



How can we encourage more people to shop locally? (Part 2)

Lesson 6

Why is the local economy important to society?

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How can we encourage more people to shop locally? (Part 2)
Key Stage 3 (Year 8)

<p>Overview</p>	<p>To conclude this scheme of work, students finish their blog post, poster, leaflet or letters encouraging more people to shop locally and present them to the rest of the class. In doing so, they raise awareness and further develop their Citizenship skills. Both the students' action and their presentation can be assessed and a peer assessment reflection is encouraged. To end the lesson, students discuss the overarching enquiry question: Why is the local economy important to society?</p>
<p>Citizenship skills and concepts</p>	<p>Concepts: economy, rights, making a difference, society, responsibilities</p> <p>Skills: making judgements, active participation, representing your views to others, evaluation, raising awareness</p>
<p>Essential teaching guidance</p>	<p>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.</p> <p>In this lesson, students continue their active citizenship project to encourage more people to shop locally. They finish their blog post, poster, leaflet or letters, and present them to the rest of the class.</p> <p>For students to gain the full benefits of engaging in active citizenship, you might want to extend this project to allow the students more time for planning, creating, putting action into practice and measuring its impact. ACT's ACTIVE Citizenship Toolkit provides materials to help you do this – you can download this and other active citizenship guidance here: https://www.teachingcitizenship.org.uk/resource/active-citizenship-key-stage-3-toolkit-award-resources/</p> <p>Be mindful of the diverse viewpoints that may arise during this lesson. Develop an open classroom climate in which students feel safe when discussing sensitive and contentious issues and topics, and 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</p>

	<p>Citizenship helpful.</p>
<p>Learning questions</p>	<ul style="list-style-type: none"> • How well have you worked collaboratively as a group? • How relevant, informative, confident and engaging are presentations? • Why is the local economy important to society?
<p>Lesson resources</p>	<p>Slide presentation for the lesson – to view the slides as intended, you will need to download the free Google font package Source Sans Pro: https://fonts.google.com/specimen/Source+Sans+3</p> <p>Worksheet: Presentation peer assessment</p> <p>Teacher assessment report</p> <p>Glossary of key terms</p>
<p>Differentiation</p>	<ul style="list-style-type: none"> • Consider suitable pairs for the think-pair-share task in the plenary to this scheme of work, which is an important discussion centred around the key enquiry question. This will ensure effective conversations occur between each pair, stretching and challenging each others’ responses. • Use differentiated questioning – who, what, when, where, how and why – to create a range of accessible questions. • Use different levels of discussion tasks to support students, for example sharing opinions, analysing, solving a problem, or persuading. • Consider using no-hands-up questioning to encourage students to engage with the learning and reduce the likelihood of students being passive. Ensure sufficient ‘think time’ is provided before selecting a student or before moving on to another student to get the answer. • When reviewing knowledge gained by the class, use targeted review questioning to stretch students. Give them an opportunity to develop ideas by bouncing a question around the room. • Scaffold feedback – use prompting, recasting, eliciting, correcting, commenting on student language, and promoting learning through discovery. • Use choral (whole class) responses for new terminology or to address misconceptions. • Use hinge questions to ensure the class understands an important area of knowledge or concept before the lesson can progress. • Give different levels of support, for example paired work, scaffolding frameworks, one-to-one, TA supported, model answers.

