

Everyone Matters – Lesson Plan 4

Sub-heading: Active Citizenship – choosing to make a difference

Learning Objectives

- To be able to express and explain their views
- To consider choices, possible solutions and actions for change

Links to curriculum:

Citizenship KS3 New Curriculum Level 1

There are a number of key concepts that underpin the study of citizenship. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding. This lesson corresponds with the following concepts:

1.1 Democracy and Justice

- Participating actively in different kinds of decision-making and voting in order to influence public life
- Weighing up what is fair and unfair in different situations, understanding that justice is fundamental to a democratic society and exploring the role of law in maintaining order and resolving conflict.
- Understanding and exploring the roles of citizens and parliament in holding government and those in power to account.



1.2 Rights and Responsibilities

- Exploring different kinds of rights and obligations and how these affect both individuals and communities
- Understanding that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected.
- Investigating ways in which rights can compete and conflict, and understanding that hard decisions have to be made to try to balance these.



1.3 Identities and diversity: living together in the UK

- Exploring community cohesion and the different forces that bring change in communities over time.

Activity outline:

Introduction:

- The purpose of this session is to start a campaign of action for young people to begin to effect change by considering possible solutions/ interventions.
 - How can young people support this issue?
 - What can they do to influence opinion in the school?
 - What support do pupils need to action this?



Main part of lesson

- Ask the students to do some research of their own on the topic of 'tackling homophobia in schools'. The good resource is the Stonewall website which has its own section dedicated to schools and a separate youth site with opportunities to get involved in campaigning.
- Use the supporting 'Research guidelines' document



Plenary:

- Invite students to share their research and ideas with the rest of the class.
- Ask students to choose groups, or allocate small groups, to take forward an active citizenship activity relating to our discussions over the last few lessons. This can be anything from putting up posters to creating a campaign of action – follow this link for further ideas:
http://www.stonewall.org.uk/at_home/get_involved/5400.asp
- Decide on support needs/ feasibility if any of the students want to take forward activity outside of class time.



Using the LGfL Creative Toolkit

LGfL offers a sophisticated online publishing tool called the the 'LGfL Creative Toolkit'. These tools can allow students to create their own blog / webpages – which are moderated by teachers to ensure that any work published, is appropriate.

For further information to www.creativetoolkit.lgfl.net . NB. LGfL USO log in are required for any users of the toolkit.

'Engagement for Learning' (EoL) and Social and Emotional Aspects of Learning (SEAL):

Bullying is always an emotive subject. Considering the strategies for engaging all learners in the work safely and without loss of focus is important. The Everyone Matters materials are supported by teaching and learning resources designed to engage all classes in the learning process. These 'Engagement for Learning' activities can be planned into the delivery of the lessons in order to ensure that the learning environment is safe and secure. Supporting this are references to the SEAL outcomes which encourage resilience and collaboration in students.

Teachers can follow the online links to find out more about the strategies and the framework in which they are delivered.

Notes/links

The following may be of help to any young person affected by the information in these lessons or who needs more information on the issues covered:

<http://www.youngstonewall.org.uk/>

<http://www.childline.org.uk/Pages/Home.aspx>

<http://www.cybermentors.org.uk/>

<http://www.direct.gov.uk/en/YoungPeople/HealthAndRelationships/Bullying/index.htm>