

Y7 Citizenship – 60 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
- To understand how knowledge of other job roles can help in bringing about change in local communities

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?
4. **Analyse** – how could different jobs and skills help in running a programme?
5. **Reflect** – were there opportunities or roles that interested you?

Timings	Activity	Details	Resources
3 mins	Starter – 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



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2 mins	Introduction – 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 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>	Slides 4,5
7 mins	Describe – what do community group leaders do?	<p>Introduce the role of a community group leader</p> <ul style="list-style-type: none"> • Show the video embedded in the PowerPoint (link here) – can stop video at 3 mins • 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> <p>In pairs discuss: what skills do you think Ryan needs to bring about positive change in the community? Facilitator to write up answers on board. All contributions welcome. <i>Some examples of core skills include: Communication, interpersonal skills, problem-solving, leadership and social influence, empathy</i></p>	Slides 6,7 Video



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7 mins	<p>Understand - how can community leaders use members in society to help improve their local community?</p>	<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 pair to write down the alphabet and the answers.</p> <p>Facilitator should allow 4 minutes for this activity. It's a race. After 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>Facilitator should ask the pairs to look at the pair next to them and feedback their favourite/most imaginative example. Go around the room and write up the examples that they've chosen from their neighbouring group. The facilitator should get feedback from the class and make a note of these examples on the main board for the class to refer to at the next stage of the activity.</p>	<p>Slide 8</p> <p>Mini whiteboards (optional)</p>
25 mins	<p>Apply – how can Year 5-9s help to improve their community?</p>	<p>Challenge task</p> <p>How can you help Ryan design a volunteering programme that involves younger people (Years 5 – 9) in your local area?</p> <p>Students will pitch their ideas for a volunteering programme, and they will work on this as a group. At the beginning of the task, they will nominate a speaker who will need to keep their pitch to one minute. Give some suggested timings for them to work through the three main tasks and the criteria that others in the class will mark them on – see below:</p>	<p>Slides 9,10,11</p> <p>Worksheet 1 (printed and cut up per person)</p>



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		<ol style="list-style-type: none"> 1. A problem that young people care about in your local area. (3 mins) 2. People in the local community that might be able to help you. (5-7 mins) 3. Involvement of young people, especially Y5-9s. (5 mins) 4. Final preparation for the pitch. (3 mins) <p>(5-7 mins) each group to present their pitches and for the other groups to mark their pitches against the success criteria. Each student should mark the pitches against the success criteria.</p>	
10 mins	Analyse – how could different jobs and skills help in running a programme?	<p>Challenge task continued</p> <p>Now that the groups have their volunteering programmes, return to the question that Ryan was asked by his work at the beginning of the challenge; how do you galvanise ‘people power’ in young people?</p> <p>Ryan will need the help and skills of other professionals to help him implement this programme successfully.</p> <p>Give students the selection of job roles and descriptions. Focus is on how students justify inclusion of job role.</p> <p><i>Depending on the class this can be done in one of two ways. Either:</i></p> <ol style="list-style-type: none"> 1. <i>Teacher uses the accompanying slides to describe the different roles to the whole class. Have a class discussion to think about the answers to the questions, then students fill in the worksheet individually.</i> 2. OR <i>if students are working at different paces within the class, then give worksheet 2 to students that are ready to start. The worksheet has the same descriptions as the PowerPoint slides so students can use these to make their own decisions.</i> 	<p>Slides 12,13,14, 15,16,17</p> <p>Worksheet 2</p>



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5 mins	Reflect – were there opportunities or roles that interested you?	Students should reflect on these questions individually and make a note of their answers in their exercise book.	Slide 18
	Optional extensions if more time or can be set as homework	<p>Task 1</p> <p>Give them the worksheet to review some organisations who rely on fundraising and volunteering and get them to complete the following:</p> <ul style="list-style-type: none">- Group the cards into different problems that they are tackling (poverty, hunger, nature etc).- What are these different organisations doing to improve communities?- Select the two or three that you care most about, why do you care about these? <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: How do you encourage students at your secondary school to volunteer and help others in your community?</p>	Slide 19

