

Co-constructing Inclusive Citizenship Teaching; Improving the Confidence of Underprivileged Girls to Participate in Politics

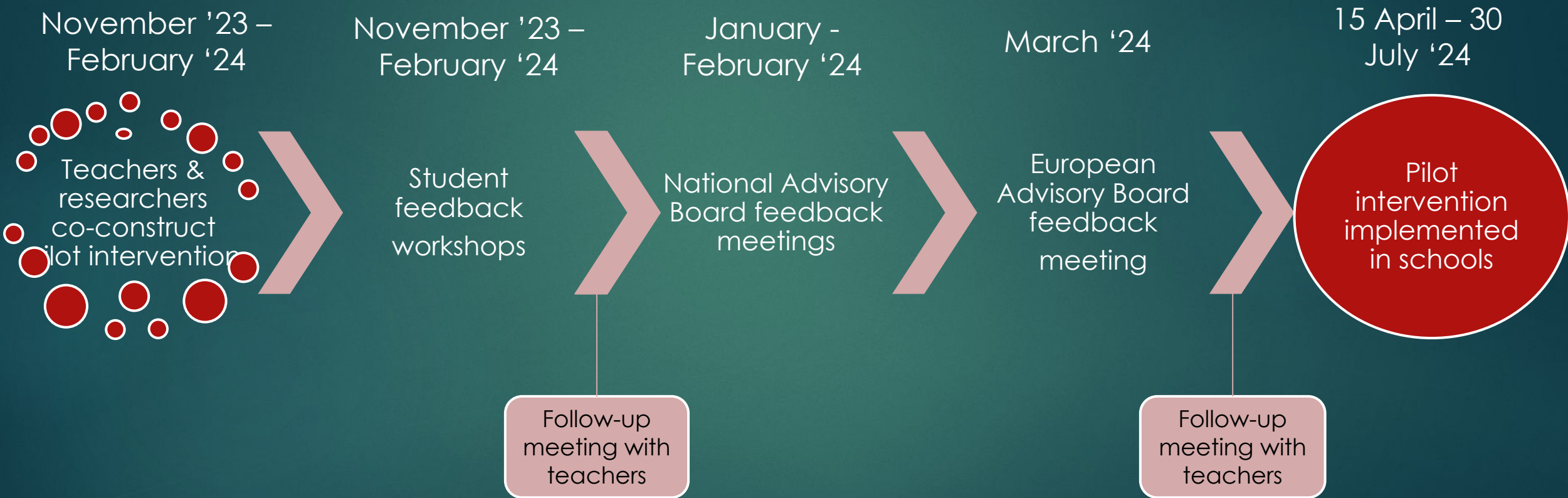
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Aims, objective, and scope of intervention

- ▶ To incorporate methods and pedagogical approaches that support the development of girls from Year 9 facing multiple disadvantages in their confidence to engage in politics
- ▶ Learning outcomes
 - ▶ Improving self-confidence in knowledge and understanding of politics
 - ▶ Broadening the understanding of what is politics and reduce resistance to using and engaging with the word 'politics'
 - ▶ Improving self-confidence in political activities in school
 - ▶ Improving self-confidence in political activities outside of school and participating in political activities in the future
 - ▶ Challenging preconceptions and stereotypes of social roles in politics

Co-construction Process: Phase 1



Pilot Interventions - Overview

Inclusive classroom methods

1. Small group work
2. Counter narratives in the form of case studies
3. Role models – video clips from female & minority MPS
4. Creative production

Inclusive approach for schools

1. Minimal use of technology
2. Minimal costs to impliment

Structure

- ▶ Teachers and researchers co-created a set of 5-6 sessions to be implemented in schools starting 15 April 2024.
- ▶ Each session will be 40 minutes each, with the first and last sessions to include 10 minutes for surveys
- ▶ All sessions are to be administered as a block of sessions within 5 weeks.
- ▶ The pilot will include 5-6 sessions
- ▶ Contextual differences in Belgium & more substantive differences in Czechia

Pilot Intervention – UK model

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Lesson 1: What is politics? – Images & terminology

Lesson 2: How do I fit into politics? – Quiz & the political spectrum

Lesson 3: How do I create change? – Social and formal politics & real-world case study

Lesson 4: How will we create change? – The political process & creative production project

Lesson 5: Performing change – Presentations of creative production project

Resources for teachers

6

- ▶ Images digital & in card form
- ▶ Political spectrum quiz
- ▶ Spectrum alignment of political parties in UK & other countries
- ▶ Definitions
- ▶ Films of female politicians as role models
- ▶ Upskirting case study
- ▶ Background on gender ethnicity pay gap & gender disparity in GCSE required reading authors
- ▶ Success criteria for creative production activity



Pilot
intervention
+
resources

1

Pilot Intervention

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)

- ▶ 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?

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 3: How do I create change?

Activities

1. Starter activity: colour-coded methods of making change (or spider map) to jump-start discussion of differences between formal and civic political actions
2. Teacher-led activity: Teacher explains formal and social political processes that can be used to change laws and the differences between them
3. Teacher-led activity: discuss the process of changing the law using a real-world case study of one that recently changed: upskirting (image-based sexual assault)
4. Student-led activity: In small groups, students work through a political process by selecting four methods to make down-blousing illegal and discussing the pros/cons and effectiveness of each method
5. Closing discussion: reflection on how formal and social political actions can cause societal changes and changes in the law and show video of MP

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 required reading is written by people more representative of the class and more pupils are reading literature written by more diverse authors (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

Let's hear from the Teachers

*Let's hear how it went in
Belgium*

Testimonial from a teacher in Belgium:

"we participated in the G-EPIC project by doing the intervention in our citizenship classes in Year 9. Politics is such a **loaded topic** for students at 14-15 and many are **not engaged** in it.

We are looking for ways to **spark their interest**. For me, it was especially important that they learned that **politics is also in small things such as** helping to decide where the youth movement camp goes, ... **I think that we succeeded at this!**

The content of the lessons could be adapted from the pilot, but

I would not hesitate to participate again. It brings politics into the classroom in an approachable way and that makes teaching about it easier as well".

How can you get involved?

Co-construction Process: Phase 2

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July -
September '24

21st October 24

November '24

January '25
- April '25

Summer
'25

September '25 -
January '26

Analysis &
Evaluation of Pilot

**Teacher
workshop,**
student
feedback

National &
European
Advisory
Board
feedback

Full
intervention
conducted
in schools

Toolkit &
Disseminating results
to networks

Denmark &
Germany
join

Analysis of
full
intervention

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



21st October is the next
Teacher workshop

We will pay for teacher
replacement so you can
attend



www.G-EPIC.EU

Join our
Teacher
Information
Session
Tuesday 2nd
July at 4:00pm

