

Active Citizenship Pushed

Lesson 6



Lesson 6: Be the Change you Would Like to See

Planning	
Theme	In this lesson pupils have the opportunity to explore how they can affect positive change in their local area.
Prior Learning	<p>Pupils should have gained prior knowledge and understanding about:</p> <ul style="list-style-type: none"> • the physical and emotional impact of antisocial behaviour on the young people involved; • the positive and negative impact of peer pressure; • ways to participate in their local community; and • what individual and social responsibility is.
Learning Outcomes	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • identify the positive impact that young people can have on the world around them; • discover volunteering opportunities in their local area; and • become more active citizens.
Thinking Skills and Personal Capabilities Focus	<p>Pupils will have opportunities to develop skills by:</p> <ul style="list-style-type: none"> • researching volunteering opportunities; • analysing <i>Pushed</i> (Managing Information); • identifying opportunities in their local area and problems to solve (Road Map); and • making connections between ideas in the classroom and other contexts (Carousel) (Being Creative).
Resources	<p>Film Pushed</p> <p>Be the Change you Would Like to See PowerPoint presentation</p> <p>Post-it notes, slips of paper or mini whiteboards</p> <p>Active Citizenship Lesson 1 What is Citizenship animation</p> <p>Very large sheets of paper or display paper for Activity 1 Carousel</p> <p>A range of coloured pens</p> <p>Access to computers or tablets</p> <p>Access to www.mentimeter.com</p> <p>Worksheet 1: Our Community</p> <p>Worksheet 2: Active Citizenship Road Map</p> <p>Worksheet 3: Community Commitment cards</p> <p>Worksheet 4: Volunteer Groups</p>

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Suggested Teaching and Learning Strategies

Launch

1. Show slides 2 and 3.
2. Ask your pupils: **Are the characters we see in the film the only people affected by the events in *Pushed*?**
3. Lead a class discussion using prompt question 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
- 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 [CCEA Active Learning and Teaching Methods](#).

1. Before your pupils arrive, arrange the room with four tables (or groups of smaller tables) large enough for approximately six pupils to circulate around. You don't need chairs.
2. Place a very large sheet of paper, such as banqueting roll or display paper, on each table. Write some or all of the Carousel questions below on each sheet of paper.
 - a) **Why do you think the film is called *Pushed*?**
 - b) **What issues or problems can Mikey's behaviour cause to others in the community?**
 - c) **What issues or problems can Joe's behaviour cause to others in the community?**
 - d) **What impact could Katie's actions have on herself or others?**
 - e) **What impact could Zoe's actions have on herself or others?**
 - f) **Are characters like Mikey and Joe the only people responsible for problems in their area? If not, who else is?**
 - g) **Do you recognise any of the issues in the film *Pushed*, such as peer pressure, friendship challenges, drugs, drinking or touting, in your community?**
 - h) **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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Answers could include:

- a) 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;
- b) 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;
- c) intimidation, control, bring crime to the area;
- d) 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;
- e) 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;
- f) Yes – they should accept responsibility for their own actions, they made a choice and knew what they were doing;
No – this is a wider societal problem; Joe may be part of a bigger gang or 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?
- g) 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.

- 3) 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, asking you for help if there are any issues.
- 4) Divide the class into groups of 4 to 6 pupils. Give each group a different colour pen.
- 5) 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 5 and 10 minutes for each round.
- 6) When the timer or buzzer sounds, remind your pupils to bring their pen and move immediately to the next table.
- 7) As groups work through the rounds to complete the exercise, remind your pupils to **read the existing answers before adding their own thoughts**.
- 8) When your pupils have visited all the tables, ask them to return to their seats for the debrief.

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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. Pupils should also have the opportunity to clarify the points they have made.

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.

Activity 2: Our Shared Community

In this activity, your pupils begin to think about the issues facing the people in their own community.

