**Title: Taking Action**

**Introduction to lessons**

This series of lessons takes learners through a participatory step by step process of thinking about issues they care about in their school or local community; choosing an issue; researching it; deciding on the change they would like to see; deciding on an action; planning, doing and evaluating the action. These lessons are designed to take place after learners have experienced some historical case studies and the contemporary case study lesson but could also stand alone as an active citizenship activity as a day event or for a school council. The ideas are based with permission on the resource ***Get Global!***Oxfam, 2007, as well as on real life planning of actions for change. It is important that learners are given the freedom to decide for themselves whether they wish to take action or not and the kind of change they would like to see but also that they are supported by adults to ensure that they have a positive experience of change being possible or at least understand what more they need to do to achieve this.

**Curriculum links:** RSHE, Citizenship, Geography, English, Religious Education

**English National Curriculum for Citizenship links**: **KS2** Knowledge, skills and understanding: ‘1a talk and write about their opinions, and explain their views, on issues that affect themselves and society’; ‘2a to research, discuss and debate topical issues, problems and events’; ‘2e to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people’s experiences’; ‘2h to recognise the role of voluntary, community and pressure groups’

**KS3 ‘**Pupils should use and apply their knowledge and understanding while developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action’; ‘Pupils should be taught about…the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities’.

**Learning outcomes:**

* To use the experience of case studies to plan learner-initiated actions for change in local areas.
* To understand that it is possible to work together to make changes non-violently.

**Concepts:**

Change

Participation

Collaboration

Impact

**Key vocabulary:**

Spectrum of allies

Pillars of support

**Resources needed:**

PowerPoint (optional)

Sticky dots

Resource Sheet 49 Prompt Questions for walk in school grounds/ local area

Resource Sheet 50 Before and after photographs

Resource Sheet 51 Reasons for the Issue

Resource Sheet 52 Diagram of impact grid for floor

Resource Sheet 53 Spectrum of allies

Resource Sheet 16 Pillars of support

Resource Sheet 34 Movement for Change checklist

Resource Sheet 54 Evaluation wheel

**a. Starter activity**

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| **Activity** |  **Time** |
| 1. Show one or two of the following films which show young people from across the world taking action for change: ‘Young people from across the world taking action for the Global Goals’: <https://vimeo.com/252488304> (2 mins)‘Kids take Action against Ocean Plastics’ <https://www.youtube.com/watch?v=hKFV9IquMXA> (4 mins)Naomi Frost, young person speaking at National Youth Climate Summit 22nd April 2020, secondary (10 mins)<https://www.youtube.com/watch?time_continue=91&v=f5OKMOmVzxE&feature=emb_logo>Reboot the Future film imagining future impact of one young person’s actions in relation to climate breakdown (5 mins)<https://globaldimension.org.uk/resources/campaign-jay/>'Young people are stepping up to the challenge' - Elizabeth, climate activist Kenya | Oxfam GB (2 mins)<https://www.youtube.com/watch?v=N1iKg2Ug3Zk&t=45s>"Let's take action now!" - a rallying cry from young climate activists Jessy and Isaac | Oxfam GB (2 mins)<https://www.youtube.com/watch?v=EJH054VFIQ4&t=76s>Nkosilathi Nyathi, 17, is a UNICEF climate activist from Victoria Falls, Zimbabwe. (2 mins)<https://www.youtube.com/watch?v=jLZyUxQYQ2k&t=124s>Three young people talking about their involvement in Black Lives Matter protests (3 mins)<https://www.theguardian.com/uk-news/2020/jul/29/new-generation-behind-britain-anti-racism-protests-young-black-activists-equality>Oli, 12, making a difference to stop forced marriages in Bangladesh - Plan UK (1 min)<https://www.youtube.com/watch?v=yvMQ90sCOGg>African Climate Alliance – youth-led group advocating for climate, ecological and social justice in South Africa. (2 mins)<https://africanclimatealliance.org/video-20th-september-climatestrikecapetown/>Design for Change – 15 year olds Camila, Astrid and their friends in Denmark felt that many students lacked self-esteem about their physical appearances. So they made a fashion show for change, inviting all to participate to ‘come as they are’ (1.5 mins)<https://www.youtube.com/watch?v=wH3C2N__Pjg&t=101s>Design for Change – 11 year olds Laura, Sara and their friends in Spain noticed that water was being misused and not managed properly. (1.5 mins)<https://www.youtube.com/watch?v=X3q558Lsdxw&t=65s> Design for Change – 10 year old Geffen and her friends in Israel realised that there was no place in the community for elderly people and the community to come together and interact. They turned a neglected plot of land into a lush green garden (1.5 mins)<https://www.youtube.com/watch?v=NV3HReB6TRM&t=59s> Other short Design for Change videos: <https://www.dfcworld.com/VIDEO/ViewVideo/122>15 year old Leah fighting for climate justice with her friends in Uganda (1.5 mins)<https://www.youtube.com/watch?v=8tSu5RyV8_0>7 year old Nyla performing her poem at the Black Lives Matter protest in Cheltenham, UK (1 min)<https://www.facebook.com/BBCFamilyNews/videos/2871695499602916/> | 2 – 10 mins. depending on film chosen. |

