

Active Citizenship Pushed

Lesson 1



Lesson 1: Drugs and Peer Pressure

| Planning | |
|--|---|
| Theme | This lesson explores the risks and consequences of taking legal and illegal addictive drugs and strategies to deal with peer pressure. |
| Prior Learning | Pupils should have gained prior knowledge and understanding of: <ul style="list-style-type: none">• some of the different types of drugs available; and• the risks and consequences of misusing drugs and alcohol. |
| Learning Outcomes | Pupils will be able to: <ul style="list-style-type: none">• identify addictive drugs and explain why they are dangerous;• discuss the adverse effects of taking addictive and illegal drugs; and• develop strategies to deal with peer pressure. |
| Thinking Skills and Personal Capabilities Focus | Pupils will have opportunities to develop skills by: <ul style="list-style-type: none">• working in groups, respecting the views of others and reaching agreements (Working with Others and Self-Management);• devising solutions to deal with peer pressure (Thinking, Problem Solving and Decision Making); and• role playing (Being Creative). |
| Resources | Film Pushed Drug and Peer Pressure PowerPoint presentation Post-it notes Worksheet 1: Diamond Ranking cards Worksheet 2: Peer Pressure Worksheet 3: Short-Term and Long-Term Solutions wall headings |

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Suggested Teaching and Learning Strategies

Launch

- Display slide 2 of the Drugs and Peer Pressure PowerPoint presentation. Ask the class to form groups. Encourage each group to discuss which images show addictive drugs.
- Take feedback from each group.
- Explain to your pupils that **all** of the images show addictive drugs. Show the next series of slides, which explains a little about each drug.

Some pupils may not know what each drug is. Answer any of their queries. Slides 3–9 provide more detail, so you just need to be able to name each drug when you show the first slide.

Activities

Activity 1: What drug did Zoe take?

1. Show the class the film *Pushed*.
2. Ask your pupils for feedback, using effective questioning such as:
 - **Why do you think the film opens with Mikey having night terrors?**
 - **What do you think might be going on in Zoe's house?**
 - **Why does the necklace mean so much to Zoe?**
 - **Why does Zoe pretend that she has had a drink before in front of Mikey?**
 - **Why does Katie want to leave when Mikey pulls out the pills?**
3. Ask your pupils:
 - **From the images you saw at the beginning of the lesson (on slide 10), which drug do you think Mikey had given to Zoe?**
 - **If a drug is legal, is it safe for anyone to use?**Ask your pupils for feedback.

Most pupils are likely to state ecstasy. Although this is a possibility, you should point out the rise in deaths from prescription drugs such as Pregabalin and fake prescription drugs.

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Activity 2: Counterfeit drugs

1. Ask your pupils to form groups of four.
2. Display slide 11 **What ingredients do you think go into a counterfeit drug?** Ask the groups to discuss their answers.
3. Take feedback from each group and display their answers.
4. Display slide 12 **Hidden Poisons in Counterfeit Medications.** Compare and contrast these answers with your pupils' answers.
5. Ask your pupils if they are shocked or surprised by any of the answers. To gather more information, ask effective questions such as:
 - **How does it make you feel knowing what goes into these drugs?**
 - **Which one are you most shocked by and why?**
 - **Would you let someone you know take counterfeit medications?**
 - **Why do you think these types of ingredients go into counterfeit drugs?**

Activity 3: Diamond ranking

1. Before the lesson, cut out the **Diamond Ranking cards** on **Worksheet 1**. Make sure you have enough to give each group a set.
2. Show some or all of the following clips:
 - a) Aaron Kinney from Ballymena [discusses using marijuana](#) as a coping mechanism
 - b) [Prescription medicine abuse](#)
 - c) Drugs Map of Britain: [Belfast Buds](#)
(Warning: distressing scenes and strong language)

[Belfast's Pregabalin Addiction](#) is a longer documentary, which may help you learn more about the drug.

Warning: Distressing scenes and strong language

3. Ask your pupils: **Why do young people take legal or illegal drugs?**
4. Give each group a set of **Diamond Ranking cards** from **Worksheet 1**. Ask each group to rank the reasons young people give for taking drugs, from most to least likely.
5. Ask the groups for feedback on the reasons they thought were most and least likely.

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Activity 4: Dealing with peer pressure

1. Label two walls or flip chart sheets with the titles in Worksheet 3:

Short-Term Solutions

Long-Term Solutions

2. Show slide 14 and give out **Worksheet 2: Peer Pressure** and some Post-it notes to record their answers.
3. Ask your pupils:

What situations might lead a young person to feel pressured to do something they don't want to do? Lead a class discussion on your pupils' answers. Have some solutions for dealing with peer pressure ready before starting the lesson.

Answers could include drugs, alcohol, sex, breaking the rules or bullying.

4. Read the statement about peer pressure in the thought bubble on **Worksheet 2**. Ask the class:

If you feel under pressure, in the moment, to drink or take drugs, what can you do
a) in the short term and b) in the long term?

5. Ask your pupils to write as many solutions for the *short-term* and *long-term* as they can think of on the Post-it notes and place these under the appropriate headings.
6. Lead a class discussion on their answers. Ask your pupils to choose any solutions they feel may work for them and add these to their own worksheet.

Answers could include:

Short-term: make an excuse to leave such as:

- I have to be home for something;
- say you're not feeling well; or
- change the subject.

Long-term: choose your friends carefully: a friend who pushes you to do drugs is not such a good friend. Agree in advance that you and a friend will both say no together.

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Activity 5: Role play

1. Ask your pupils to form pairs.
2. Encourage one pupil in the pair to try to pressurise the other pupil into doing something. Ask the other pupil to practise saying no. Encourage both pupils to try using the solutions they identified in the previous activity.
3. Give your pupils a few minutes to complete this activity and then ask them to swap roles.
4. Facilitate a discussion using the following questions:
 - **What did it feel like to be in each role?**
 - **Did you find saying no difficult? Why? Why not?**
 - **Do you think you would do this in a real-life situation?**

Debrief

Lead a class discussion on what your pupils have learned, using these prompt questions:

- **Why did Katie and Zoe take a drink from Mikey?**
- **Why might Zoe have been keener to do so?**
- **Why do young people take drugs?**
- **What could young people do instead?**
- **What did you learn about drugs today?**
- **Where can you get help if you are worried about drugs?**

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Lesson 1: Resources



Worksheet 1: Diamond Ranking cards

I'm just bored and there's nothing else to do.

It's the only way I can get away from all things that are bothering me.

All my friends are doing drugs. If I don't take them I won't fit in.

I like the way they make me feel!

My parents take drugs so why shouldn't I?

I just wanted to know what they're like.

The cards are arranged in a grid. The top row contains three diamonds: orange, teal, and red. The middle row contains two diamonds: red and orange. The bottom row contains two diamonds: orange and red. The diamonds are arranged in a staggered pattern.

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Lesson 1: Resources



Worksheet 2: Peer Pressure

Peer pressure isn't just your friends saying 'Come on! Do it!' Often, it's much more subtle. Because most of us want to fit in, sometimes we feel pressure to do what our friends are doing, even if we know it's wrong or we simply don't want to do it.

When an ad campaign tells us to 'Just say no!' it sounds so easy, but peer pressure can be hard to ignore.



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Lesson 1: Resources



Worksheet 2: Peer Pressure

| Short-Term Solutions | Long-Term Solutions |
|----------------------|---------------------|
| | |





Worksheet 3: Short-Term and Long-Term Solutions wall headings

Short-Term Solutions

Long-Term Solutions

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Lesson 2



Lesson 2: Being a Good Friend

| Planning | |
|--|---|
| Theme | This lesson explores how and why maintaining positive friendships can be challenging. |
| Prior Learning | Pupils should have gained prior knowledge and understanding about: <ul style="list-style-type: none">• the challenges faced by the characters in the film;• peer pressure; and• the qualities of friendship. |
| Learning Outcomes | Pupils will be able to: <ul style="list-style-type: none">• identify the qualities of good or safe friendships;• explore the challenges and pressures of being a good friend; and• discuss the positive risks that young people can take for healthy friendships. |
| Thinking Skills and Personal Capabilities Focus | Pupils will have the opportunity to develop skills by: <ul style="list-style-type: none">• working in groups to discuss, respecting the views of others and reaching agreements (Working with Others); and• hot seating, wax works, conscience alley and diary entry (Being Creative). |
| Resources | Film Pushed Youtube friendship clip Caminandes 3: Llamigos Being a Good Friend Powerpoint presentation Post-it notes, slips of paper or mini whiteboard Stopwatch or timer Worksheet 1: Think, Pair and Share Worksheet 2: Katie's Diary Entry |

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Lesson 2



Suggested Teaching and Learning Strategies

Launch

1. Show slide 2 to introduce the topic.
2. Show [Caminandes 3: Llamigos](#) or a similar animation about friendship.
3. Lead a class discussion using prompt questions and effective questioning techniques:
 - a) **What do you think the clip is about?**
 - b) **What does being a good friend look like?**
 - c) **Why is it sometimes difficult to be a good friend?**

Answers could include:

- a. friends, competition or looking out for others;
- b. being there, listening, having fun or feeling safe; or
- c. can be difficult to tell a friend something they don't want to hear or think about your friend before yourself.

Activities

Activity 1: Post-it discussion

1. Display the prompt on slide 4 **I am a good friend because ...**
2. Give your pupils a Post-it note each and ask them to write a word or short phrase on it in response to the prompt.

Tip

Not all pupils will be comfortable providing a personal response – do not select pupils to answer at this stage of the lesson.

3. When complete, ask your pupils to volunteer their answers and record them on the presentation or whiteboard.
4. Use effective questioning to lead a class discussion on the topic of being a good friend.
5. Display slide 5 with the prompt **It can be hard to be a good friend because ...**
6. Use slide 6 or a whiteboard to record feedback from your pupils.

Answers could include:

- friends don't always make healthy decisions; or
- friends could fall out with me because I'm a spoilsport or a tout.

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Activity 2: Waxworks

Show your pupils the film *Pushed*.