1. If you have access to tablets or computers for each group, create an interactive word cloud using www.mentimeter.com. Ask the whole class the following questions. Alternatively, ask your pupils to respond on whiteboards or Post-its.
 - a) **What makes you proud to live here?**
 - b) **What makes you smile about living here?**
 - c) **If our community was a person ...**
 - **What would its personality be like?**
 - **What would its values be?**
 - **What would it be worried about?**
 - **What would its hopes for the future be?**
2. Ask your pupils for feedback on the patterns that emerge.
3. Organise your pupils into groups of 3 or 4 around tables and ask each group to appoint someone to report back to the class.
4. Give each group **Worksheet 1: Our Community**.
5. Use slide 6 to explain the task. Encourage your pupils to write any problems or issues that affect their community in the small circle. Then ask them to note how these issues affect the people living in their community.
6. When they have completed this activity, ask each group to report to the class and **identify any patterns that emerge**.

Tip

If your school draws pupils from a wide catchment area, you can ask your pupils to research their home area or work collaboratively to research the area around the school.

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Activity 3: What does being an active citizen mean?

1. Remind your pupils of the concept of Active Citizenship by showing the animation from Lesson 1 of the CCEA Active Citizenship resources [What is Citizenship?](#). Lead a brief class discussion.
2. Extend the discussion by using the image of Greta Thunberg on slide 8 to explore how young people can positively affect the world around them. Use these prompts:
 - a) **Why do you think this picture was chosen?**
 - b) **What does being an Active Citizen mean?**
 - c) **Can everyone do what Greta is doing?**
 - d) **Is there anything you can do to improve your community?**

Answers could include:

- a) Greta is very famous. She is a Swedish environmental activist whose climate change campaign gained international recognition in 2018, when she was only 15.
- b) Not sitting back and doing nothing; taking part to make your community better. Remind your pupils that participation does not need to be on large scale, but can range from signing a petition, expressing personal opinions or sharing information to actively getting involved through promoting awareness, activities, volunteering or lobbying.
- c) No – she is exceptional – not everyone can act on such a large scale.
- d) Answers will depend on particular school circumstances. Direct the conversation towards local rather than global action.

Activity 4: Active Citizenship Road Map

1. Give each pupil **Worksheet 2: Active Citizenship Road Map**. Use slide 9 to explain the activity.
2. Lead a class discussion to answer the prompt:

What small steps can you take to become an Active Citizen in ... (insert name of community);
3. Ask your pupils to give examples of steps they can take to become active citizens and encourage them to add these to their individual maps. Emphasise that this can be a range of levels of participation such as finding out more about the issues in your area or signing a petition to volunteering or leading a project.
4. If carrying out internet research, include it at this step.
5. Ask your pupils to return to their own seats and complete the map as an individual task.
6. Display their maps in the classroom or school.

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Tip

- In this activity, the best source of information will be your pupils themselves and the school staff. Make sure you are familiar with any programmes or enterprises already running in the school.
- Online research can be useful, but finding specific information can be difficult. You could provide a list of sites for your pupils to visit. The Volunteer Groups worksheet provides a general list of volunteering opportunities.
- If your school draws pupils from a wide catchment area, you can ask your pupils to research their home area or work collaboratively to research the area around the school.

Debrief

1. Give the **Community Commitment Cards** from **Worksheet 3** to each pupil.
2. 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.