**b. Main activities**

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| **Activity Lesson 1** | **Time** |
| **1. Visioning**a) Walk in local area of school or around school grounds noticing what you like and don’t like (using RS49 suggested prompt questions).OR b) Imagine you are returning to your school in 10 years time and things have really changed for the better.* You arrive at your school and look through the school gates. What do you see? What can you hear? What do you smell?
* You wander around the school grounds. What do you see/hear/smell/feel/think?
* You look at the school building – what can you see?
* You wander into the entrance to the school – what do you notice?
* You walk round the school, in and out of the learning rooms. What are they like? What are the learners doing? What sounds can you hear? What are the teachers like/ what are they doing? Etc.

Vision with eyes closed then make group drawings/maps/writing.ORc) Imagine you are returning to your local area in 10 years’ time and things have really changed for the better.* What can you see/hear/smell etc.? How many plants, trees and animals do you see? What are the people doing – older people, children, young people, parents/carers?
* Etc.

Vision with eyes closed then make group drawings/maps/writing ORd) Digitally explore your community using Google Earth <https://earth.google.com/web/>  | 45 mins.30 mins.30 mins.30 mins. |

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| **Activity Lesson 2** | **Time** |
| **1. Choose the change and reasons**a) (Optional activity if necessary) Show some before and after photographs (RS50) of different places where changes in the local community have been made. Additional images: [https://potd.pdnonline.com/2019/12/12/58119/#gallery-2](https://potd.pdnonline.com/2019/12/12/58119/)<https://www.theguardian.com/environment/2020/apr/11/positively-alpine-disbelief-air-pollution-falls-lockdown-coronavirus><https://cartreficonwy.org/get-involved-2/environmental-projects/>Ask learners to spot the changes. Or use the picture book ‘***Belonging***’ by Jeannie Baker to show how a community can change for the better. b) As a class, list important changes that could be made with learners working together to help (these could be locally or more globally) e.g. more trees, clean air, more animals, more safe play areas, no homelessness, more public transport, more cycling and walking, clean energy, peace and nonviolent conflict resolution, older people not being lonely, no litter, no more plastic packaging, equality, no more racism/sexism.  c) Write each issue on a piece of paper – give everybody 3 sticky dots to vote with to find the most popular issue. If several issues have an equal number of votes then divide into different groups, otherwise work as a whole class on one issue.OR learners vote with their feet – move and stand near the issue they like the most and gradually take away the ones with no or fewer votes and redistribute so that in the end everyone is standing with one issue.d) In pairs or individually, think about the reasons for choosing this particular change and write these down using example on RS51. | 5 mins. 5 mins.5 mins.45 mins. |