1. Remind your pupils of the line at the start of the film when Katie says to Zoe: **Here, just a little something to cheer you up.**
2. Ask the class to form a circle. Ask one pupil to volunteer to stand in the middle of the circle as a still image or waxwork of Katie.
3. Ask the class to suggest how she should stand in the middle of the circle, using the following prompts:
 - **How should she be standing? (Create her stance, gesture and facial expression.)**
 - **What is she wearing?**
 - **Describe her hairstyle.**
 - **Does she have any jewellery on?**
 - **What might be in her pockets?**
4. Ask the pupil being Katie to say the phrase **Here, just a little something to cheer you up.**
5. Repeat the exercise with different pupils as Katie in the middle of the circle.
6. Select one pupil to be Katie. Ask the rest of the class to come up with questions for the pupil being Katie to answer.

Questions might include:

- **What do you enjoy most in school?**
 - **Who are your friends?**
 - **Can you tell us about your family?**
 - **What was the present you gave Zoe?**
7. Repeat steps 1 to 6 for the characters of Zoe and then Mikey, using the following lines of dialogue from the beginning of the film:

Zoe: I don't care anymore. I really don't care.

Mikey: C'mon well, I've got something for ye.

Activity 3: Think, Pair and Share

1. Ask your pupils get into groups of four or five. Give each pupil a copy of **Worksheet 1: Think, Pair and Share.**
2. Display the questions:
 - a) **Did you see any examples of good friendship in *Pushed*?**
 - b) **Can you identify a time when characters faced friendship challenges in the film?**

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Answers could include ...

- a) when Katie tried to convince Zoe to stop drinking
when Katie gives Zoe the necklace
- b) when Zoe wanted to follow Mikey into the alley way and Katie didn't
when the girls argue on the swings
when Katie says no to Mikey's drugs

3. Set the timer for three minutes. Ask your pupils to complete the first box with their individual opinion.
4. After three minutes, ask your pupils to stop working and form pairs. Encourage your pupils to discuss and compare their answers and to record their shared opinion in the second box on their worksheets. Set the timer for **five** minutes.
5. After **five** minutes, ask your pupils to complete the third box on their worksheets as a group. Set the timer for **eight** minutes. **Remind your pupils that they should include everyone in the discussion.**
6. When the timer sounds for the final time, bring the class together and use slide 8 or a whiteboard to record feedback from each group.

Activity 4: Conscience Alley for Katie

In this activity, your pupils consider a different type of risk: Katie's decision to contact Fearless and give information.

Tip

Focus on directing your pupils to contact Crimestoppers, Fearless or both, depending on what you feel is most appropriate.

Information on Fearless:

- Fearless is Crimestoppers' youth service aimed at 11 to 16 year olds. It aims to increase awareness of the dangers of street crime, drugs and violence. Guided by Crimestoppers, Fearless also develops effective anti-crime resources for young people and their families.
- Fearless guarantees the same anonymity that Crimestoppers provides. It has the advantage of allowing users to provide information through the website, if required. The website gives young people access to non-judgemental information and advice about crime and criminality.
- The [Fearless](#) website also provides a youth-friendly online form for passing on information about crime 100 percent anonymously. This covers the whole of the UK including Northern Ireland.

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1. The end of the film *Pushed* shows Katie using her mobile phone to contact Fearless. It implies that she has passed on information about Mikey and his role in Zoe's death. Ask your pupils, in pairs, to consider:
 - a) why it might have been difficult for Katie to tell someone about Mikey and Zoe before the tragedy; and
 - b) why Katie's decision to contact Fearless might have been difficult.

Answers could include:

- a) Katie didn't want to be called a tout.
She was worried that her parents would be angry that she had been drinking.
She was worried about losing Zoe as a friend.
- b) Katie didn't want to be called a tout.
She felt guilty that had let her friend down.
She might have been worried that someone might find out she had contacted Fearless and that this would put her in danger.

Remind your pupils of the Crimestoppers number (0800 555 111) and the Fearless web address (www.fearless.org) and what they are for. Reinforce the fact that these are not connected to the police and are 100 percent anonymous.

2. Ask your pupils to form two straight lines facing each other to make an alley (no more than 12 pupils, with six on each side).
3. Ask one pupil to take on the role of Katie and another to take on the role of the person answering the phone at Crimestoppers or receiving her message at Fearless. Ask both pupils to stand at opposite ends of the lines. Ask the rest of the class to sit around the space as observers.
4. Tell the class that Katie has just found out that Zoe has died and she is wondering whether to tell someone what she knows about Mikey. Ask your pupils to set the scene using prompts such as:
 - **Where is she?**
 - **Where is she going as she walks?**
 - **What is she thinking?**
5. The pupils who form the alley become her conscience. They speak her thoughts as she slowly walks towards the operator. Katie cannot pass a pupil until he or she has spoken loudly and clearly.
6. Ask the pupils who have been observing and listening which of the thoughts they can relate to. Lead a class discussion using prompt questions and effective questioning techniques.
7. Repeat the conscience alley exercise with different pupils speaking different thoughts.

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Tips

The pupil playing Katie could mime receiving the news on her phone and putting her phone down, picking up her school bag and closing the door behind her.

One side of the alley could be positive thoughts or why it will help to tell, for example:

- What if Mikey does this to someone else?
- I don't want to carry this anymore.
- If I tell someone, it might help other people.
- I don't want to be the only one with this information anymore.
- This might help Zoe's family.

The other side of the alley could be negative thoughts or why might she be worried about telling, for example:

- I feel so sad.
- Am I doing the right thing?
- I hate Mikey.
- What if Mikey finds out it was that I told someone?
- Does this make me a tout?
- I don't want anyone to know I said something.

Watch this video [CPD Conscience Alley](#) for an example of how to use the conscience alley technique.

Activity 5: Diary entry

1. Give each pupil a copy of **Worksheet 2: Katie's Diary Entry**. Ask your pupils to create a diary entry for Katie, adding one of the thoughts they heard in the conscience alley activity.
2. They might begin: 'Today I made a call ... I felt ...'. Alternatively, they could record verbal diary entries on cameras or tablets.
3. Ask a small number of pupils to share their diary entries.

Debrief

When the class has completed all the activities, lead a class discussion using these prompts:

1. **Is it easy to be a good friend?**
2. **What are the risks the characters or young people need to take to be a supportive friend?**
3. **What are the benefits of strong friendships between young people?**
4. **Were Katie and Zoe friends?**
5. **What was the relationship between Mikey and Zoe?**

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Answers could include ...

1. No, because you could become unpopular.

You have to disagree with something your friends does, if they're in trouble with someone.
It's hard to be different to your friends.

2. Young people need to know what their own values are. They need to risk being unpopular to honour them.

They may need to tell their friends something they don't want to hear.
They may need to ask for outside help or break a confidence.

3. You know that you are supported and friends are looking out for your best interests.

You feel loved.

You feel confident to be yourself.

4. Yes: Katie gave Zoe a necklace and she was really touched; Katie tried to look out for Zoe;
Zoe might have been having such a hard time she needed help from her friend.

No: Zoe wasn't thinking about Katie's needs; Zoe was pressuring Katie when she knew she didn't want to drink.

5. They were friends.

They were in love.

Mikey was controlling Zoe.

Mikey was grooming Zoe.

Zoe fancied Mikey, but Mikey was using her.

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Lesson 2: Resources



Worksheet 1: Think, Pair and Share

Name: _____



Did you see any examples of good friendship in *Pushed*?

1. I think ...

2. We think ...

3. The group thinks ...

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Lesson 2: Resources



Worksheet 1: Think, Pair and Share

Name: _____



Can you identify a time when characters faced friendship challenges in the film?

1. I think ...

2. We think ...

3. The group thinks ...

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Lesson 3



Lesson 3: Breaking the Law and Justice

| Planning | |
|--|---|
| Theme | This lesson looks at the impact breaking the law has on individuals and the community. It also explores the difference between revenge and justice. |
| Prior Learning | Pupils should have gained prior knowledge and understanding about: <ul style="list-style-type: none">• drugs, alcohol and the risks;• the justice system in Northern Ireland; and• the effects of paramilitary-style attacks. |
| Learning Outcomes | Pupils will be able to: <ul style="list-style-type: none">• identify different crimes and the sentences that they carry;• evaluate the impact of the punishment fitting the crime; and• explore the impact law breaking has on individuals and the community. |
| Thinking Skills and Personal Capabilities Focus | Pupils will have opportunities to develop skills by: <ul style="list-style-type: none">• respecting the views and opinions of others and reaching agreements using negotiation and compromise (Working with Others and Self-Management); and• completing hot seat and thought tracking activities (Being Creative). |
| Resources | Film Pushed Breaking the Law and Justice PowerPoint presentation Post-it notes Worksheet 1: Mind Map Worksheet 2: Walking Debate cards Worksheet 3: Revenge or Justice |

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Lesson 3



Suggested Teaching and Learning Strategies

Launch

To begin, ask your pupils what role Mikey had to play in the film *Pushed*. Encourage your pupils to discuss their answers.

- **What role did Mikey play in the film *Pushed*?**

Pupils may suggest:

- drug dealer
- friend
- boyfriend
- murderer
- victim

Activities

Activity 1: Mind Map

1. Show the class slide 3 **What Crimes could Mikey be guilty of?** and take feedback on their responses.

Answers could include:

1. Murder
 2. Manslaughter
 3. Possession
 4. Possession with intent to supply
2. Ask your pupils to form groups of four or five. Assign roles to members of each group, for example timekeeper, scribe and someone to feedback.
 3. Give each group a copy of **Worksheet 1: Mind Map**. Encourage your pupils to discuss the two questions asked and write down all of the ideas mentioned.
 4. Ask your pupils to feedback ideas. Write their ideas on the board or on slide 3 of the presentation.
 5. Lead a class discussion on their responses, using effective questioning.

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Lesson 3



Activity 2: Walking debate

1. Print the Agree, Disagree and Don't Know signs in **Worksheet 2: Walking Debate cards** and display these on three different walls.
2. Read out the following statements, one at a time. Ask your pupils to show if they agree or disagree by standing beside one of the cards:
 - **Mikey should go to prison for what he has done.**
 - **Mikey is a victim and someone else should be punished by law.**
 - **Zoe had the freedom to choose what she did and therefore no one is to blame.**
3. Lead a discussion on why pupils stood beside the card they chose. Encourage them to justify their thinking, ideas and opinions.

