for Task 4)</p> <p>Worksheet: Scenario cards (for Task 4)</p> <p>Glossary of key terms</p> <p>Guide to tools for challenging injustice (teacher and student versions)</p>
<p>Differentiation</p>	<p>Give students an opportunity to explore new terms and ideas in a class discussion, before writing for themselves.</p> <p>Adapt activities for work in groups or pairs, to allow students to develop further oracy to support written tasks.</p> <p>Encourage students to use the glossary of key terms and the guide to tools for challenging injustice (student version).</p>
<p>Assessment opportunities</p>	<p>During the power mapping activity, clarify students' understanding of the process. This will be useful to them for the assessment in Lesson 6.</p> <p>Circulate the classroom posing questions during Task 4 to assess students' understanding of the lesson content.</p>
<p>Do now/starter/entry task</p> <p><i>(5 minutes)</i></p>	<p>Meena's campaign</p> <p><i>Slides 2 to 4</i></p> <p>To begin this lesson about tools for challenging injustice, ask the students to think about why sending a letter to a newspaper has had no effect for Meena. There are a range of possible reasons for this, including:</p>

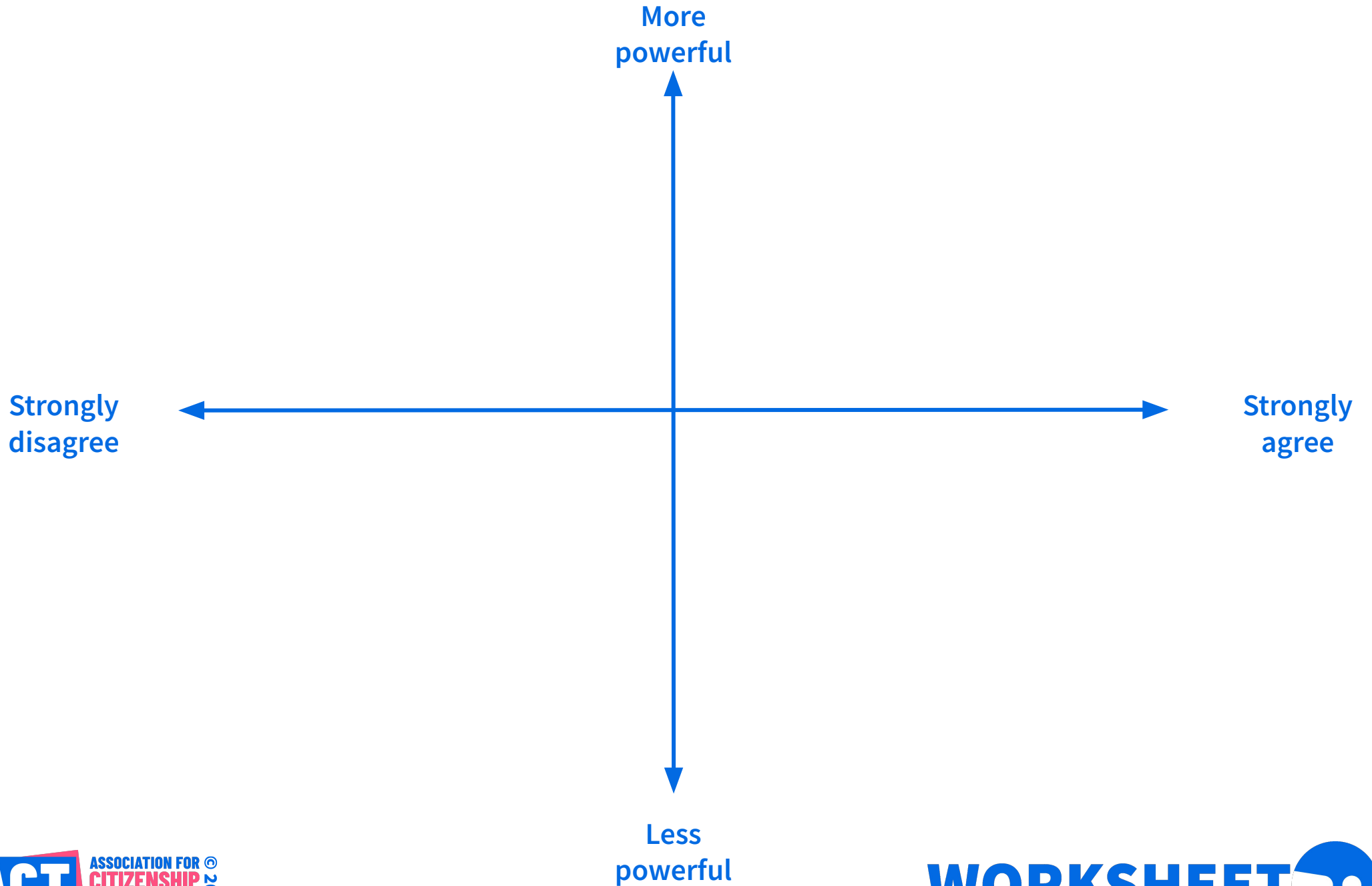
	<ul style="list-style-type: none"> • The newspaper letters page is not the best place for Meena’s content – she could have rung the news desk if she was aware of a family living in poor housing locally to bring it to people’s attention. • The newspaper does not hold direct power when it comes to resolving the issue, although it could exert power over others by publishing (not via a letter). • Meena should have targeted her letter at the local housing officer at the council, as they have a duty to make sure homes are in good condition for renters. • Meena could have used a different tool to write a letter, for example a social media story about the family, handing a petition into the council, attending a council meeting to raise her concerns. <p>Ask students to feed back their advice to Meena and share the ideas above with them if they are missed, as these cover the key learning for today:</p> <ul style="list-style-type: none"> • know who to target with your campaigns • choose your tools for challenging injustice wisely <p>These themes are introduced through the learning questions on slide 4.</p>
<p>Task 1</p> <p><i>(10 minutes)</i></p>	<p>Meena’s power map</p> <p><i>Slides 5 to 8</i></p> <p>Show slide 5 and talk with the students about the importance of identifying who holds the power when you’re trying to challenge injustice. Explain that power mapping is a useful process we can all use to do this when organising a campaign. Talk through the points on slide 6.</p> <p>Using slides 7 and 8, model the power mapping process using Meena’s campaign as an example:</p> <ul style="list-style-type: none"> • Landlords have the power to change conditions for the family, but have not done so. This means that they disagree, so are in the upper left quadrant. • Councillors can create change and do support the change, so are in the upper right. • Newspapers agree with the need to make homes safe, but have little power to create change. As a result, they are in the lower right. <p>Ask students to suggest others who have power in this campaign and think about where they would sit on the axes.</p>

