

KS4 Citizenship – Spring Term – Community and Volunteering

<p>Starting point: What does it mean to belong to a Community? Being a good Citizen – what does this mean to you?</p>	<p>Objectives:</p> <ul style="list-style-type: none"> To understand what it means to be part of a community. To understand how we can help be a positive part of our local community. To investigate the different communities that we're involved in. To investigate volunteering opportunities in our community. To recognise and evaluate how volunteering can improve our lives and the lives of others. 	<p>Resources: Applegarth public garden. The Secret Garden in Northallerton. Cherry Tree Garden Site mapping tool. Coloured paper, pens, pencils. Laptop / internet</p>
<p>Differentiation:</p> <ul style="list-style-type: none"> • Scaffolding • Whiteboard • Audio recording • Coloured over-lay 	<p>Classroom climate/SEN:</p> <p>Visual prompts Active learning Visits and visiting speakers Laptop Whiteboard Card sorting Scaffolding Coloured over-lay Possible music in the background</p>	<p>Key words: Community Citizenship Volunteering Responsibility Identity Aid organization</p>
<p>Reading: Maps Internet</p>	<p>Homework: Extra-reading at home. Posters in the community – investigate</p>	<p>Assessment & Criteria for success:</p>

Text books Leaflets Posters Letters				Informal ongoing assessment, including PowerPoint, word docs and verbal feedback to staff.
	Objective	Starter	Development	Plenary
Week 1 & 2	<p>To think about identity and what it means personally to you.</p> <p>Skills – Teamwork. Use of discussion and listening skills.</p> <p>Skills – IT, discussions and listening</p>	<p>What do we mean by identity? What is our identity as an individual in our home, school and community.</p> <p>Think about how you may be involved in your community at different stages of your life.</p>	<p>Together - list the various aspects of your identity – think about the origin of each of these (eg gender, family, ethnicity, religious beliefs, nationality). Share your ideas as a group, collect ideas on the board. Consider how we speak and allow others to give their opinions too.</p> <p>Use images found on the internet to represent this 'journey' and discuss the benefits of your involvement – both for you and for the organisations you may be involved with. If not involved in any, what could you aspire to be involved in and / or what are your friends and family involved in?</p>	<p>In this safe space, have any issues been highlighted that are more contentious?</p> <p>Have we all spoken appropriately to one another?</p> <p>Did we spot any gaps in organisations? Are there any groups that may need voluntary support that are not getting it?</p>

Week 3 & 4	<p>To think about what the term Diversity means.</p> <p>To consider how they may have witnessed diversity in their lives.</p> <p>Skills – Use of English. IT. Teamwork. Maths.</p>	<p>How is diversity in our society a positive thing? Do you think Diversity has always been a positive thing through history and in modern times?</p>	<p>As a group will carry out a survey of our school community and make a table of different cultures and groups represented. We can also take account of football teams supported etc. Find out information about the different cultures or hobbies and make some fact cards about them to be presented to the class.</p> <p>Create a PowerPoint of the findings in pairs – use a chart, diagrams, bullet points, headings and appropriate language.</p>	<p>Are there any groups we have become aware of that are mis-represented or under-represented?</p> <p>Present to paired PowerPoints to the rest of the class.</p>
Week 5 & 6	<p>To investigate and understand special interest groups and demonstrate understanding of their individual aims.</p> <p>Skills – IT. Literacy.</p>	<p>What do you think an animal charity does and what do you think an aid charity does? What do they have in common and what may their differences be. Collect ideas on the whiteboard.</p>	<p>In pairs - research the work of TWO of the special interest groups given and demonstrate understanding.</p> <p>Show that you understand the individual aims of the chosen people and investigate and make note of the activities they have in common.</p> <p>Choose from – A national animal charity.</p> <ul style="list-style-type: none"> · An environmental or conservation group. - An overseas aid organization. 	<p>Share the final posters with the rest of the class.</p> <p>Group feedback – what works well, what could be clearer?</p>

			<ul style="list-style-type: none"> · A charity that supports a particular age group. · A sports-related organization. <p>Design a poster for each of your chosen charities, picking out the key objectives. Use appropriate language, visual and written information. Design the poster using a style of language that GCSE students will understand.</p> <p>Posters can be digital or produced by hand.</p>	
Week 7 & 8	<p>To investigate local charities that actively seek the involvement of young people.</p> <p>To understand the impact of local charities, as opposed to those that are National or International.</p>	<p>Together, think of 3 organisations that help young people. If we can't get to 3, then discuss what they wish to see in their community and where there may be gaps.</p>	<p>Visit the library to look at the large selection of posters and leaflets re local charities and organisations – take photographs and / or bring leaflets back to school.</p> <p>How many different organisations and different volunteering opportunities did we find? Make a chart demonstrating the variety of charities and organisations discovered.</p> <p>Make our own display of posters and leaflets in school.</p>	<p>Feedback – how many did we already know about? How many organisations are new to us and how many have you actively been helped by or you know someone who has helped by them? Do you know any people who help at these organisations?</p>

	Skills – Speaking to community members in an appropriate manner. Finding and collecting appropriate information for the task.			
Week 9 & 10	To investigate and record respect in our community. To record ideas and discoveries in an appropriate written or diagrammatical form.	Do we care for our school community and how do we show it? Is our own school environment sometimes abused and not cared for? Make notes on the board.	<p>Learning Walk – 1) around the school site. Making note of neglected areas, areas that are under-used and areas that could be improved.</p> <p>Produce a map of the school site using the scaffold and record on it the various areas that require improvement.</p> <p>Learning Walk – 2) visit Bullamoor Park to see how the area is respected. Take note of council hedge trimming and grass cutting, play equipment upkeep, litter bins etc. What could improve the park's appeal etc?</p> <p>Make notes.</p>	<p>As a group, make a quick sketch on the whiteboard – using our findings from the learning walk, what could we do make the site better, more loved and respected?</p> <p>Come back together to discuss findings about the park. As park users what could we do to help the park – a litter pick, design dog-poo posters etc.</p>
Week 11 & 12 & 13	To take part in a volunteering opportunity in the community.	Quick recap of expectations and the appropriate behaviours and language.	<p>Together – visit the Secret Garden in Northallerton and meet Liz for a tour.</p> <p>Visit the Secret Garden and follow Liz's lead x 2.</p>	

Week 14	To prepare and deliver a class assembly about the Secret Garden volunteering opportunity.	Consider the audience for the class assembly, arrange the room as desired etc.	Deliver the class assembly using notes and presentation photographs and images.	Any questions, any feedback?
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