

# Y7 Citizenship – 15 minutes

## Lesson plan

**Curriculum link:** Ways in which citizens work together to improve communities

**Learning Objective:** To explore job roles linked to ways in which citizens work together to improve communities as part of the KS3 citizenship curriculum.

**Learning Outcomes:**

- To understand why ways of supporting others is important in the role of a community group leader
- To understand different types of volunteering and fundraising that young people can contribute to

**Success Criteria:**

1. **Describe** – what do community group leaders do?
2. **Understand** - how can community leaders use members in society to help improve their local community?
3. **Apply** – how can Year 5-9s help to improve their community?

Timings	Activity	Details	Resources
3 mins	<b>Starter</b> – What do you see?	<p>In pairs: students discuss 2 learnings from the bar chart (<i>for example, there has been a drop in 2015 volunteers in the 25-34 age group or women are more likely to volunteer</i>)</p> <p>Ext: they say who is missing from the bar chart (<i>the under 16s – might follow with questions about why they are missing.</i>)</p> <p>Facilitator might want to spend a moment before talking through what the x axis is telling them (<i>gender in the first 4 bars and then age groupings</i>) and the y axis (<i>the mean number of minutes volunteering per day</i>)</p>	Slide 3
2 mins	<b>Introduction</b> – What's the problem?	<p>Facilitator to ask a student to read out the statement on the board. Ask pairs to discuss why they think this is a problem.</p> <p>Get feedback, all answers welcome. (<i>Most volunteering opportunities in the UK are for 16+ which means by the time young people are allowed to formally volunteer in the UK, they are already at</i></p>	Slides 4,5



# Y7 Citizenship – 15 minutes

## Lesson plan

		<p><i>the age where they are half as likely to sustain this work throughout your lifetime.)</i></p> <p>The Challenge <i>'How can you help Ryan design a volunteering programme that involves younger people (Years 5-9 in your local area?)'</i></p> <p>So, who are the kinds of people who might want to tackle this problem? Introduce the challenge for the students today and the role of a Community Group Leader, Ryan.</p>	
3 mins	<b>Describe</b> – what do community group leaders do?	<p>Introduce the role of a community group leader</p> <ul style="list-style-type: none"> <li>• Show the video embedded in the PowerPoint (link <a href="#">here</a>) – can stop video at 3 mins</li> <li>• Ask students to feedback their answers to what the main role/responsibilities are of a community group leader (<i>for example, facilitate bringing ideas from the community to life, working with different groups in their local community to bring about change etc.</i>) and examples of who they might work with (<i>for example, mum and baby groups, young children's clubs, local business owners etc.</i>)</li> </ul>	<p>Slides 6</p> <p>Video</p>
7 – 11 mins	<b>Understand</b> - how can community leaders use members in society to help improve their local community?	<p>A-Z action for others</p> <p>This activity is designed to get students engaged with the different ways that young people (specifically Y5-9) could help in bringing about change in their community to help them towards building a programme for Ryan to deliver – in particular through volunteering and fundraising.</p> <p>For the exercise students will need to have something that they can write on – a whiteboard, back of their books, scrap paper – and have a nominated person in their group (up to four people) to write down the alphabet and the answers.</p>	<p>Slides 7,8,9,10</p> <p>Mini whiteboards (optional)</p> <p>Worksheet 1 (optional)</p>



# Y7 Citizenship – 15 minutes

## Lesson plan

		<p>1. (2 mins) The examples can be the start of a sentence, for example G can be 'Gardening for a neighbour'. The list should either be different examples of how you would fundraise or volunteer. Some examples below. Students should have 2 minutes for this activity. It's a race. Then the facilitator should ask the class to keep their hands up if they got more than 5, than 10 etc. until you get to the pair who came up with the most examples.</p> <p>2. (5 mins) Using the examples from the activity – create a one-minute pitch in their groups (up to four people) about how what kind of volunteering programme they would run and why – using the questions below.</p> <p><b>1. A problem that young people care about in your local area.</b> What kind of problems do you care about in your local area? How does it have an impact on your local community?</p> <p><b>2. Involvement of young people, especially Y5-9s.</b> What are some of the activities in the list of fundraising and volunteering options that Y5- 9 students can do? How would you promote this to young people to take part in?</p> <p>(4 mins) If time, have the students present their pitches to one another. <i>If you have longer, use worksheet 1, for other students to mark the pitches as they listen.</i></p>	
	<b>Optional extensions if more time or can be set as homework</b>	<p>Task 1 Give them the worksheet to review some organisations who rely on fundraising and volunteering and get them to complete the following:</p>	<p>Slide 11  Worksheet 3</p>



# Y7 Citizenship – 15 minutes

## Lesson plan

		<ul style="list-style-type: none"><li>- Group the cards into different problems that they are tackling (poverty, hunger, nature etc).</li><li>- What are these different organisations doing to improve communities?</li><li>- Select the two or three that you care most about, why do you care about these?</li></ul> <p>Task 2</p> <p>Watch the video below and use it to help you create a poster for display at school. The poster should answer the following question:</p> <p>How do you encourage students at your secondary school to volunteer and help others in your community?</p>	
--	--	---	--

