

# Active Citizenship

## *Pushed*

### SEN (Inclusion)



L3

## Lesson 3: Be the Change you Would Like to See

In this lesson, pupils have the opportunity to explore how they can affect positive change in their local area.

Planning	
<b>Prior Learning</b>	<p>Pupils should have gained prior knowledge and understanding about:</p> <ul style="list-style-type: none"> <li>the physical and emotional impact of antisocial behaviour on the young people involved;</li> <li>the positive and negative impact of peer pressure;</li> <li>ways to participate in their local community; and</li> <li>what individual and social responsibility is.</li> </ul>
<b>Learning Outcomes</b>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>identify the positive impact that young people can have on the world around them;</li> <li>explain what the terms bystander and upstander mean; and</li> <li>become more active citizens.</li> </ul>
<b>Thinking Skills and Personal Capabilities Focus</b>	<p>Pupils will have opportunities to develop skills by:</p> <p><b>Managing Information</b></p> <ul style="list-style-type: none"> <li>analysing <i>Pushed</i>;</li> </ul> <p><b>Working with Others</b></p> <ul style="list-style-type: none"> <li>identifying opportunities in their local area to problem solve; and</li> </ul> <p><b>Being Creative</b></p> <ul style="list-style-type: none"> <li>making connections between ideas in the classroom and other contexts.</li> </ul>
<b>Resources</b>	<p>Film <a href="#">Pushed</a></p> <p><b>Resource 1</b> – Bystander and Upstander cards</p> <p><b>Resource 2</b> – Definitions</p> <p><b>Resource 3</b> – Community Commitment cards</p> <p><b>Resource 4</b> – Changing my Community</p> <p><a href="#">Active Learning and Teaching Methods for Key Stage 3</a></p> <p><a href="#">Upstanding, Stories of Courage</a> from Northern Ireland</p>



## Suggested Teaching and Learning Strategies

### Launch

- Show slides 2 and 3 of the Be the Change you Would Like to Be presentation.
- Ask your pupils: are the characters we see in the film the only people affected by the events in *Pushed*?
- Lead a class discussion using prompt questions and effective questioning techniques.

*Most pupils will recognise that the anticipated answer is no. Answers could include:*

- *Zoe's parents (we see their message on the flowers at end);*
- *Zoe and Katie's classmates; or*
- *Mikey's family and friends.*

## Activities

### Activity 1: Carousel

This activity moves the discussion away from the characters in the film to the wider community. It uses the Carousel method detailed on page 12 of [Active Learning and Teaching Methods for Key Stage 3](#)

Before your pupils arrive, arrange the room with four tables (or groups of smaller tables) large enough for approximately four pupils to circulate around. You don't need chairs.

Place a very large sheet of paper, such as a banqueting roll or display paper, on each table. Write some or all of the Carousel questions below on each sheet of paper.

Questions:

- Why do you think the film is called *Pushed*?**
- What issues or problems can Mikey's behaviour cause to others in the community?**
- What issues or problems can Joe's behaviour cause to others in the community?**
- What impact could Katie's actions have on herself or others?**
- What impact could Zoe's actions have on herself or others?**
- Are characters like Mikey and Joe the only people responsible for problems in their area? If not, who else is?**
- Do you recognise any of the issues in the film *Pushed*, such as peer pressure, friendship challenges, drugs, drinking or touting?**
- Is there something you wish you could improve in our community, school, area or Northern Ireland after watching the film *Pushed*?**

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Appoint a pupil (or another teacher or classroom assistant) as a facilitator for each table. It would be helpful to meet these facilitators to explain their role before starting the activity.

Table facilitators should:

- explain to each group what the question at their table is about and give some examples of possible answers;
- summarise what previous groups have discussed and noted; and
- encourage groups to stay focused on the task and ask for help if there are any issues.

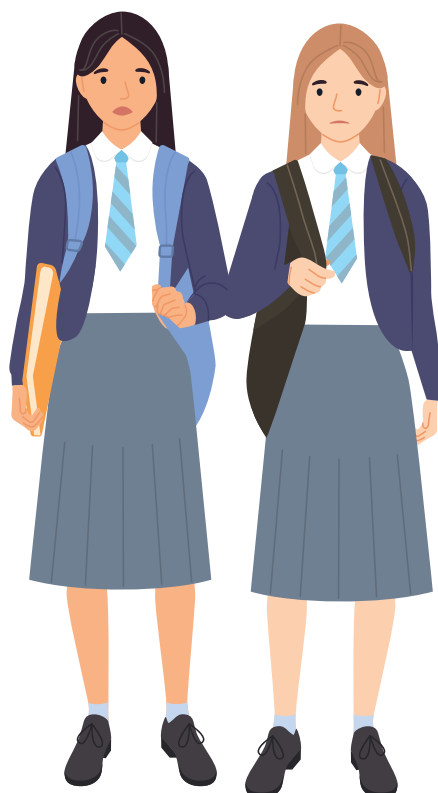
Divide the class into groups of three to four pupils. Give each group a different coloured pen. Assign one group to each table and tell your pupils they have until the buzzer sounds to record their answers or thoughts on the sheet. Allow between five and ten minutes for each round.