Tip

Some pupils may react strongly to these statements and have a lot to say. Encourage their responses to ensure that everyone has their say.

Activity 3: The Law

1. Display slide 6 and explain that Mikey could be convicted of two crimes for his involvement in Zoe's death.
2. Encourage your pupils to respond to the question: **What is the difference between murder and manslaughter?**

Tip

If no response is forthcoming, ask your pupils to think about what the images might suggest. For example, the picture of the man with his head in his hands could suggest that he may not have intended to do anything, the crashed car could suggest there has been an accident. The picture of the knife with the blood could suggest that the crime committed was with intent.

3. Take your pupils through the next series of slides that detail what each crime is. You may need to explain some of the terminology.

Provocation: being provoked or triggered

Diminished responsibility: an unbalanced mental state, that does not classify the person as insane

Negligence: carelessness or neglect

Malice: the desire to harm someone

Aforethought: previously in mind – premeditated

On Licence: the released prisoner must obey certain conditions

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Lesson 3



Activity 4: Post-it vote

1. Tell your pupils they are going to vote to decide which crime Mikey is guilty of and explain their reasons.
2. Give your pupils a Post-it note each and remind them to add their name to their Post-it note. This is so you can ask individual pupils to explain their answer in more detail.
3. Ask your pupils to write down which crime they think Mikey is guilty of, for example murder, manslaughter, supply of drugs, and then stick their Post-it to a wall.
4. Ask your pupils to tally the vote for each crime and then calculate a percentage of votes for each.
5. Once all of the votes are in, select individual answers and encourage your pupil to justify their thinking, ideas and opinions.

Activity 5: Revenge or Justice

Before starting this activity, cut out the word cards from **Worksheet 3: Revenge or Justice**.

1. Lead a class discussion about the idea of the difference between Mikey going through the justice system as opposed to the so-called paramilitary-style attacks reported on the news. Use these prompts:

Who should decide what happens to Mikey as punishment?

Can we bring people to justice through violent means such as shootings or beatings?

2. Give out **Worksheet 3: Revenge or Justice** and the word cards you cut out earlier.
3. Ask your pupils to form pairs and assign each word card under either Revenge or Justice.
4. Lead a class discussion and encourage your pupils to justify their answers.

For more information, see Unit 4 What is Justice, Lesson 2 [Paramilitary-style attacks in Northern Ireland](#) and Unit 7 Criminality and Paramilitaries in Communities, Lesson 2: [The Effects of Organised Crime and Paramilitaries in Communities](#).

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Activity 6: Is Mikey the only one to blame?

1. Display the questions posed on slide 15 of the presentation.
 - **Where is Mikey at the end of the film?**
 - **Is Mikey getting the punishment he deserves?**
 - **What impact will this have on his future?**
2. Ask your pupils to discuss this in groups and then take feedback from each group.
3. Show slide 16 and remind the class of the quote from the film and who said it.

'D'ye hear me? Don't get caught. It won't just be being locked up is all you'll have to worry about.'

(Joe, the older man)

What do your pupils infer from this quote?
4. Display the picture of Joe on slide 17.
5. Ask your pupils to discuss in their groups the two questions asked on the slide.
 - **What is Joe's involvement?**
 - **Should he face any punishment?**

Tip

Some pupils might recognise Joe's role in controlling Mikey. They may see him as a drug dealer, gangster or member of a paramilitary group.

This does not mean that Mikey is innocent, but that he is under someone else's control and may also be a victim of circumstance.

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Lesson 3



Activity 7: The Impact – Thought Tracking

1. Assign pupils some or all of the characters below who are seen or not seen in the film.
 - Mikey
 - Mikey's Mum, Dad or Granda
 - Zoe's Mum, Dad or Granny
 - Katie
 - Katie's Mum, Dad or Granda
 - Katie and Zoe's friends
 - Other community characters or neighbours
 - Teacher at school who knows Katie and Zoe
 - Youth worker who knows Mikey
 - Doctor in Accident and Emergency
 - Joe the gangster

Ask them to position themselves in a semicircle, facing the rest of the class.

2. Ask the rest of the class, in groups of four, to think of questions to ask some or all of the characters.
3. Ask the groups to question each character.

Questions could include:

- Where do you work?
- Where do you live?
- How do you know Zoe, Katie or Mikey?
- What has life been like since Zoe died?
- How do you feel about Mikey?
- Who do you blame for what happened?
- How has this affected you?
- What have you learned from this situation?
- What would you like the rest of the world to know?

4. Following the hot seating activity, ask all the characters, in role, to think of how they feel at the end of the film. Choose a few pupils, in role, to say how they feel.

Pupil answers might include:

- Teacher: I wish one of the girls had spoken to me sooner.
- Mikey: I wasn't thinking about anyone dying.
- Joe: Mikey better keep his mouth shut or There's plenty more lads to replace him.
- Zoe's granda: We'll never see Zoe again.
- Teacher: At least the guy who gave her the drugs has been found guilty.
- Doctor in A&E: This is the sixth teenager I've seen affected by drugs this month.

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5. Tell your pupils that they are going to look at the impact on all of these people if the film had two different outcomes.
6. Read out each scenario (slide 18). Ask the characters to think about how they might feel in each scenario. Ask a few pupils to say how they feel.
 - a) **Scenario 1: Katie doesn't tell anyone about Mickey and he remains free.**
 - b) **Scenario 2: Mikey is not in a Young Offenders' Centre. Joe has attacked him as a 'punishment'.**
 - c) **Scenario 3: Zoe listened to Katie and left when Mikey produced drugs.**
 - d) **Scenario 4: Katie told someone sooner.**
7. After each scenario, lead a class discussion on the impact of each scenario on the characters and those around them.

Debrief

Display slides 19 and 20. Use effective questioning techniques to gather responses from the class. Ask questions, for example:

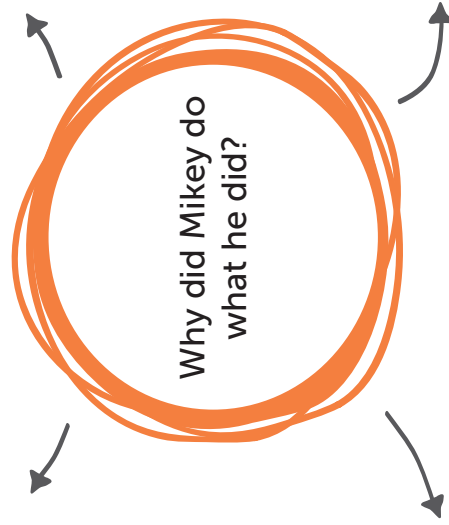
- **Did you know that there are organised crime gangs working in Northern Ireland?**
- **How do you feel about that?**
- **What do you think should be done to tackle these criminal groups?**

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Lesson 3: Resources



Worksheet 1: Mind Map



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Lesson 3: Resources



Worksheet 2: Walking Debate cards



Agree

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Lesson 3: Resources



Worksheet 2: Walking Debate cards



Disagree



Worksheet 2: Walking Debate cards



Don't Know

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Lesson 3: Resources



Worksheet 3: Revenge or Justice

| Revenge | Justice |
|---------|---------|
| | |

| | |
|-------------------------|-------------------|
| emotional | rational |
| personal | impersonal |
| getting back at someone | impartial |
| proving the truth | continues a cycle |
| closure | retaliation |
| restoring balance | fair |

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Lesson 4



Lesson 4: Managing Challenging Situations

| Planning | |
|--|---|
| Theme | This lesson encourages your pupils to investigate how they can manage challenging peer or social situations. It will enable them to develop the tools to make appropriate behaviour choices. |
| Prior Learning | Pupils should have gained prior knowledge and understanding of: <ul style="list-style-type: none">• the challenges of teenage friendship;• why making a healthy choice is not always straightforward; and• the concepts of self-care or self-help. |
| Learning Outcomes | Pupils will be able to: <ul style="list-style-type: none">• identify a range of strategies to manage challenging situations;• discuss sources of help for young people; and• create a personal plan to identify useful coping strategies. |
| Thinking Skills and Personal Capabilities Focus | Pupils will have opportunities to develop skills by: <ul style="list-style-type: none">• choosing from a range of strategies or sources of help (Managing Information);• creating a personal challenge plan (Self Management); and• Thinking, Problem solving and decision making – identifying personal strategies. |
| Resources | The Film Pushed Managing Challenging Situations Powerpoint presentation Post-it notes, slips of paper or mini whiteboards Three large display areas or boards for classroom Worksheet 1: Challenges Worksheet 2: Clip 1, 2 and 3 Wall Signs Worksheet 3: Coping Strategies Toolkit Worksheet 4: Coping Strategies Worksheet 5: My Strategy Signpost |

Active Citizenship *Pushed*

Lesson 4



Suggested Teaching and Learning Strategies

Launch

1. Show slide 2 with the peer pressure image and invite your pupils to consider these questions:
 - a) **What might the boy on the stairs be thinking?**
 - b) **Would everyone respond in the same way to this situation?**
2. Lead a brief class discussion based on these questions.

Answers might include:

- a) I've always wanted to try this ...
What will my friends think if I say no?
What if I have a bad reaction?
- b) People could respond very differently.
Some will take the drugs without giving the choice much thought.
Some may feel pushed or pressured into taking the drugs.
Some may feel afraid **not** to take them.
Some will say no.

Activities

Activity 1: Clip discussion

This activity encourages the class to explore the challenging situations the characters in the film faced and suggest possible coping strategies.

1. Display slide 3 with the following questions.
 - a) **Why might behaving in a positive way be risky or difficult?**
 - b) **In this clip, what could Zoe and Katie do to respond positively to the situation?**
2. Show the scene in *Pushed* from the alleyway where Mikey offers Zoe and Katie a drink (1 min 33 seconds to 2 min 22 seconds). Ask your pupils to suggest answers to the questions.

Active Citizenship *Pushed*

Lesson 4



Answers could include:

a)

- Zoe fancies Mikey so she wants to behave in a way she thinks he will find attractive.
- Katie does not want Zoe to fall out with her.
- Katie does she want to leave Zoe in a vulnerable position.

b)

- Katie and Zoe could leave the alleyway and not accept the drink.
- Katie and Zoe may take the can to save face, but not drink.

