6 Neighbourhood and Environment

About this unit

The aim of this unit is to help students explore issues in their community. It considers environmental and safety issues as well as the needs of a community. The later part of the unit focuses on what students can do to make a difference in their community.

Key Curriculum Links

These links cover only the Key Concept and Range & Content sections of the national curriculum for citizenship. The Key Processes and Curriculum Opportunities covered will vary depending on how this resource is used.

Citizenship KS3, Key Concepts

1.1 Democracy and justice

a Participating actively in different kinds of decision-making and voting in order to influence public life.

1.2 Rights and responsibilities:

a Exploring different kinds of rights and obligations and how these affect both individuals and communities.

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6 Neighbourhood and Environment

Key Curriculum Links

Citizenship KS3, Range & Content

a political, legal and human rights, and responsibilities of citizens
b actions that individuals, groups and organisations can take to influence decisions affecting communities and the environment
c the needs of the local community and how these are met through public services and the voluntary sector.

Citizenship KS4, Key Concepts

1.1 Democracy and justice

a Participating actively in different kinds of decision-making and voting in order to influence public life.

1.2 Rights and responsibilities:

a Exploring different kinds of rights and obligations and how these affect both individuals and communities.

Citizenship KS4, Range & Content

a political, legal and human rights and freedoms in a range of contexts from local to global
b actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
c the impact and consequences of individual and collective actions on communities, including the work of the voluntary sector
d policies and practices for sustainable development and their impact on the environment.

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6 Neighbourhood and Environment

Opportunities for Active Citizenship

A number of ideas can be found in the further opportunities sections of the lesson plans as well as with visitor opportunities.

Taking action on their chosen issue – Unit 6.7 has students producing an action plan to make a difference in their community. Students could be allowed to progress through this action plan and reflect on the experience.

Young Citizen of the Year Award – Unit 6.6 explores the idea of an active citizenship award. Students could develop this and present it to their PRU/school leadership team or even local councillor to get the award introduced.

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6.1 Neighbourhood and Environment

What does a community need?

Activity 6.1 What does a community need?

Learning Outcomes

Key Learning Outcome **The learner has:**	**Evidence**
Demonstrated the ability to understand conflicting demands within a community.	Participated in public meeting discussion and written paragraphs on their characters and own opinions.
Other Learning Outcomes **The learner has:**	**Evidence**
Shown knowledge of the different needs within a community.	Participated in discussion on the needs of people in a community.

Key Words

- **Community:** a group of people who live together in one place
- **Want:** Something that we would like to have
- **Need:** Something that we require to live our day-to-day lives

Resources

- 'Anger as youth club is shut down' article, p. 8
- Public Meeting supporting notes, p. 9

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6.1 Neighbourhood and Environment

What does a community need?

Activities

	Activity	Resources
Starter	Give students the 'Anger as youth club is shut down' article and read as a group. Ask: ■ Is this fair? ■ Why might the council be turning the centre into flats? ■ Does the area need this youth club? Is there a real need for flats for a growing population or a particular vulnerable group? This is an opportunity to introduce the idea of the different needs of the community.	'Anger as youth club is shut down' article, p. 8
Main Activity 1	Ask students to think of all the groups that exist in their community (eg all the different age groups, ethnic groups, religious groups, different sexualities, disabled people, unemployed etc.) and one thing each of these groups might need. This could be done as a spider diagram. Ask: ■ Do any of these groups have greater needs than others? ■ Should any group have priority over another? ■ Who should decide whose these needs are more important? ■ Why can't every group always get what they need? This could be used as an opportunity to discuss the difference between wants and needs.	

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6.1 Neighbourhood and Environment

What does a community need?

Activities

	Activity	Resources
Main Activity 2	Looking back at the article, ask students to imagine the council is having a public meeting to discuss the closure of the centre. Students take on the role of either councillors or users of the centre (adults and young people). Using the Public Meeting supporting notes students prepare their arguments to either convert the centre to flats or keep it as a community centre. Carry out the meeting with one student acting as the chairperson.	Public Meeting supporting notes, p. 9
Plenary	Students write two paragraphs to explain whether or not they feel the centre should be closed down and why – one as the role they played in the meeting and one as themselves.	
Further/ Additional Activities	One corner of the room is labelled as strongly agree and the opposite corner is labelled as strongly disagree. Students show whether they agree or disagree with the following statements by standing in the appropriate position on the opinion line. ■ Everyone's needs in the community should be treated equally. ■ Young people's needs should take priority over others. Discuss these issues.	

