**Title:** **Case study: Analysing a contemporary issue**

**Introduction to lesson**

This lesson is an opportunity for learners to apply their learning from the historical case studies to current examples of non-violent movements for change. In order to conduct this lesson teachers will need to do their own research of what might currently be happening locally, nationally and globally and provide links for the learners to support their own research.

This lesson provides a bridge to the lessons on ‘Taking Action’ where learners decide whether they would like to take non-violent action about anything that they care about.

**Curriculum links:** RSHE, Citizenship, History, Geography, English, Computing, ICT

**Learning outcomes:**

* To identify a key contemporary campaign or movement for change.
* To understand and analyse the key campaign or movement for change using previous knowledge.

**Concepts:**

Social Justice

Environment

Democracy

Violence/Non-violence

**Key vocabulary:**

**Resources:**

PowerPoint

Links to Newsround, Espresso, local newspapers etc. Local news could be sourced through families, social media, local newspapers

Examples of national and global movements in 2020:

[Youth Strike for Climate](https://ukscn.org/)

[Extinction Rebellion](https://rebellion.earth/)

[Algerian Protests](https://en.wikipedia.org/wiki/2019%E2%80%9320_Algerian_protests)

[My Stealthy Freedom](https://en.wikipedia.org/wiki/My_Stealthy_Freedom) (Iran)

[Sudanese Revolution](https://en.wikipedia.org/wiki/Sudanese_Revolution)

Black Lives Matter

Resource Sheet 34: Movement for Change Checklist

Resource Sheet 24: Non-violent methods checklist

Resource Sheet 16: Pillars of support

**a. Starter activity**

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| **Activity Lesson 1** | **Time** |
| 1. Show learners an archery board (PowerPoint). Each part of the archery board links to a different area (school, community, town, national, global).Key question: “Is there anything that you know about that is happening now that you don’t think is OK?”Learners to provide ideas and decide where it would go within the archery board (e.g. a park being built on would fit in the local community area).Discussion on how local issues could affect things globally how global issues can affect the local area. (PowerPoint slides: archery target with arrows, Venn diagram.)Can you think how your examples might connect at other levels (locally, nationally or global)? E.g. park being built on would also contribute to habitat loss, which might be part of a national problem linked to a global problem. | 15 mins. |

**b. Main activities**

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| **Activity Lesson 1** | **Time** |
| 1. In pairs/small groups, provide time for learners to research a current campaign/movement for change. Scaffolding could be provided in the form of hyperlinks/ short video clips to find campaigns that may engage children. | 30 mins. |
| 2. Learners to decide on a headline that captures what their campaign is. Learners to vote on which headline they would like to pursue as a larger group using sticky dots. | 10 mins. |
| 3. Learners in the group with the chosen headline to share their knowledge on the issue with the rest of the class.  | 10 mins. |
| 4. Learners to use RS34 ‘Movement for change checklist’ and RS24 ‘Non-violent methods checklist’ and other tools such as RS16 ‘Pillars of support’ when analysing the movement/issue, hoping to develop an understanding of the issue and what has been acted on so far. Can they predict whether the people taking action will be successful based on their analysis? What else could people (both locally and elsewhere) do to support them? | 5 mins. |