Activity 2: Challenges worksheet

1. Show the film *Pushed* again. Encourage your pupils to complete **Worksheet 1: Challenges**, with as many examples as possible.
 - **What challenges or risks do Zoe, Katie and Mikey face?**
2. After watching the film, encourage a feedback discussion using effective questioning.

Examples could include:

Physical challenge – Joe squaring up to Mikey after he hands over the money

Social situation – Zoe and Katie on the swings where Katie does not want to drink any more

Emotional – Mikey in the opening sequence having a nightmare

Activity 3: Strategies for the characters

This activity uses three clips from the film *Pushed*:

Clip 1: 3 minutes 5 seconds to 3 minutes 42 seconds

Clip 2: 5 minutes to 5 minutes 55 seconds

Clip 3: chosen by your pupils

1. Ask your pupils to form groups. Give each group some Post-it notes and display the **Clip 1, 2 and 3 wall signs from Worksheet 2** on three different areas of the classroom.
2. Explain to your pupils that they are going to watch three clips from *Pushed*. Encourage them to write their answers to the following questions on the Post-it notes.
 - a) **What risks do the characters face in this clip?**
 - b) **What strategies could the characters use to help them deal with these risks?**
3. Show **Clip 1 (3 minutes 5 seconds to 3 minutes 42 seconds)** with Mikey and Joe. Ask your pupils to focus on Mikey's thoughts and feelings in that moment.
4. Give your pupils three minutes to write their answers and stick them on the Clip 1 board.
5. Show **Clip 2 (5 minutes to 5 min 55 seconds)** where Mikey produces the pills.
6. Give your pupils three minutes to write their answers and stick them on the Clip 2 board.
7. Ask your pupils to suggest a third clip for the class to watch. Give them three minutes to write their answers on to Post-it notes and stick them on the Clip 3 board.

Active Citizenship Pushed

Lesson 4



Devising coping strategies for the characters in this situation is very difficult. This reflects the complexity of the situations young people may find themselves in.

Prompt with possible answers such as:

| | Risks | Strategies |
|---------------|---|---|
| Clip 1 | <ul style="list-style-type: none">• being caught by the police• getting beaten up by Joe or his bosses or gang | Mikey could: <ul style="list-style-type: none">• tell a friend, family member or trusted adult about the situation he is in• ask for help from a trusted adult, youth worker, social worker, teacher, sibling or parent |
| Clip 2 | <ul style="list-style-type: none">• taking drugs – either illegal or prescription• getting into trouble with her parents or the police• losing Zoe’s friendship | Katie could: <ul style="list-style-type: none">• stay and try to reason with Zoe• go home and tell someone that she is worried• speak to someone, such as a parent, police, teacher or Crimestoppers, in confidence about what she’s seen Mikey do. |

8. Once your pupils have attached all their Post-its to the wall or board, use their responses to lead a class discussion focusing on the range of strategies the pupils suggest.

Tip

Make sure that all the Post-it responses are appropriate.
In a highly focused class, you could encourage a pupil-led discussion.

Active Citizenship Pushed

Lesson 4



Activity 4: A Different Outcome

This activity enables your pupils to explore the challenges in Activity 2 in more depth through a short improvisation exercise.

1. Encourage your pupils to think about how the characters could have changed the events in the film. Explain how split second decisions we make have consequences. For example, ask what if:
 - **Zoe had listened when Katie said she wanted to leave?**
 - **Zoe had said no to Mikey when Katie did and left with her?**
 - **Katie had told someone she was worried about Zoe, after she left?**
 - **Mikey had not run away when Zoe collapsed?**
2. Ask your pupils to find a space and work in groups of three.
3. Ask each group to choose one of the challenges they identified in Activity 2.
4. Ask the groups to assign characters from their chosen scene to individual pupils.
5. Encourage them to devise a short improvisation that changes the outcome of the film from this point. Remind your pupils that they do not need to write a script.
6. Move around the room to observe as your pupils' work. Pause the activity and show the class some of the improvisations that reflect an interesting approach. It is not necessary for everyone to perform.
7. Lead a class discussion on what your pupils did in their groups to change the outcome of the film.

Here are some prompts to devise an improvisation.

- Katie and Zoe both say no to Mikey when he offers them the pills. They go to Katie's house.
- Zoe speaks to someone at school about conflict at home rather than spending time with Mikey.
- Katie tells someone, a parent, teacher, youth worker, police or Crimestoppers, about Mikey before it's too late.
- Mikey gets help from a youth worker to find a way out after Joe threatens him when he hands over the money.
- Who can they each turn to in that moment in the film?

Active Citizenship Pushed

Lesson 4



Activity 5: Coping Strategies Toolkit

This activity focuses on your pupils' own coping strategies.

1. Show the Coping Strategies Toolkit on Slides 7 and 8 and give each pupil a copy of **Worksheet 3: Coping Strategies Toolkit**.
2. Take brief feedback from your pupils about the suggested strategies. Encourage your pupils to highlight or underline the strategies they may find helpful.
3. Give each pupil a copy of **Worksheet 4: Coping Strategies** and show slide 9.
4. Ask your pupils to complete the worksheet with their own ideas.
5. Set the whiteboard timer for **10 minutes** for this activity to be completed.
6. Collect the completed sheets and report the strategies back to the class. Encourage your pupils to add any strategies they would find helpful to their Toolkit on Worksheet 3.

Tip

- Depending on your pupils' experiences and maturity, some of their responses to the suggestions may be negative or derisive. Deal with this calmly and maintain the flow of the discussion.
- During this activity, walk around the class offering assistance and checking that your pupils remain on task.
- Report any responses that raise a child protection concern immediately to the designated teacher.

Alternatively

Complete this activity at the end of the lesson, to have enough time to review the responses and prepare a summary for the next lesson. Then, give this summary to your pupils so that they can add any strategies they find helpful to their Toolkit on Worksheet 3.

Debrief

1. It is important for pupils to know where they can find advice and professional help. Use slide 10 to show the helpful numbers handout and discuss these with the class.
2. Use information specific to the school to complete **Worksheet 5: My Strategy Signpost**. Encourage your pupils to keep this sheet in their school diary or blazer.
3. Lead a class discussion using prompt questions and effective questioning techniques:
 - **Have you identified a range of coping strategies and sources of support?**
 - **Will these strategies be easy to use?**

Name _____



Active Citizenship *Pushed*

Lesson 4: Resources



Mikey

[Empty space for notes]

Zoe

[Empty space for notes]

Katie

[Empty space for notes]

Active Citizenship *Pushed*

Lesson 4: Resources



Worksheet 2: Clip 1, 2 and 3 Wall Signs

Clip 1

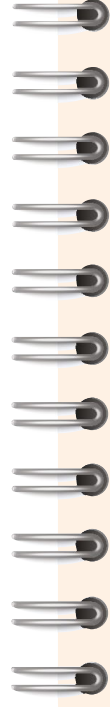
Clip 2

Clip 3

Worksheet 3: Coping Strategies Toolkit

- Begin by choosing wise friends who will be supportive and encourage you to be your best self. If someone is not doing this, **they are not a true friend**.
- Walk through ... discuss tricky situations with family and trusted friends.
- Identify realities – make a list of the **real-life** outcomes, positive and negative of making a particular choice.
- Assess risk – think logically about a situation **before** you undertake risky behaviour.
- Accept that good enough is good enough! Everyone makes mistakes, by accepting this it is easier to move forward.
- Identify **your** values. If you are clear about your values, it is easier to explain to other people why you make particular decisions, walk away from a situation or say no to temptation.
- Have a wide (real-life) social network.
- Have a healthy outlet for your energy to help you deal with stress. This could be sport, music, volunteering or church activities.
- If you find relaxing difficult, you could try a relaxation or mindfulness app on your phone. There are many excellent free options available.
- Talk, talk, talk, talk ...
- Know when to ask for adult or professional help – for either yourself or a friend. You do not have to cope alone.
- Know where to access help.

Name _____



My personal coping strategies

Active Citizenship Pushed

Lesson 4: Resources



Active Citizenship *Pushed*

Lesson 4: Resources



Worksheet 4: Coping Strategies

Think about the situations below. Suggest ways that the characters in *Pushed* or other young people could deal with them.

| | |
|---|--|
| Being pressured by your peers into drinking or taking drugs | When life at home is stressful or full of conflict |
| | |
| Someone else controlling you as Joe controls Mikey | When you know a friend is harming themselves or is in danger |
| | |

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Lesson 4: Resources



Worksheet 5: My Strategy Signpost

Name _____

Designated Child Protection Teacher
.....
Teacher / staff members I can talk to
.....
School nurse / counsellor
.....

Other sources of help and advice.
fearless.org
Police non emergency line 101
Childline 0800 1111
....



Lesson 5: Reporting Crime

| Planning | |
|--|--|
| Theme | This lesson looks at the barriers and benefits to reporting crime in the community and the charity Crimestoppers. |
| Prior Learning | <p>Pupils should have gained prior knowledge and understanding of:</p> <ul style="list-style-type: none"> • drugs, alcohol and the risks; • healthy relationships; • impact of breaking the law; and • coping strategies. |
| Learning Outcomes | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • explain what organisations like Crimestoppers do; • identify reasons why it is important to report crime; and • explain what the terms bystander and upstander mean. |
| Thinking Skills and Personal Capabilities Focus | <p>Pupils will have opportunities to develop skills by:</p> <ul style="list-style-type: none"> • completing a mind map based on a case study (Managing Information); and • listening actively and sharing opinions, taking personal responsibility for work with others and evaluating their own contribution to the group (Working with Others). |
| Resources | <p>Film Pushed</p> <p>Reporting Crime PowerPoint presentation</p> <p>Flipchart paper and pens</p> <p>Post-it notes</p> <p>Worksheet 1: What is Crimestoppers Mind Map</p> <p>Worksheet 2: Crimestoppers Case Study and Case Study Mind Map</p> <p>Worksheet 3: True or False Wall Signs</p> <p>Worksheet 4: Benefits and Risks of Reporting Crime</p> <p>Worksheet 5: Bystander and Upstander Definition Cards</p> |

Active Citizenship Pushed

Lesson 5



Suggested Teaching and Learning Strategies

Launch

Before starting the lesson, give each pupil a Post-it note.