	<p>This task allows students to develop an understanding of the range of people who can be involved in creating change and to realise that some can work against the campaign to bring about change, as well as for it.</p>
<p>Task 2</p> <p><i>(15 minutes)</i></p>	<p>Power mapping practice</p> <p><i>Slide 9</i></p> <p>This task allows students to demonstrate their understanding of power mapping and gives you the opportunity to assess this.</p> <p>Give each student a copy of the worksheet ‘Power mapping template’.</p> <p>Students can work alone or in pairs for this task. For the purposes of differentiation, you may decide to allow students to work in pairs and to discuss ideas before committing them to paper.</p> <p>Share the scenario on slide 9 with the students, which focuses on the amount of plastic used in a school canteen. As this is set in a school, they should be able to identify with this.</p> <ul style="list-style-type: none"> ● Who holds power in this scenario? ● Who is likely to support change? ● Who might be opposed? <p>Give the students 10 minutes to complete the power mapping exercise, then draw the class back together to discuss ideas.</p> <p>It is likely that individuals or pairs will have different suggestions about who has power. For example, they might think the student council would have a major influence on this decision, or they might recognise the cost implications and list the school bursar or business manager as influential.</p> <p>The important thing isn’t getting the right answer, but exploring <i>who</i> may be helpful for this campaign and <i>why</i>. As the class feedback develops, make sure the students are clear about this. If they are all in agreement over the changemakers, offer alternative suggestions.</p>
<p>Task 3</p> <p><i>(10 minutes)</i></p>	<p>What tools can we use to challenge injustice?</p> <p><i>Slides 10 to 13</i></p> <p>Based on their learning in this scheme of work so far, can students suggest different tools for challenging injustice and creating change?</p>

	<p>Examples could include lobbying, meeting their MP, select committees, writing letters, social media campaigns, marches and petitions. As the students come up with ideas, add them to slide 10.</p> <p>Once a range of ideas have been suggested, ask the students if they think each tool would work for every campaign. Meena’s campaign has already shown that this is not the case (although a letter to a different person might have been more effective).</p> <p>Can the students think of examples of campaigns where the tools on the diagram may or may not be successful? This will enable you to assess students’ understanding of the suitability of different types of campaigning tools.</p> <p>Slide 12 introduces students to the difference between direct and indirect action. You could ask more able students to return to the diagram on slide 10 and decide which methods are direct and which are indirect.</p>
<p>Task 4</p> <p><i>(15 minutes)</i></p>	<p>Selecting tools for a campaign scenario</p> <p><i>Slide 13</i></p> <p>Explain the task on slide 13 to the class.</p> <p>Students can work alone on this task, but it will be more successful if they work in pairs or small groups to allow the discussion of suitable tools to encompass different viewpoints.</p> <p>Give each student or group a copy of the information sheet ‘Tools for challenging injustice’ and one of the scenario cards (A, B or C). A and B are the scenarios already discussed in the lesson. C is new, so you might want to take this into account when assigning it to students.</p> <p>Ask students to create a power map for the scenario to identify who has the most power and who will be most willing to help bring about change. Then ask them to identify which tools they think would be most effective for speaking truth to power to these people and organisations, and why.</p> <p>While students are working on this task, circulate the room and pose questions where necessary:</p> <ul style="list-style-type: none"> ● Why will that work better than (method X)? ● Could you use two methods together? ● Are you targeting the right person? ● Is there another person with power you should also consider? ● Is there someone with power who may try to prevent

