

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

Sample Session 1	Watch the film <i>Pushed</i> Discuss the impact on the characters Relate this to real-life contexts
Sample Session 2	Define Our Shared Community Devise a joint Community Project
Session 3/4/5	Implement project – this may run over several meetings or community events
Final Session	Debrief and Reflection – bring pupils together to debrief and reflect on the activity. Questions to consider: <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? It is important for pupils to have the opportunity to share their experiences with the rest of the school communities. This may include: <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.

10 Things in Common

Name: _____

School: _____

Something we have in common	Student name

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

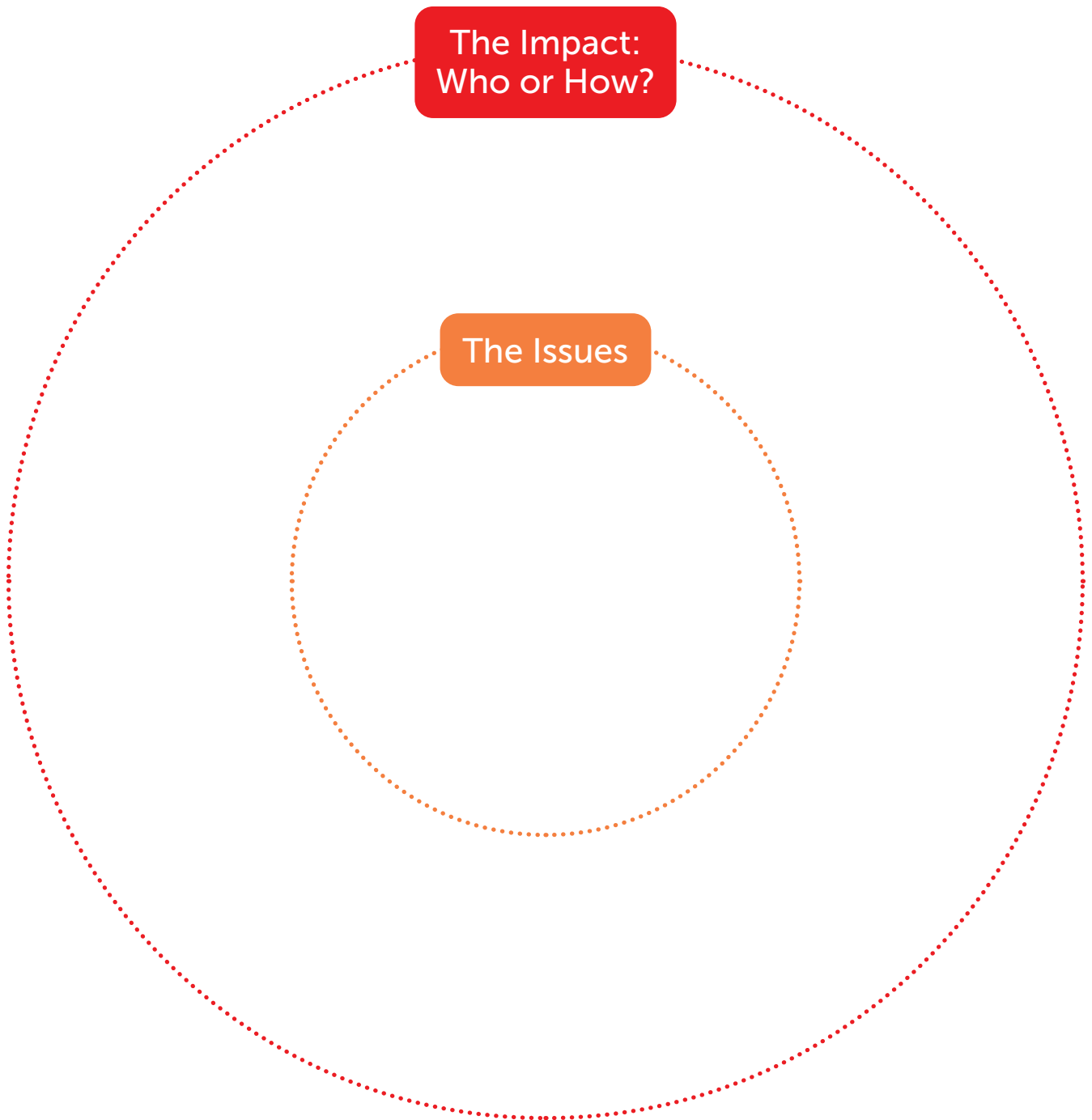
1. Refer to the pupils' answers previously collated in Lesson 1 and to the patterns emerging in the word cloud in Activity 1 to the following:
 - **What makes you proud to live here?**
 - **Is there something you would like to improve in our community, school, area or in Northern Ireland after watching 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: _____