1. Display slide 2 and ask: **Who do you call when you're in trouble or need help?**
2. Ask your pupils to write their answer on their Post-it note and stick these around the board.

Pupils may respond:

My mum or dad, best friend, uncle or aunt, granny or grandad, teacher

3. Arrange the answers into categories and use effective questioning techniques to lead a discussion about why pupils should turn to these people. For example:
 - Why is this the best person to talk to?
 - What qualities does this person have that makes you trust them?
 - What might you expect this person to do to help you?

Activities

Activity 1: Crimestoppers Mind Map

1. Display slide 3 of the presentation and ask:
If you knew something about a crime, would you think of ringing Crimestoppers?
Ask for a show of hands in response.
2. Ask your pupils, in pairs, to:
 - share their thoughts about their answers; and
 - share their opinions with the rest of the class.
3. Ask your pupils to form groups. Give each group a copy of **Worksheet 1: What is Crimestoppers Mind Map**.
4. Ask your pupils to work together to write down everything they know about Crimestoppers, for example:
 - Where have they seen the Crimestoppers name and number?
 - Who is Crimestoppers?
 - What does Crimestoppers do?

Pupils may answer:

- where you can report crime;
- a branch of the police; or
- an anonymous group.

Active Citizenship Pushed

Lesson 5



5. Ask your pupils to feedback their thoughts. As they do, write them on the left-hand slide of slide 5.
6. Reveal the right-hand side of slide 5.
7. Show: [The Blob, Crimestoppers UK](#), video clip.
8. Take feedback from your pupils about what they think of this information.

Note:

In Northern Ireland, Crimestoppers is often confused with the Confidential Telephone of the 1980s and 1990s. Although the Crimestoppers number appears on the side of PSNI vehicles, it is an entirely different organisation and an independent charity.

Activity 2: Crimestoppers HQ case study

1. Give each group a copy of **Worksheet 2: Crimestoppers Case Study** (Cool FM interview) and the **Case Study Mind Map**.
2. Play the [Cool FM Crimestoppers video](#).
3. Ask your pupils to read the case study and use the mind map to write down what they think the key points are.
4. Encourage each group to nominate, a scribe, a timekeeper, someone to read the case study to the group and someone to feedback to the class.
5. Each group should feedback and then write down any key words on the board.
6. Stick the **True or False Wall Signs from Worksheet 3** on two sides of the classroom.
7. Ask your pupils to walk to their answers for the following statements:
 - a) In 30 years, Crimestoppers has never given the identity of anyone to the public or the PSNI. (True)
 - b) If Crimestoppers reveals someone's identity they could lose their charity funding. (True)
 - c) If you hang up on Crimestoppers, they can trace the call and ring you back. (False)
 - d) Crimestoppers can pass on the information you have given to the PSNI, but not your identity. (True)
 - e) If you are in immediate danger, you can call Crimestoppers for help. (False)
 - f) If you accidentally give information that identifies you, Crimestoppers will remove it before passing it to the PSNI. (True)
 - g) Crimestoppers is part of the PSNI. (False)
 - h) If you contact Crimestoppers online, they can't trace it to your computer or phone. (True)

Active Citizenship Pushed

Lesson 5



Activity 3: Fearless Videos

1. Show the [Are you Fearless?](#) promotional video from 2017.
2. Take your pupils through the information on slides 10, 11 and 12.

Tip

Slide 12 shows what your pupils will see if they go to the Fearless website to report an incident. Point out the **hide your visit** button on the website to your pupils. This button takes you back to a Google search page immediately, so if someone sees you online, you can quickly leave the website.

Activity 4: Reporting crime as a young person

1. Remind your pupils of the scene where Mikey says to Katie **Touts get hurt, know what I mean ... only messing.**
2. Show the [Don't Let it be too Late](#) Fearless promotional video from 2011.
3. After watching the video, ask your pupils to get back into their groups and assign the roles of timekeeper, scribe and person to feedback to the class.
4. Give each group a copy of **Worksheet 4: Benefits and Risks of Reporting Crime** or give each group a piece of flip chart paper with a line drawn down the middle and these two questions:
 - a) **What are the benefits of reporting a crime or telling a responsible adult?**
 - b) **What are the risks or why might some young people be afraid to report a crime?**

Possible answers:

- a) Relieves stress; takes a weight off your shoulders to not be the only one with information; benefits the community;
- b) Fear of being branded a tout; fear of the person you're reporting finding out; don't want to talk to the police.

5. Ask your pupils to work together to note down all of their reasons under each question.
6. Once finished, ask them to stick their pages to the wall. Encourage one pupil to explain the group's response to the rest of the class.
7. Use effective questioning techniques to probe for deeper responses from the groups.
8. Display slide 15 and encourage feedback from your pupils.
 - **Why was it right for Katie to contact Fearless?**
 - **What are the benefits of telling an organisation like Crimestoppers or Fearless?**
 - **What might have happened if Katie had contacted one of these organisations sooner?**

Active Citizenship Pushed

Lesson 5



Activity 5: Bystander or Upstander

1. Give your pupils a copy of **Worksheet 5: Bystander and Upstander Definitions Cards**.
2. Ask them to work in pairs to come up with a definition for each word and write them on the definitions card.
3. Encourage your pupils to move around the room, looking at other pairs' definitions to see if others' ideas match their own. Encourage them to ask each other questions if they come across something unusual or interesting.
4. Show the official definition on slide 17. Ask your pupils if their definitions matched.
5. 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](#)

Debrief

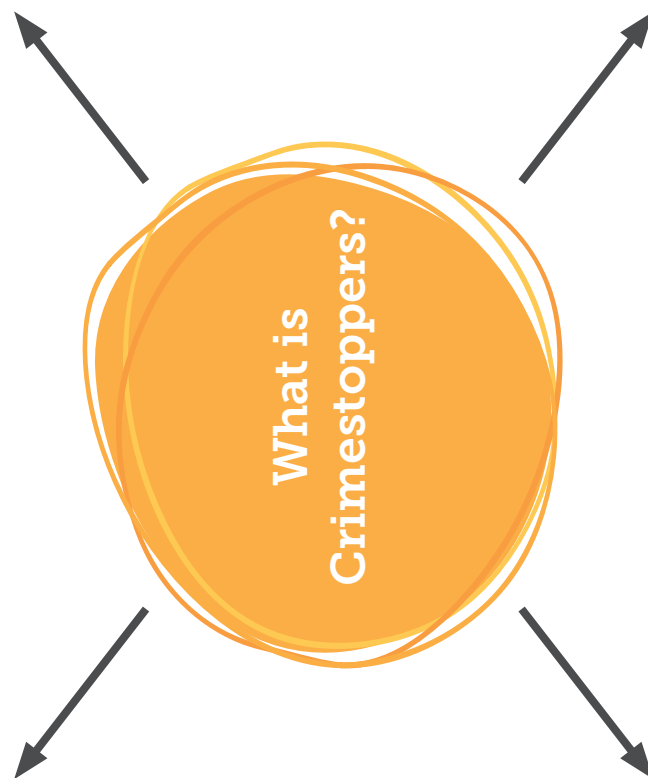
1. Display slide 18 with the question: **After today's lesson, would you be more likely to report a crime anonymously to an organisation like Crimestoppers or Fearless?**
2. Ask your pupils to write their response on a Post-it note and place it on your desk on their way out.

Active Citizenship *Pushed*

Lesson 5: Resources



Worksheet 1: What is Crimestoppers Mind Map



Active Citizenship Pushed

Lesson 5: Resources



Worksheet 2: Crimestoppers Case Study

Crimestoppers has said it passes around 10 pieces of information to the PSNI every day.

Damien Edgar

Published on 30 09 2019

The independent charity has been running here for the past 27 years and offers an anonymous phone line and online form system for passing on tips.

Downtown Radio/Cool FM news was given an exclusive look behind the scenes at their HQ in England.

Almost 4,000 calls are received relating to Northern Ireland every year.

That roughly works out at around 300 a month, which is filtered before the most actionable pieces of information are then passed on to PSNI.

Louise Peers is the Head of Contact Centre Services for Crimestoppers and explained that it has never once breached the anonymity of those contacting the centre.

'Starting with the phone calls, if you phone Crimestoppers, the caller line identity is completely stripped, encrypted and we don't see what area you're calling from or your handset details at all,' she said.

'We can't ever get that, or trace that, when you get through to an agent we're not recording your call.

So we can't play it back, we can't ring you back, it is genuinely 100% anonymous.'

What stood out for me inside the charity's HQ was the absolute commitment to anonymity.

Calls were fielded and online contacts received, with agents taking down the information in a form, removing any details that might reveal where the source might be.

It's then passed across to another team who read over it again and make any amendments they think might be needed, before then passing that on to the various police services that would need to hear it.

The other standout aspect is just how detailed the information callers give is. I was able to hear calls where people were concerned with the potential activities of convicted paedophiles, drug deals going on in neighbourhoods and scams against the elderly.

It just highlighted the value really of having a source outside the police, with all the fears that people might have about speaking to officers.

Active Citizenship Pushed

Lesson 5: Resources



Chatting with Louise too, she revealed they've had police officers ask them for the source of their information, but their systems are set up in such a way that that can never become an issue regardless of how much pressure is applied.

'On the online side of things, we do have the technology and the methods to keep people anonymous.'

'IP addresses are stripped out, we can't trace those or get back to people.'

And when it comes to the callers coming through from Northern Ireland, Louise said they are quite distinct to that received from other regions in the UK.

'They certainly are different,' she said.

'Northern Irish callers are typically more cautious and sometimes need more reassurance.'

'We have found some of our agents are tested, so for example, I think it might be a bit of a movie hangover, but there's this 30 second theory that we can trace a call if they speak for that length of time.'

'On occasion, we have had people blurting something significant out and then hang up, expecting that they'll get a call back.'

'If they get in contact again, we can explain that unfortunately, you ended the call and we have no means of getting back to you, but actually, that's enough to reassure them that we are committed to anonymity.'