<p>Assessment opportunities</p>	<p>This lesson offers many opportunities to assess students' understanding through group and paired discussion, and direct differentiated questioning (used to check knowledge has been acquired).</p> <p>Students begin the lesson by reflecting on their collaborative working skills and their progress so far.</p> <p>Both their written/design work and presentation will complete their assessment for this scheme of work. A teacher assessment report is included, which you can complete and adapt to suit your school's assessment policies and procedures. A more informal peer assessment task is also used to refine students' assessment skills.</p>
<p>Do now / starter / entry task</p> <p><i>(5 minutes)</i></p>	<p>Reflection on collaborative working</p> <p><i>Slides 2 to 4</i></p> <p>To start the lesson, ask the students to discuss the four questions on slide 2, which relate to how well their group has worked collaboratively so far. Students should self-reflect on these issues and then debate them in their groups. This will allow them to use specific examples.</p> <p>Share slides 3 and 4 and explain that in this lesson they are going to finish creating their blog, poster, leaflet or letters, and then present them to the class. This will form the final element of their assessment for this scheme of work.</p>
<p>Task 1</p> <p><i>(15 minutes)</i></p>	<p>Getting ready to present</p> <p><i>Slides 5 & 6</i></p> <p>Talk through the instructions on slide 5 and explain that the students now have 15 minutes to make any final tweaks to their blog post, poster, leaflet or letters, and prepare a two-minute presentation to explain their work to the rest of the class.</p> <p>Share slide 6 and remind students of the assessment criteria discussed in the last lesson. Focus on the last highlighted section and explain that this is where they can now improve their score by 10 points. Read each part of the last row, so students are clear what they will be assessed on during the presentation.</p> <p>You might want to stipulate that each member of the group has to say at least a sentence in the presentation to ensure whole-group participation and to allow for more precise individual assessment. Emphasise the importance of working collaboratively.</p>

Task 2

(25 minutes)

Let's present!

Slide 7

Draw the class back together for the presentations. Warn the students that you will be timing their presentations and will stop them after two minutes. Tell them that they need to use time management skills to work collaboratively and present their project successfully.

Give each student a copy of the worksheet 'Presentation peer assessment' and talk through how they should complete this. Explain to the students that they shouldn't score the groups, but should write a comment about whether they find their presentation relevant, informative, confident and engaging.

Ask each group in turn to present their two-minute presentation. In your role as time-keeper, follow the process outlined below.

Timings	Group presenting	The rest of class
60 seconds	Preparing to present	Preparing to complete the peer assessment sheet
120 seconds	Presenting	Actively listening to the presentation
60 seconds	Packing up and sitting down	Evaluating the presentation and completing the peer assessment sheet

Groups should not assess their own presentation – they can cross out or shade this row on their peer assessment worksheet.

Once each group has presented, ask students to discuss as a class which presentation was best and why.

A teacher assessment report is included in the materials for this lesson. Complete this during the presentations, so that you can remember how each group performed. You might choose to complete all of the assessment now and give the students the results at the end of the lesson or at the end of the presentations. It would be good to reward students who have worked particularly well as part of their group and the contribution they made to the blog post/leaflet/poster/letters or presentation.

<p>Task 3</p> <p><i>(10 minutes)</i></p>	<p>Action arrow</p> <p><i>Slide 8</i></p> <p>Share slide 8, which gives more detail on the ‘action arrow’ at the bottom of the worksheet.</p> <p>Explain that in the pink section to the left of the arrow, students should explain why it is important to improve the local economy.</p> <p>In the middle green section, they should explain ways to improve the local economy.</p> <p>And finally, in the blue section to the right of the arrow, they should explain what steps they are going to take in the future to support the local economy.</p> <p>As well as acting as a form of summative assessment, this allows students to reflect on what they have learnt and encourages them to take further steps in their own lives to support the local economy.</p> <p>Give students five minutes individually to complete their action arrow and then facilitate a whole-class discussion to share what they have learnt and how they can put this learning into action in the future. Possible answers may include:</p> <ul style="list-style-type: none"> ● Shopping locally and sustainably ● Teaching others to shop locally ● Eating at local restaurants/cafés ● Going to local events ● Choosing local entertainment ● Recycling, reusing and upcycling ● Volunteering locally ● Keeping informed on local issues ● Promoting local products ● Being financially savvy ● Saving and investing in local businesses
<p>Plenary / reflection</p> <p><i>(5 minutes)</i></p>	<p>Key enquiry discussion</p> <p><i>Slides 9 & 10</i></p> <p>To round off students’ learning in this scheme of work, return to the overarching key enquiry question shown on slide 10:</p> <p style="text-align: center;">“Why is the local economy important to society?”</p> <p>Students should be able to give a variety of responses. The answer on slide 11 includes some reasons that students may mention.</p> <p>To bring the lesson to a close, talk about how the students worked</p>