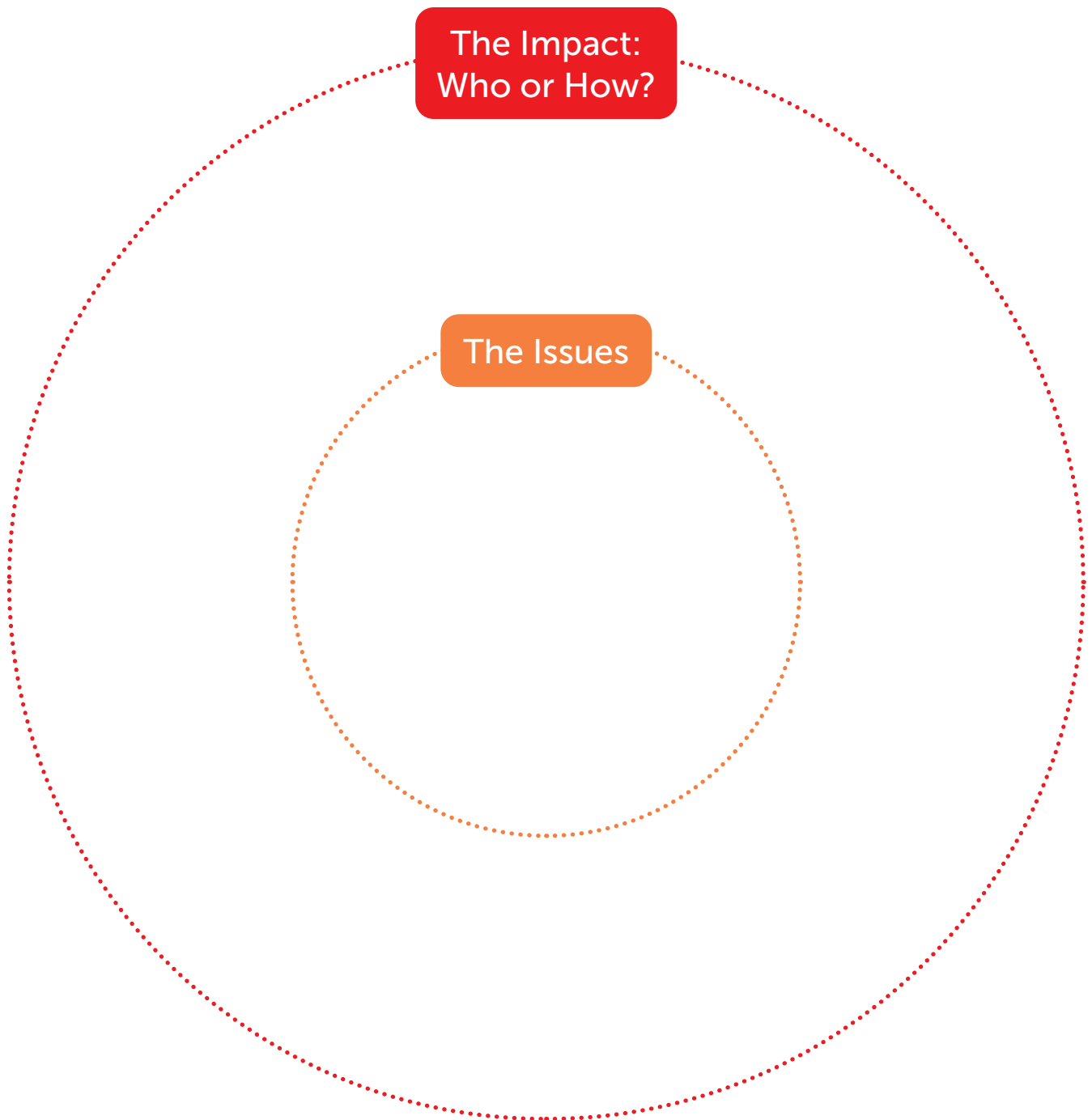
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Lesson 6: Resources