'The other difference with callers from Northern Ireland is some of the callers there know exactly what they want to say, they don't want to ask questions and sometimes we don't get the opportunity to get all the information, so it would be nice to get more of a chance to speak to them.'

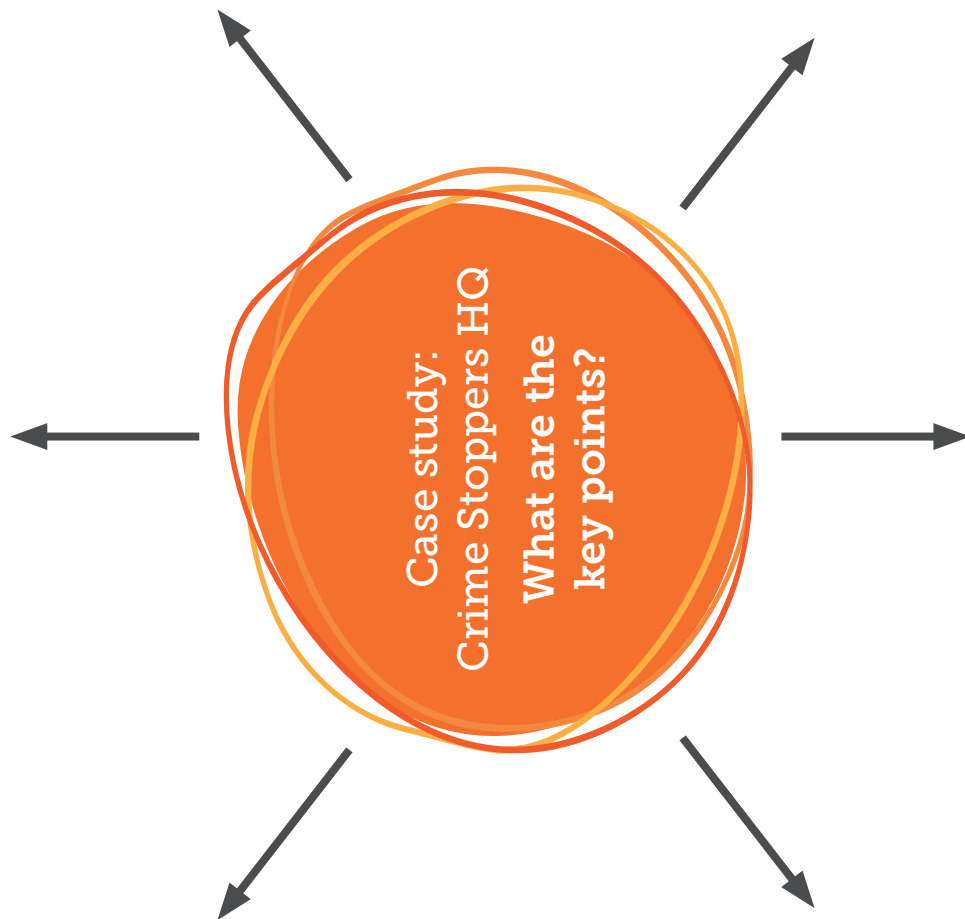
Source: <https://planetradio.co.uk/cool-fm/local/news/up-to-10-pieces-of-info-a-day-being-passed-to-psni-by-crimestoppers/>

Active Citizenship *Pushed*

Lesson 5: Resources



Worksheet 2: Case Study Mind Map



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Lesson 5: Resources



Worksheet 3: True or False Wall Signs

True

False

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Lesson 5: Resources



Worksheet 4: Benefits and Risks of Reporting Crime

What are the benefits of reporting a crime or telling a responsible adult?

What are the risks or why might some young people be afraid to report a crime?

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Lesson 5: Resources



Worksheet 5: Bystander and Upstander Definition Cards

What is a bystander?

What is an upstander?

What is a bystander?

What is an upstander?

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 | Pupils should have gained prior knowledge and understanding about: <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 | Pupils will be able to: <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 | Pupils will have opportunities to develop skills by: <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 | Film Pushed Be the Change you Would Like to See PowerPoint presentation Post-it notes, slips of paper or mini whiteboards Active Citizenship Lesson 1 What is Citizenship animation Very large sheets of paper or display paper for Activity 1 Carousel A range of coloured pens Access to computers or tablets Access to www.mentimeter.com Worksheet 1: Our Community Worksheet 2: Active Citizenship Road Map Worksheet 3: Community Commitment cards Worksheet 4: Volunteer Groups |

Active Citizenship *Pushed*

Lesson 6



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*?**

Active Citizenship Pushed

Lesson 6



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.

Active Citizenship Pushed

Lesson 6



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.

Active Citizenship Pushed

Lesson 6



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.

Active Citizenship Pushed

Lesson 6



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.