When the timer or buzzer sounds, remind your pupils to bring their pen and move immediately to the next table.

As groups work through the rounds to complete the exercise, remind your pupils to read the existing answers before adding their own thoughts.

When your pupils have visited all the tables, ask them to return to their seats for the debrief.

When the exercise is complete, display the Carousel sheets on the classroom walls and discuss your pupils' observations. Encourage the table facilitators to provide summaries for the class, drawing out the key points. Give pupils the opportunity to clarify the points they have made.



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Answers could include:

- There are lots of examples of being pushed or pressured, for example Zoe pushes Katie to drink, Mikey pushes Zoe and Katie, Joe pushes Mikey to sell drugs and Katie tries to push Zoe to stop;*
- Young people like Zoe could die; crime in the area could rise; bring devastation to Zoe's family and friends; bring devastation to Mikey's family and friends;*
- Intimidation, control, bring crime to the area;*
- Katie telling someone anonymously meant that Mikey was caught; Katie was brave to say no to Mikey and try to get Zoe to leave; Katie could have told someone sooner that she was worried about her friend;*
- Zoe tried to pressure her friend into doing something she didn't want to do; Zoe was masking her real feelings by drinking and trying to impress Mikey; Zoe was trying to escape from her problems but potentially hurting herself; If Zoe had listened to Katie it could have saved her life;*
- Yes – they should accept responsibility for their own actions, they made a choice and knew what they were doing; or*  
*No – this is a wider societal problem; Joe may be part of a bigger gang of paramilitaries exerting control on the supply of drugs in the area; more needs to be done to help Zoe deal with problems at home; Why did Mikey end up dealing drugs? Who could have helped to stop this?*
- and h) These answers will vary considerably, depending on your pupils' location and circumstances. Issues may include underage drinking, crime, social isolation, suicide, access to information and support for young people.*

#### Tip

- Before this exercise, lay out the classroom for the Carousel. Use a larger room, if available, to give pupils more room to move around.
- Throughout the exercise, circulate around the room ensuring your pupils remain on task and offering support where necessary.
- Use pupils who are able to write as the facilitators – they can be the scribe for this group.



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## Activity 2: Bystander or Upstander

Give your pupils a copy of **Resource 1 – Bystander and Upstander cards**. Ask them to work in pairs to come up with a definition for each word and write these on the definitions card.

Encourage your pupils to:

- move around the room, looking at other definitions to see if their ideas match their own;
- ask each other questions if they come across something unusual or interesting.

Show your pupils the official definition in **Resource 2 – Definitions**. Ask if their definitions match.

Ask your pupils: In your opinion, was Katie a bystander or an upstander? Encourage your pupils to justify their answers.

### Tip

As an extension activity, you could use the Corrymeela film and resources [Upstanding, Stories of Courage](#) from Northern Ireland.



## Activity 3: Changing my Community

Give each pupil **Resource 4 – Changing my Community**.

Explain to pupils that on the darker side they can draw pictures or write about what worries them in their community. Then on the brighter side they can draw pictures or write about what they can do to relieve these worries.

Then, ask the pupils to present their completed worksheet to their classmates and discuss how they could help to be a positive contributor to their society and brighten up this darker side.

*Possible answers and discussion points:*

**Darker side** – theft, violence, bullying, drugs, graffitiing

**Brighter side** – speaking to an adult, cleaning up your area, helping a neighbour, speaking with local councillor, increasing drug awareness in schools, using Crimestoppers or Fearless.

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## Debrief

Give out the **Resource 3: Community Commitment cards**

Ask your pupils to write one (realistic) commitment to improving their community on the card and then add it to a class display.

Decide whether your pupils should add their names to the cards.

There is a wide range of possible answers, including:

- a commitment to find out more about an issue affecting the community;
- a commitment to informal community tasks such as calling on an elderly neighbour; or
- a formal commitment such as joining a community or church group, lobbying local councillors or MLAs.



Resource 1 – Bystander and Upstander cards

**Bystander**

**Upstander**



## Resource 2 – Definitions

### Bystander

A person who is standing near and watching something that is happening, but not taking part in it.

<https://www.collinsdictionary.com/dictionary/english/bystander>

### Upstander

A person who stands up for his or her beliefs.

A person who does what they think is right, even if they are alone.

A person who is not a bystander.

<https://www.urbandictionary.com/define.php?term=Upstander>





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## Resource 3 – Community Commitment cards

**My community commitment**



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**My community commitment**



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## Resource 4 – Changing my Community

Changing my community	
Darker Side	Brighter Side
	