

# 5 class pilot Intervention for Year 9

Students form permanent discussion groups

- Teachers to assign roles to students in discussion groups (these rotate for each session)
  - Leader – leads discussion and makes sure the group stays on task
  - Scribe – note taker
  - Researcher – information gatherer
  - Influencer – in charge of paying attention to effective ways to create change



## Lesson 1: What is politics?

### Activities

1. Starter activity: sorting images to get students to think about what they think politics is and share their feelings about them using emojis
2. Teacher-led activity: introducing definitions of politics and terms related to politics including formal/party and social/civic politics
3. Student-led activity: Diamond nine - in groups, in pairs, students sort images into a 'diamond nine' of what they think is politics and not politics and discuss what they see, their meaning, share their knowledge and understanding of the issues in the images, along with solutions
4. Show students video of MP
5. Introduction to creative production project to be built upon in session 3 and 4

# Videos from role models (UK)

3

- ▶ Per feedback from students and advisory boards, we asked female MPs to record videos of themselves saying why they got involved in politics and why it is important for people from all backgrounds to get involved.



## Lesson 2: How do I fit into politics?

4

### Activities

1. Student-led starter activity: Students complete an opinion poll that places their beliefs on the political spectrum
2. Teacher-led activity: Teachers define the spectrum of politics as party politics and civic/social politics, and provide examples of formal political parties and their alignment with the left, centre, and right
3. Teacher-led activity: describing ways of engaging in politics (through party politics, the people, local councils, the law) and show short videos of role models in politics
4. Teacher-led discussion: what parties align with each end of the spectrum in UK, Ukraine, Syria, Romania, Pakistan, USA, Nigeria
5. Show video of MP

# Lesson 2: How do I fit into politics?

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# Lesson 4: How will we create change?

## Activities

1. Refresher activity: students write answers to the questions below in ~20 words and show video of MP  
(What is politics? How do I fit into politics? How do I create change?)
2. Student-led creative production activity: students develop a compelling argument and plan to address the gender and ethnicity pay gaps or how to make sure  
(currently, only 2% of GCSE English literature pupils studying books written by females)
  - In pairs, small groups, or individually, students decide on what actions to take to stop or enable this change and come up with a plan to address the issue
  - Students have free range to choose the creative activity (peaceful protest – banners, social media (X, TikTok, threads), letter to newspaper/MP, petitions, storyboards (stick figures, captions), video)

# Lesson 5: Performing change

## Activities

1. Show remaining videos of MPs
2. Students present or perform their creative project in front of the head teacher, researchers, and the rest of the class
3. Students vote on which group had the most compelling argument for creating change

## How can you and your students participate?

### **Benefits of participating**

- Gain national and international CPD Certificates from partner universities
- Refine and implement new teaching methods and interventions
- Collaborate and network with national and international teachers, researchers, and advisory boards



**21<sup>st</sup> October** is the next Teacher workshop

We will pay for teacher replacement so you can attend



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