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6.1 Neighbourhood and Environment

What does a community need?

Information Point

Local government often faces tough decisions on meeting the needs of different groups of people within their community. They have to weigh up the needs of everyone and decide which outcome is best for the majority of people. Councils will often consult local people on issues that affect them, such as planning applications or the closure and opening of public services.

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6.1 Neighbourhood and Environment

What does a community need?

Anger as youth club is shut down

ONE of the area's best-loved youth centres has been dramatically closed down after war broke out between the kids and the council.

The Rosebowl Centre was shut without warning last Wednesday during the half-term play scheme amid anger and recriminations about the way it was being run.

The day before, during a visit by two councillors, kids at the centre had protested with placards and banners over the removal of the centre's head.

After the councillors left, some of the older kids smashed up the garden and scrawled 'f*** the Council' in graffiti on the walls in a further show of anger.

Then on Wednesday, two staff members arrived for work as normal only to be told they were no longer welcome - and a sign posted on the door advised parents and children the centre was closed until further notice.

A former member of the Rosebowl, whose siblings still use the centre, said: 'Two weeks ago the woman in charge was removed from her post and a lot of people were very unhappy about it.

'Since then there have been no trips and the evening youth club has gone as well, so when the kids found out the councillors were coming down, they wanted to show their anger.

'The next day two of the main youth workers were told they were being dismissed because they had orchestrated a protest.

'Now the youth centre is closed, three fantastic youth workers have been sacked and someone at the council has told the kids the centre is going to be turned into flats.

'There is a big hole left in the heart of the community and we're worried the kids will start getting involved in crime and the estate will turn back into the old estate where people are scared to walk down the street.'

Adapted from:
http://www.islingtongazette.co.uk/content/islington/gazette/news/story.aspx?brand=ISLGOnline&category=news&tBrand=northlondon24&tCategory=newsislg&itemid=WeED24%20Feb%202010%2016%3A02%3A55%3A657

6.1 Neighbourhood and Environment

What does a community need?

Public meeting supporting notes

There are other community centres and youth clubs in the area.

THE NEAREST COMMUNITY CENTRE WITH A YOUTH CLUB IS TWO MILES AWAY.

The youth club is attended by up to 20 young people every evening.

The area is in need of new housing as many people are moving to the area.

Selling the land will make the council a lot of money that can be used for other local services.

The community centre was used during the day by elderly members of the community.

The crime rate in the area has fallen since the community centre was opened 10 years ago.

The centre employs 10 people on a full-time and part-time basis.

There are a row of 8 shops next to the centre. 2 are vacant.

Afterschool clubs in the area need more funding.

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6.2 Neighbourhood and Environment

What is our neighbourhood like?

Activity 6.2 What is our neighbourhood like?

Learning Outcomes

Key Learning Outcome **The learner has:**	**Evidence**
Demonstrated the ability to identify how a negative thing in the community could be improved.	Completed activity on funding and participated in discussion on the outcomes.
Other Learning Outcomes **The learner has:**	**Evidence**
Demonstrated the ability to identify two positive and two negative things in the neighbourhood.	Completed 'Our neighbourhood grid' and participated in discussion on the local area.
Demonstrated the ability to identify three things the local authority provides in the community.	Participated in discussion on the local area.

Key Words

- **Community**: a group of people who live together in one place or a group of people with things in common.
- **Local authority**: the people in charge of your community
- **Council**: another word for local authority
- **Councillor**: An elected member of the local authority/council

Resources

- 'Our neighbourhood' grid, p. 14

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6.2 Neighbourhood and Environment

What is our neighbourhood like?

Additional Resources

Resource	Source
Hackney council video about young people being involved in scrutinising the local authority.	http://www.hackney.gov.uk/youth-engagement-with-local-democracy-video.htm

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Activities

	Activity	Resources
Starter	Ask students in identify the good, bad and interesting things about living in their area and write their ideas in the 'Our neighbourhood' grid.	'Our neighbourhood' grid, p. 14
Main Activity 1	Looking at their ideas from the starter encourage students to reflect on the good and interesting things: ■ Who do you have to thank for these things? Who made them good? Then encourage them to reflect on the bad things: ■ Who is to blame for these things? Who made them bad? ■ What things could be done to improve them? ■ Whose job is it to do these things? Why? If necessary, explain to students the role of the local authority/council and councillors.	