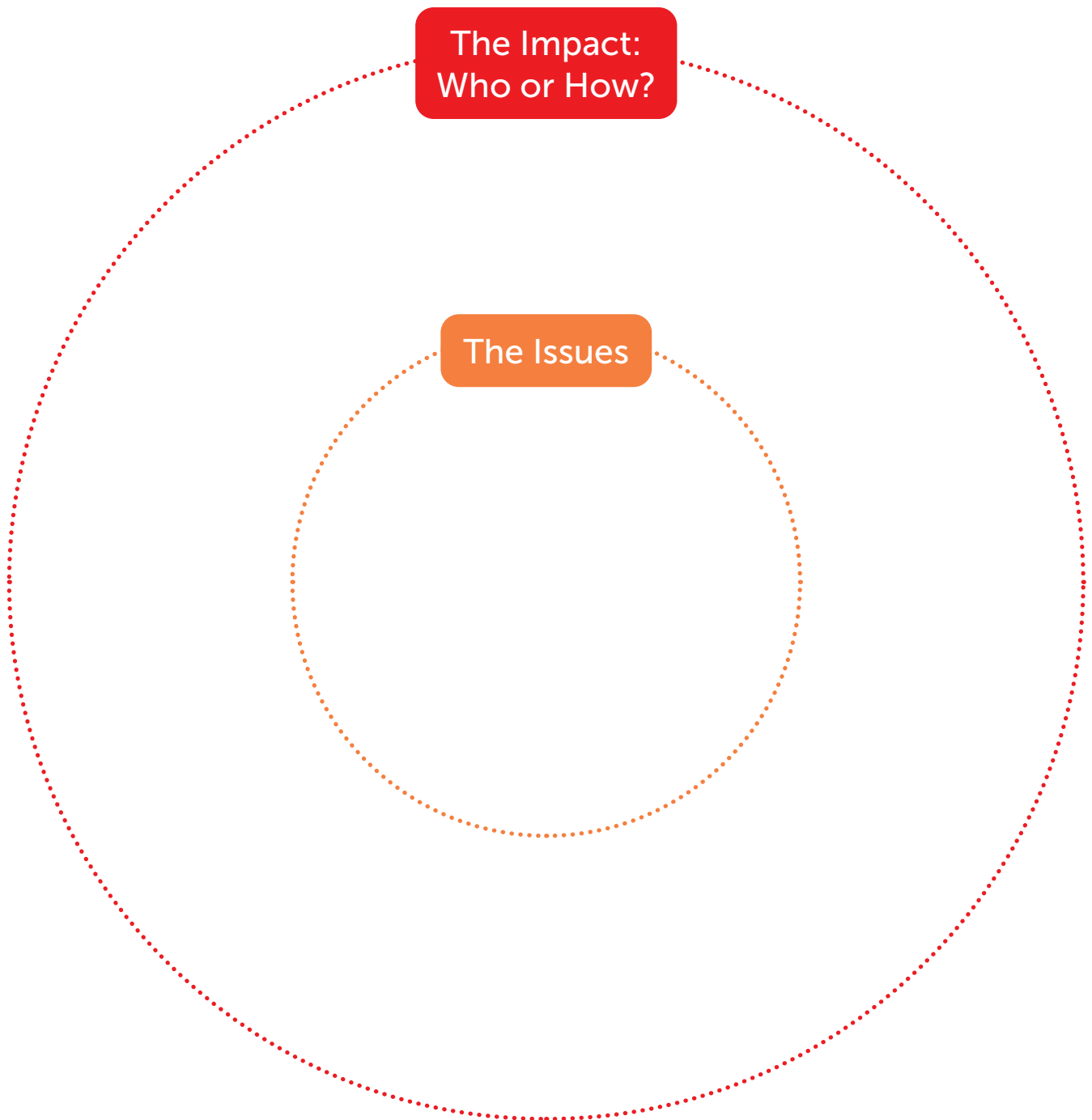
Active Citizenship *Pushed*

Lesson 6: Resources



Worksheet 1: Our Community

Names: _____

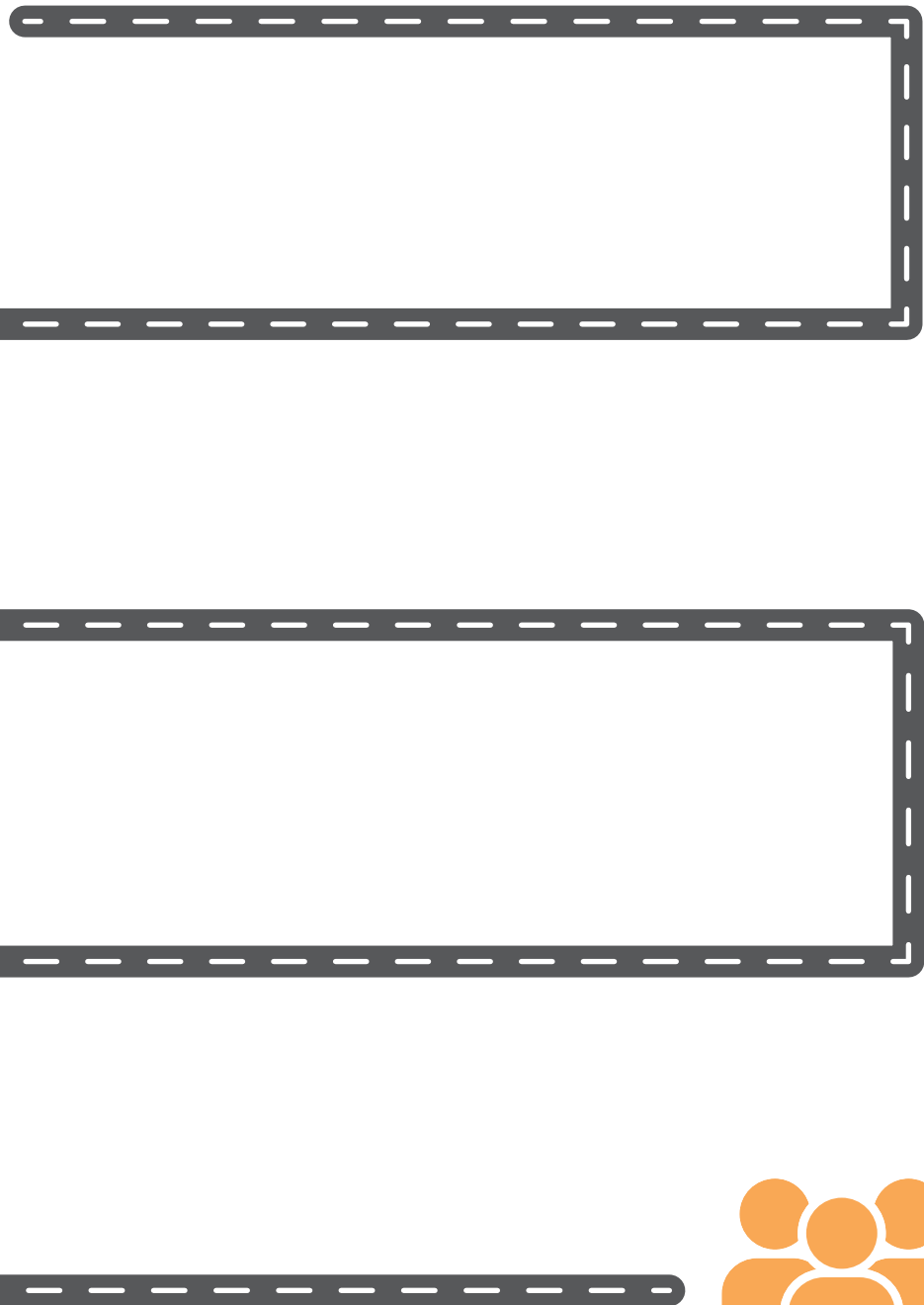


Active Citizenship Pushed

Lesson 6: Resources



Worksheet 2: Active Citizenship Road Map



Active Citizen

Active Citizenship Pushed

Lesson 6: Resources



Worksheet 3: Community Commitment cards

My community commitment



My community commitment



Active Citizenship Pushed

Lesson 6: Resources



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



Shared Education Community Project



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Introduction

This activity aims to empower pupils to extend their Active Citizenship learning beyond the classroom. It follows on from the analysis of *Pushed* in Lesson 6 to encourage pupils to explore how to make a meaningful contribution to their shared community.

The exact nature of the community project will be influenced by:

- available resources;
- teacher confidence;
- the nature of the group of pupils; and
- the needs of the local community.

Shared Education Context

You can run this community activity as part of a wider Shared Education Unit or as a stand alone project. The sample lesson plans are a possible route to completing the community activity. Shared Education Partnerships should adjust this to meet their individual needs. Timings will depend on the partnerships.

Pupils should have completed Lessons 1 to 5 of the *Pushed* lessons before taking part in these activities.

Please also refer to the [Pupil Pathway for Shared Education](#), which outlines the educational outcomes that contribute to reconciliation through the curriculum.

You may also find the [shared education in practice video case studies](#) useful.

Most of projects will fall into one (or more) of the categories below. We have provided some examples.

| Type of Project | Examples |
|---|--|
| Physical or Practical Activities | <ul style="list-style-type: none"> • Community litter pick • Community graffiti clean-up (resources for these activities may be available from local councils) • A welcome event for incoming families in the area • A fundraiser for a charity or service that impacts the community. |
| Raising Awareness | <p>Focusing on a particular issue, pupils could:</p> <ul style="list-style-type: none"> • create assemblies; • design posters for school and the local community highlighting issues and signposting sources of support; • create information brochures about community support available – possibly translated into other languages to support incoming community members; or • create a digital story and share online. |
| Lobbying | <p>Pupils could lobby or campaign on a particular community issue by:</p> <ul style="list-style-type: none"> • inviting a community leader to meet the group and answer questions; • contacting a local councillor to ask for help with local issues and asking for a commitment for improvement; • contacting an MLA asking for help with local issues and asking for a commitment for improvement; • generating a petition, letter or postcard campaign to lobby representatives on an issue (www.writetothem.com lists contact details of local councillors or MLAs); or • meeting an MLA on a school visit to the Northern Ireland Assembly (www.niassembly.gov.uk lists contact for the education team). |
| Combined Activities | <ul style="list-style-type: none"> • Designing an age appropriate poster to discourage antisocial behaviour, then taking it to primary schools in the Area Learning Community (ALC) and presenting it to the pupils; • Designing postcards to raise awareness of an issue and then sending these to councillors or MLAs seeking action. |

If one or both schools are already involved in social improvement projects, they could incorporate these projects into this unit.

Real-Life Examples of Pupil Projects in Communities

- In **Carrickfergus**, pupils produced [a short film](#) to raise awareness of mental health.
- In **Cookstown**, Holy Trinity College pupils organised a group litter pick with Cookstown Primary School pupils, members of Cookstown Council and local Asda store staff, recycling some of it to create fantastic clothing designs for a [Junk Couture Fashion](#) competition.
- In **Downpatrick**, Year 9 pupils received an award for their poster to [counteract bullying](#).
- In **Belfast**, pupils [questioned MLAs on global challenges](#).
- In **Holywood**, a class of Year 10 students from Strathearn School took part in a six-week [programme of workshops](#). They then developed content such as a blog, an article, vox pops and a short video for the [website](#) on the theme of drugs or alcohol.
- In **Belfast**, pupils ran in the [Belfast Marathon](#) to raise money in memory of a fellow pupil's mum.
- In **Lurgan**, pupils from St Ronan's College, Lurgan College and Lurgan Junior High School worked together on a shared education [Digital mapping project](#) for community safety.
- In **Derry–Londonderry** the Youth Action NI Rainbow Factory and the real-life experiences of the young cast and band inspired a short play called [The Chain](#), which focused on positive mental health. Tickets were free, with pizza before the performance and an interactive workshop where issues in the play were discussed informally.
- **YAFTA Awards:** The [Voice of Young People Award](#) went to three pupils from St Malachy's High School in Castlewellan. They wanted to do more to raise awareness of student emotional wellbeing. They came up with the idea to host a fundraising event in their school involving students wearing a bright jumper to school on Blue Monday, January 21. They raised £232, which went to supporting early intervention strategies for young people. These students appeared in a video created by Action for Children. It was shown to MPs and MLAs at Stormont to raise awareness of young people's mental health issues and the need for extra government funding.

Shared Education Icebreakers and Warm-Ups

It is important for your pupils to be relaxed and comfortable when working in a more practical format. To make your pupils ready for more active, practical work, begin each session with some warm-up exercises.

Breathing Exercises

Begin with simple breathing exercises. Encourage your pupils to breathe in through the nose for a count of four, hold the breath for four and breathe out through the mouth for a count of twelve. Repeat the exercise, increasing exhalation and asking them to hum, whisper or speak the numbers.

Status Line

Ask your pupils to make a diagonal line across the room alphabetically or numerically using their first name, their birthday from January to December or the number of their house.

Shapes

Ask your pupils to move around the room and form two circles. Encourage them to turn their circles into different shapes, for example squares, rectangles or right-angled triangles.

All Change

Ask your pupils to sit in a circle with one pupil standing in the middle. Ask the pupil in the middle to ask for all pupils with, for example, black shoes, blue eyes or a ring to change seat. As they move, the pupil in the middle should try to sit on an empty seat. Pupils must not move to the seat nearest to them.

Grouping

Ask your pupils to walk around the space, then form groups of 5, 3, 6 or 4. Those who are left out, have to calculate the number of pupils left over.

Memory

Ask your pupils to greet each other with a firm handshake, eye contact and information in the form of 'I like ...' Pupils have to try to remember what each pupil likes.

Story Build

Ask your pupils to sit in a circle and begin a story, saying one word at a time. For example, One ... Day... I ... Went ... To. When the story comes to a full stop, the next pupil in the circle says 'full stop' and then begins the next sentence with a new word. Pupils have to listen carefully and the story must make sense. Encourage your pupils to create more stories, but suggest words they cannot use such as 'and', 'dog' or 'I'.

Buzz Blink

Ask your pupils to count aloud in sequence, but decide certain rules. For example, every three and multiple of three is called **Buzz** and every 10 and multiple of ten is **Blink**. Any pupil who gets it wrong sits out until there is a winner.

Ten Things in Common

Distribute the Ten Things in Common handout to each pupil. Encourage your pupils to circulate and find **10 different pupils from the partner school** that they have something in common with. For example, they have the same favourite food, support the same team or both wear glasses. Offer a small prize for the pupil who (accurately) completes their sheet first. You should walk around the room during this exercise encouraging less confident pupils to engage.

Sample Joint Community Project Overview

| | |
|--------------------------------|--|
| <p>Sample Session 1</p> | <p>Watch the film <i>Pushed</i> Discuss the impact on the characters Relate this to real-life contexts</p> |
| <p>Sample Session 2</p> | <p>Define Our Shared Community Devise a joint Community Project</p> |
| <p>Session 3/4/5</p> | <p>Implement project – this may run over several meetings or community events</p> |
| <p>Final Session</p> | <p>Debrief and Reflection – bring pupils together to debrief and reflect on the activity. Questions to consider:</p> <ul style="list-style-type: none"> • What went well? Was the community project successful or enjoyable? • Was there anything that they could have improved? • How can we continue or extend the community work we have been engaged in? <p>It is important for pupils to have the opportunity to share their experiences with the rest of the school communities. This may include:</p> <ul style="list-style-type: none"> • taking part in an assembly explaining what they have achieved; • having a stand at school open nights to share their experiences; • posting articles, photographs or videos on school social media accounts; or • inviting local press to interview pupils or circulating a press release. |

Shared Education Sample Session 1: *Pushed*

Shared Education Pathway: Key Stage 3 Educational Outcome

Pupils will:

- understand their own morals, values and beliefs and how these influence feelings and behaviours;
- respect that others may have differing views; and
- identify how and why conflict in a community may arise.