	<p>your campaign? If so, what could you do about this?</p> <p>By circulating, you will gain a greater insight into students' understanding of the methods and how to deploy them. This will enable you to make a better assessment of their progress in the lesson.</p>
<p>Plenary/reflection</p> <p><i>(5 minutes)</i></p>	<p>Sharing suggestions</p> <p><i>Slide 14</i></p> <p>Starting with Scenario A, ask students to offer their responses to the first three questions on slide 14:</p> <ul style="list-style-type: none"> ● Who do you think has the power to bring about change in this scenario? ● What tools did you choose to use? ● Why did you choose these? Explain the main reasons. <p>Each group with the same scenario should share their responses.</p> <p>Reflecting on their learning across this lesson, do students think that all tools for challenging injustice work for all campaigns?</p>
<p>Takeaway task</p>	<p>Create guidelines to help people select tools when they want to challenge injustice. What should they consider?</p>
<p>Additional teacher links & resources</p>	<p>https://activisthandbook.org/strategy/power-mapping</p> <p>https://commonslibrary.org/guide-power-mapping-and-analysis/</p>

Power mapping template



Tools for challenging injustice

Volunteering

Finding an organisation that is directly helping people or dealing with an issue and volunteer to help them. For example, if someone is worried about poverty, they could help at a food bank.

Signing a petition

It's quick and easy to support petitions on the internet. The website 38 degrees has petitions on all sorts of things.

Donating money

Giving money to an organisation that is dealing with an issue of concern. For example, if someone is worried that homeless people are in danger during the winter, they could donate money to a shelter or soup kitchen.

Boycotting

Not giving time or money to a company or policy if you disagree with it. For example, avoiding companies that don't pay workers the living wage, or not buying from companies that sell fur.

Joining a political party

Joining the local branch of a political party that supports important issues and helping them to gain support. For example, attending meetings, delivering leaflets, letting people know what the party is doing.

Marching and protesting

Letting the world know there are lots of people who agree with a cause by marching and protesting. For example, young people have protested against student loans by marching near Parliament.

Raising awareness

Doing something as simple as putting a badge on your school bag lets people know you support a cause. For example, people changed their Facebook photo to a French flag when the Paris bombings took place.

Hacktivism

Getting into an organisation's website and disrupting their business. For example, the group Anonymous undermines ISIS's websites by replacing propaganda videos with adverts for Viagra!

Forcing the legal system to confront injustice

Doing something deliberately to get into trouble with the law. For example, people trespass on airport runways to protest about the pollution caused by the expansion of airports and air travel.

Refusing to comply

Refusing to follow a rule if you think it is wrong. For example, people refused to pay the Poll Tax because they thought it was unfair and were sent to prison.

Add your own idea

Add your own idea

Scenario A: Meena

Meena is aware that there are local families living in poor standard housing. They are having to pay high rents from their housing benefit to their landlords but are not getting repairs completed and now there is evidence of mould growing on the walls of their home.

One of the families Meena knows is concerned as they have two young children and one has developed a nasty cough that will not go away.

Meena believes that everybody should have a good standard of living and that the landlord should be responsible for repairing the home and making sure it is a safe place to live.

Who should be the target for Meena's campaign to bring about change?

Which of the tools could Meena use to challenge injustice and get people's homes repaired?

Scenario B: South Channel Academy

The South Channel Academy school uses a large amount of single-use plastic in its canteen.

You are part of a group of students who are concerned about this due to the impact on the environment. Single-use plastics being used include:

- Plastic cups for water from taps and jugs
- Plastic cutlery
- Plastic plates when people want to take food to eat on benches outside
- Drinks sold in plastic bottles

Who should be the target for your campaign to reduce plastic use in the canteen?

Which of the tools could you use to challenge injustice and reduce the amount of plastic being used?

Scenario C: lowering the voting age

You are part of a class that has been learning about elections and politics at school and have learnt during lessons on devolution that in Scotland and Wales young people can vote in a local election at 16.

As local councillors make important decisions about your community and things that affect your life, you think that the voting age should be lowered to 16 in England for local elections as well.

Who should be the target for your campaign to lower the voting age?

Which of the tools could you use to challenge injustice and get the voting age in local elections lowered to 16?