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| **Activity Lesson 3** | **Time** |
| **1. Research**a) What do we need to know about the issue? – Generate questions.b) How will we find out? – List different sources of information (internet, newspapers, interviewing people, doing surveys).c) Share out information gathering between groups. d) Gather information.What would we need for the change to happen?E.g. clean air: 1. Fewer cars and lorries2. No incinerators3. More renewable energy4. More people caring about the health impacts of air pollution5. More trees and green spaces/ protective green barriersWith each one ask what would be needed for this to happen?E.g. Fewer cars and lorries1. Pedestrian areas2. Bicycle lanes3. Higher fuel prices4. More public transport5. More people cyclingAnd so on – choose one of the above and ask the same question which leads into ‘4) Generate creative actions’School related example: More gender equality1. Equal treatment of boys and girls by school staff2. Girls and boys respect each other equally3. More girls choosing physics/ maths4. More boys choosing childcare/ health5. Equal sports provision6. Equal after school clubs7. Positive role modelsWith 6. Positive role models:1. Displays around school in different subjects have non-stereotyped positive role models2. Teachers champion anti-sexist practices including language use3. Male adults in school talk about emotions and mental health4. Female adults in school show capabilities in practical tasks, leadership and maths/science5. Alternative role model visitors invited into school for assemblies/ careers education etc.  | 10 mins.5 mins.5 mins.30 mins. |

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| **Activity Lesson 4** | **Time** |
| **1. Generate creative non-violent actions**a) Generate our own principles for non-violence and how these can be enacted.b) Brainstorm without censoring any ideas – write everything down in groups or as whole class (refer to list of different kinds of actions carried out in case study lessons). | 10 mins.20 mins. |
| **2. Evaluate the actions**a) With each action idea put into grid easy/hard and high/ low impact on floor with actions on pieces of paper to move into position (RS52 Impact Grid).b) Use RS53 ‘Spectrum of Allies’ to help with thinking about who could help. c) Use RS16 ‘Pillars of Support’ to help with thinking about who is supporting the status quo. | 30 mins. |

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| **Activity Lesson 5** |  |
| **1. Choose an action and plan**a) Choose actions depending on Lesson 4.2, plan what need to do and divide tasks up for different groups of people. A planning time line might be useful - this could be done as a ‘river’ or along a rope on the floor with whole class – labelling different actions as walk along.b) How will you evaluate how successful the action was? (E.g. numbers of people impacted, comments people make about learning/change). c) Plan the action. | 20 mins.10 mins.30 mins. |

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| **Activity Lesson 6** | **Time** |
| **1. Carry out the action**a) Document the action with photos, writing, interviews.b) Communicate the action – through local press, social media, school website, letters to councillors or MPs, school assembly, parents communications etc. | Depends on action |

**c. Reflection / evaluation**

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| **Activity** | **Time** |
| 1. Evaluate using project Movement for Change Checklist RS34 | 10 mins. |
| 2. Measure – impact of action (see 6b above), enjoyment, how worked together, feelings before, during, afterwards, highlights, surprises, challenges. Use different methods for each area e.g.:a) Stand on spectrum (very well…. not very well) in response to question: ‘How well did we work together?’ b) What were your feelings before, during, afterwards? – Draw face on white board/ paper and show rest of group in a circle – or show dramatically on face or with a body shape or movement. c) Go round circle completing sentences (with ability to pass if wished): one thing I learnt was… one highlight was…. one surprise was… one challenge was…d) Enjoyment and learning evaluation wheel: draw concentric circles on paper or a whiteboard and divide into sections relating to each stage of the learning process (lessons 1-6). Give each learner 2 sticky dots each for each segment, colour coded with one colour representing enjoyment and the other learning. Learners place the sticky dots nearer to the centre for more learning/enjoyment and further away from the centre for less learning / enjoyment. See illustration on PowerPoint slide 30 or RS54. | 30 mins. |
| 3. What do you want to do next?Individual reflection/ journaling. | 20 mins. |