Warm-Up

Introduce the programme and give a brief context to the activities.

1. Breathing Exercises

Begin with simple breathing exercises. Ask your pupils to breathe in through the nose for a count of 4, holding breath for 4 and breathe out through the mouth for 12 and increasing exhalation. Then ask them to hum, whisper or speak the numbers.

2. Grouping

Encourage your pupils to walk around the space and then form groups of 5, 3, 6, then 4. Those left out have to calculate the number of pupils left over.

3. Status Line

Ask your pupils to make a diagonal line across the room, ordered using their first name alphabetically, then their birthday from January to December and then the number of their house.

Icebreaker

10 Things in Common

This icebreaker is very useful to encourage larger groups of pupils to circulate and get to know each other. Circulate around the room during this exercise encouraging less confident pupils to engage.

1. Distribute handouts to each pupil.
2. Instruct pupils to circulate and find **10 different pupils from the partner school** that they have something in common with, for example they have the same favourite food, support the same team or both wear glasses.
3. Offer a small prize for the pupil who (accurately) completes their sheet first.

Activity 1 Giant Steps

This activity uses the Local and Global Citizenship resources for the [Giant Steps activity](#). It focuses on the inequality people in the same community can experience.

1. Give each pupil a character card (there will be several with the same character);
2. Answer any questions pupils may have about their character.
3. Read out the statements – if the statement applies to a character, the pupil takes a step forward.
4. When you have read all the statements, ask your pupils to take note of where various characters are standing. How far forward they have moved?

Activity 2 Film

1. Watch the film *Pushed*.
2. Ask your pupils: **Are the characters we see in the film the only people affected by the events in *Pushed*?**
3. Lead a discussion using prompt questions and effective questioning techniques.

Activity 3 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 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 others in the community?**
 - c) **What issues or problems can Joe's behaviour cause 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*?**

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 a paramilitary group 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.
9. 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.

Tips

- Before this exercise, lay the classroom out for the Carousel. If a larger room is available, pupils will have more room to move around.
- Throughout the exercise, circulate around the room to ensure that pupils remain on task and to offer support where necessary.

Shared Education Sample Session 2: Devising a Joint Community Project

Shared Education Pathway: Key Stage 3 Educational Outcome

Pupils will become better informed about relevant issues in their community, and how they can make a positive contribution to the local and wider community.

Warm-Up

1. Breathing Exercises

Begin with simple breathing exercises. Ask your pupils to breathe in through the nose for a count of 4, holding breath for 4 and breathe out through the mouth for 12 and increasing exhalation. Then ask them to hum, whisper or speak the numbers.

2. Memory

Encourage your pupils to greet each other with a firm handshake, eye contact and information such as, 'I like ...' Ask your pupils to try to remember what each pupil likes.

Launch

What does being an Active Citizen mean?

1. Remind your pupils of the concept of Active Citizenship. Show the [What is Citizenship?](#) animation from Lesson 1 of the CCEA Active Citizenship resources.
2. Lead a brief class discussion on what it means to be an active citizen.

Activity 1 Who is in My Community

Activity 1: Who is in My Community?

1. Start by establishing an agreed definition of Shared Community. Encourage your pupils to discuss what the term community means to them, asking:
 - What does community look like to you?**
 - What is the shared community of everyone in this room?**

Possible answers include friends, school, locality, sports team, family, people my age or with similar beliefs.

A range of useful activities can be found here to support this:

- Act By Right: A complete [workbook](#) is available to use in planning for any form of youth-led campaigning.
 - Woodcraft Folk has a range of [resources](#) to support groups in defining their community and developing ideas for a youth-led community project.
2. Define your shared community and display it on the board. If you have access to tablets or computers for each group, create an interactive word cloud using www.mentimeter.com. Ask your pupils to write their answers to the following questions on Post-it notes:
 - **What makes you proud of our shared community?**
 - **What makes you smile about our shared community?**
 - **What are your hopes for the future of our shared community?**

Tips

Word clouds (also known as Wordle, word collage or tag cloud) are a form of visualisation that gives greater prominence to words that appear more frequently. They can help to quickly collect and collate data, highlighting the most common answers and presenting the data in a way that everyone can understand. Use the **Amplify NI [Join the Conversation Toolkit](#)** to support this activity.

3. Ask your pupils for feedback on the patterns that emerge.

Activity 2: Our Community Worksheet

1. Organise your pupils into groups of 4 or 5, sitting around tables. Ask each group to appoint a member to report to the class.
2. Give the worksheet **Issues in Our Community** to each group. Ask the groups to write any problems or issues (as defined at the start of the session) their community faces in the small circle. Then note how these issues affect the people in their community.
3. When they have completed the activity, ask each group to report to the class and **identify any patterns that emerge**.

Tips

If the schools draw pupils from a wide catchment area, the exercise can be run either with the pupils researching their home area or collaboratively for the areas around the schools.

Activity 3 Brainstorming a Project

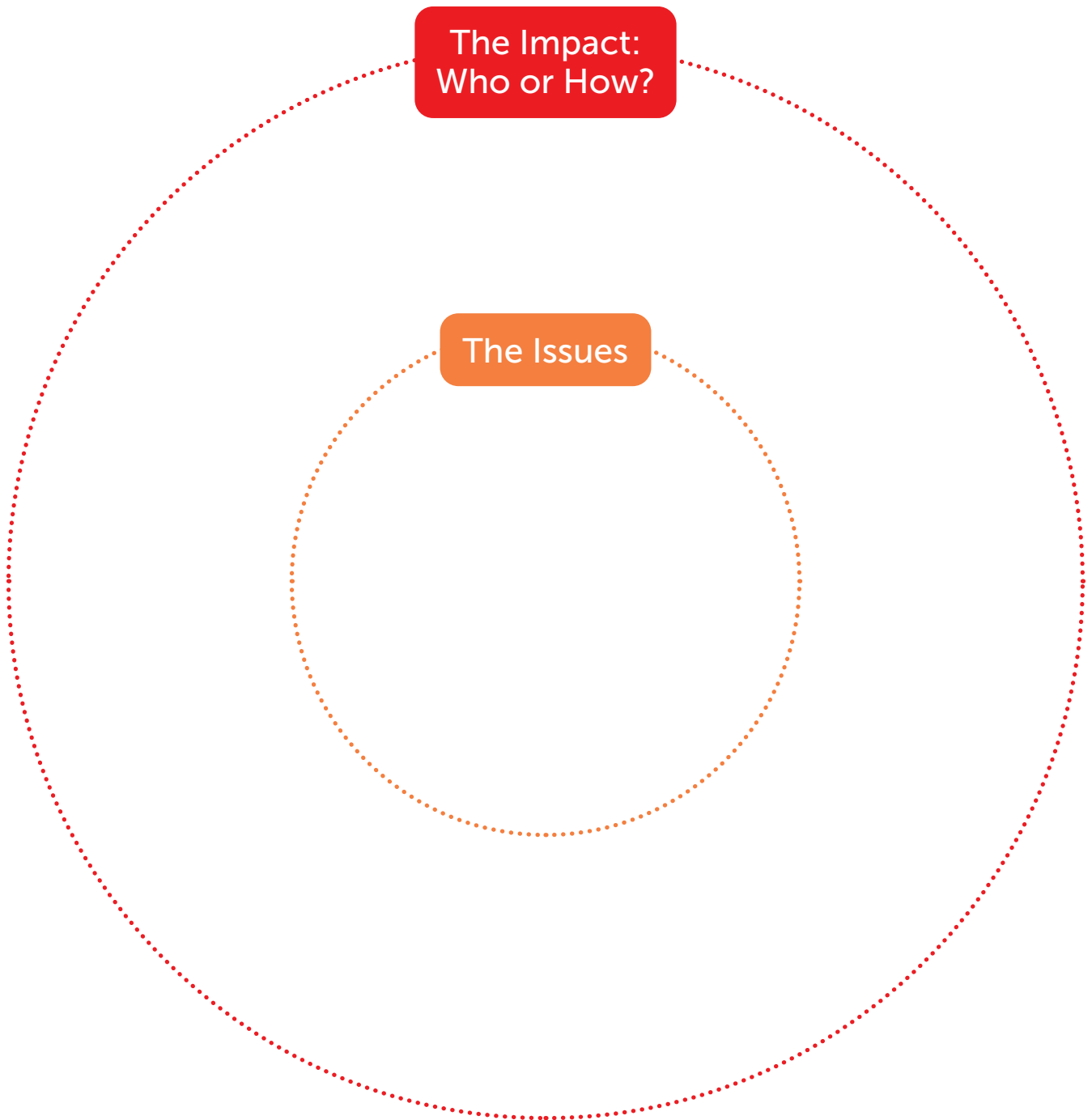
1. Refer to the pupils' answers previously collated in Lesson 1 and to the patterns emerging in the word cloud in Activity 1 to the following:
 - **What makes you proud to live here?**
 - **Is there something you would like to improve in our community, school, area or in Northern Ireland after watching Pushed?**
2. Identify the three or four most often suggested improvements. Tell your pupils they are going to vote on the improvement they would like to work on together.
3. Give each pupil two sticky dots. Hold a pupil vote using flip chart paper with a range of options. Ask your pupils to stick a dot beside their two preferred options.
4. Collate the results and agree on an issue or area to improve or raise awareness of to inform the joint community project.
5. Ask your pupils to go back to their groups. Give out the Community Project worksheets (Ideally on A3).
6. Show your pupils' examples (see page 3) of the type of projects they might like to consider.
7. Give each group 20 minutes to agree on an idea for the community project and note down their initial ideas on the worksheet.
8. Take feedback from each group at the end.
9. Either take a final vote on the project or collect options and discuss the most viable one before the next session.

Debrief

1. Summarise the issues the groups have identified to inform the joint community project.
2. Give your pupils the opportunity to clarify the points they have made.

Issues in Our Community

Names: _____



Community Project Worksheet

Names: _____