	<p>collaboratively, improved their Citizenship skills and knowledge and completed some excellent active citizenship.</p> <p>You could announce which group achieved the highest mark in its assessment and highlight and praise individual students for their efforts and achievements throughout this scheme of work. Allow time for comment and share ‘good’ evaluations to exemplify high standards.</p> <p>If time allows, you could decide as a class how to take students’ active citizenship work further by sharing blog posts, leaflets, posters and letters. Would it be most effective to focus on one or two groups’ actions, rather than six or seven different approaches? Try to reach consensus in decision-making and practise democracy by voting for next steps using a hands-up approach.</p>
<p>Takeaway task</p>	<p><i>Slide 11</i></p> <p>Ask the students to complete a journal every day for a week explaining how their decisions as a consumer may have affected the local economy.</p>
<p>Additional teacher links & resources</p>	<p>There are lots of resources that can assist in delivering this lesson, including specific information about presentation skills:</p> <p>https://algonquincollege.libguides.com/studyskills/delivering-presentations</p> <p>https://intranet.birmingham.ac.uk/as/libraryservices/library/asc/documents/public/a-short-guide-to-presentation-skills-web-pdf-973kb.pdf</p> <p>https://mindfulpresenter.com/how-to-wow-your-audience-in-less-than-2-minutes/</p> <p>https://www.practice-space.org/wp-content/uploads/2020/05/presentation-guide.pdf</p> <p>Alternatively, you could use this video clip about presentation skills at school here:</p> <p>https://www.youtube.com/watch?v=K5mVmHxHiIQ (School presentations: Mastering 5 key presentation skills for students, Prezi 6:53).</p> <p>More information about the key enquiry question which will help facilitate the plenary discussion can be found here:</p> <p>https://www.peopleshealthtrust.org.uk/health-inequalities/what-makes-us-healthy/local-economies#:~:text=Businesses%20and%20buildings%20are%20owned,local%20shops%20and%20decent%</p>

[20jobs.](#)

<https://www.sustainablebusinessstoolkit.com/local-economies-community-development-social-capital/>

<https://www.scribeaccounts.com/blog/exploring-the-advantages-10-ways-local-markets-benefit-society>

You may find it helpful to look at further ACT resources to find out more about the local economy before you teach this lesson. Reading the [ACT Curriculum Briefing: Money, Finance & the Economy](#) teacher fact sheets will give you further insight into teaching the economy in Citizenship lessons. The downloadable concept map in [ACT Teaching Economic and Finance Education through Citizenship](#) is designed to help you consider and plan opportunities for developing economic and financial knowledge, understanding and skills through your Citizenship teaching.

Teacher assessment report



A) Relevant information and engaging content	10	Is the content accurate? Is it well-researched? Can I see critical thinking? Is it interesting to the reader?
B) Creativity	10	Is the idea original? Is it creative? Has it engaged the audience through stories, anecdotes etc.?
C) Visual design and layout	10	Is it designed suitably? Does it have different images? Is it visually appealing?
D) Call to action	10	Is it relevant? Does it motivate the reader to take action? Is it unique in its approach?
E) Presentation to class	10	Is it a confident presentation? Is it informative and relevant? Does it engage the audience?

Group	A	B	C	D	E	Total /50	Place
1							
2							
3							
4							
5							
6							
7							
8							

Students who deserve special mention and reward:

Presentation peer assessment

Group	Was it relevant, informative, confident and engaging?
1	
2	
3	
4	
5	
6	
7	
8	

Action arrow