Worksheet 1: Our Community

Names: _____

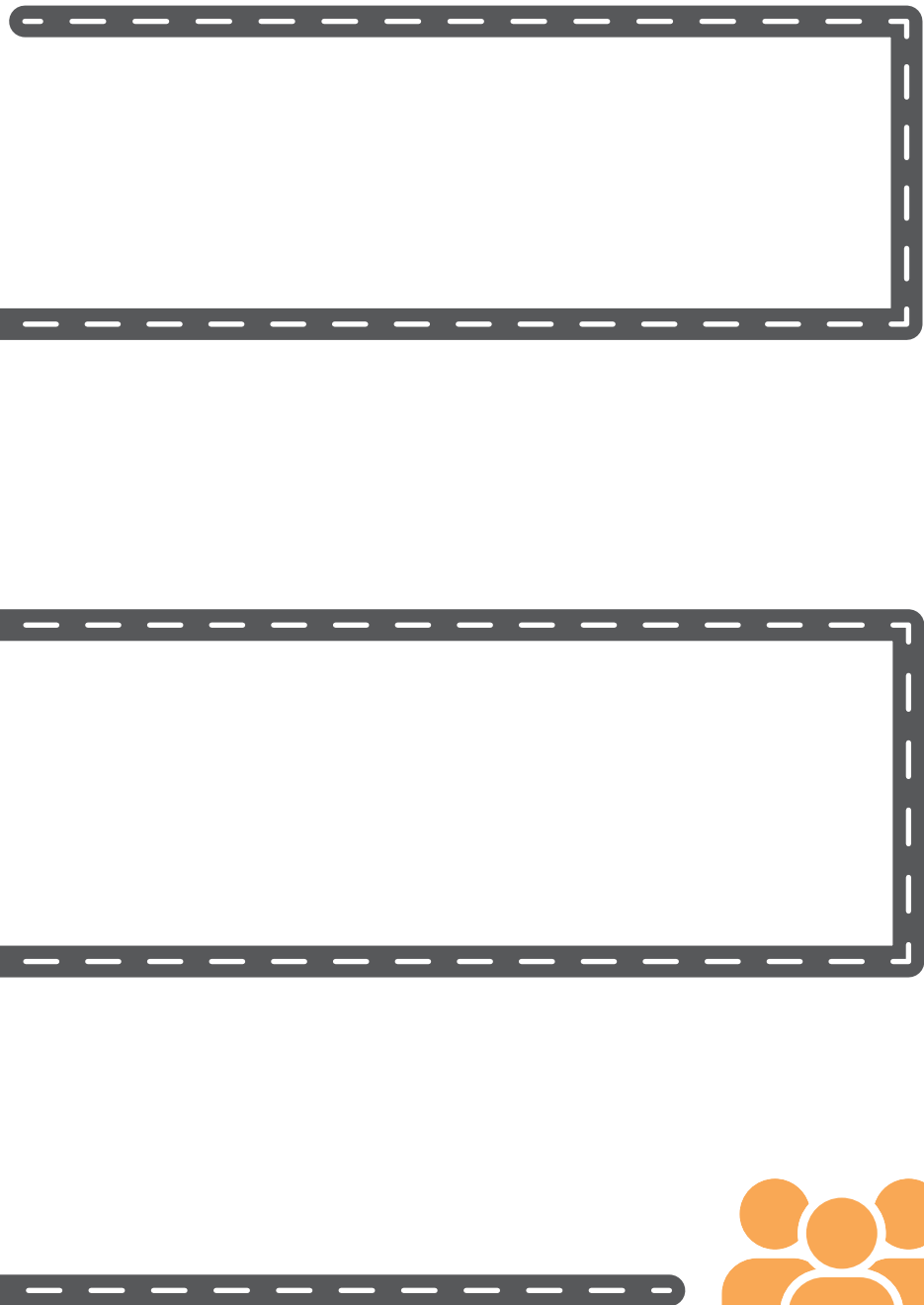


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Worksheet 2: Active Citizenship Road Map



Active Citizen

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Worksheet 3: Community Commitment cards

My community commitment



My community commitment



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Worksheet 4: Volunteer Groups

www.scoutsni.org

www.girlguidingulster.org.uk

www.scouts.ie Scouting Ireland

www.bbni.org.uk Boys' Brigade

www.gbni.co.uk Girls' Brigade

www.therainbowfactory.co.uk Drama

www.youthlyric.co.uk Drama

www.belfastcircus.org Circus School

www.livingyouthni.org Catholic Church Group

www.ciyd.org Church of Ireland

www.methodist.org Methodist Church – follow links to Youth Ministry

www.presbyterianireland.org Presbyterian Church Portal

www.irishbaptistyouth.org Baptist Church in Ireland

www.belfastislamiccentre.org.uk Supporting Muslim people in Northern Ireland

www.sja.org.uk St John Ambulance

www.redcross.org.uk Red Cross

www.tcv.org.uk/northernireland Conservation Volunteers – Environment Activities

www.nationaltrust.org.uk/days-out/northern-ireland National Trust

www.yfcu.org Young Farmers

www.yell.com Youth and Community Groups – hundreds of local groups