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6.2 Neighbourhood and Environment

What is our neighbourhood like?

Activities

	Activity	Resources
Main Activity 2	Ask students why all of the bad things are not made better. Explain one of the main reasons is money. Local authorities have to make decisions how best to spend the money they get from council taxes and government grants. Students have to imagine they are councillors making funding decisions. Using four of the things from the bad things list, students must discuss and decide which one they will give money to improving and how.	
Plenary	Students complete the following sentence either verbally or as a written activity: I would improve _____ in my neighbourhood by...	
Further/ Additional Activities	Give students cameras and give them the opportunity to go out and take photographs of the good, bad and interesting things in their neighbourhood or provide these yourself. Students then decide which ones can be put into a time capsule which could be buried on the school site. Students could produce a report (using the photographs) on the local neighbourhood with their suggestions for improvements. This could be presented to the local authority/council.	

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6.2 Neighbourhood and Environment

What is our neighbourhood like?

Information Point

The main sources of local government funding are:

- Grants from central government
- Council tax
- Business rates
- Fees for local services.

The amount of council tax people pay is reviewed annually. Councils have to try and maintain and improve their services and keep increases as low as possible. However, where money is tight, councils may have to cut local services, which is not always popular with local people.

Internet Research

Visit the website of your local authority.

Q1 What services do they provide for young people? How good are these services?

Visitor Opportunity

There is an opportunity here for students to meet and question someone from their local authority who has responsibility for one of the aspects of local life they have expressed concern about.

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6.2 Neighbourhood and Environment

What is our neighbourhood like?

Our neighbourhood grid

Good Things	Interesting Things	Bad Things

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6.3 Neighbourhood and Environment

How can you save energy?

Activity 6.3 How can you save energy?

Learning Outcomes

Key Learning Outcome **The learner has:**	**Evidence**
Demonstrated the ability to identify three different methods of saving energy.	Identified examples of energy wasting and how they can be prevented. Completed sustainability storyboard.
Other Learning Outcomes **The learner has:**	**Evidence**
Demonstrated the ability to identify three ways we waste energy.	Identified examples of energy wasting.
Shown knowledge of sustainability.	Completed sustainability storyboard.

Key Words

- **Energy:** the power that makes things work
- **Reduce:** to use less
- **Recycle:** to make something new out of a used item

Resources

- Sustainability storyboard, p. 21

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6.3 Neighbourhood and Environment

How can you save energy?

Additional Resources

Resource	Source
WWF video about climate change and pollution. There are further videos on this site related to the environment.	http://www.green.tv/wwf_oneplanetfuture

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6.3 Neighbourhood and Environment

How can you save energy?

Activities

	Activity	Resources
Starter	Prepare your classroom to illustrate as many examples of energy being wasted as you can think of, such as: ■ Lights on unnecessarily ■ Computers left on with screensaver ■ Interactive whiteboard left on unnecessarily ■ Television on standby ■ Taps dripping ■ Recyclable items thrown in or around the litter bin (such as drinks cans, paper, plastic carrier bags, old envelopes, cardboard) ■ Doors and windows left open ■ Conventional as opposed to low energy light bulbs ■ Put up one or two greetings cards. Explain to your students that things are being wasted in the classroom in a number of different ways (it might help to specify 'in at least ____ ways') and they have to find and write down as many as they can. Feedback as a group. Point out any items they didn't find. An alternative for this activity can be for students to think when and where they have wasted energy over the last 24 hours.	

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6.3 Neighbourhood and Environment

How can you save energy?

Activities

	Activity	Resources
Main Activity 1	Ask: ■ Do you think it is wrong to waste all these things? Why or why not? ■ What does recycling achieve? ■ Whose fault is it that they are wasted? Why? ■ Whose job is it to stop them being wasted? Why? Either as a whole group or in pairs, students should try to come up with a solution or alternative for every incident where energy was being wasted. The slogan 'reduce, reuse, recycle' might provide some ideas. They should also write these down.	
Main Activity 2	Ask students if they know what the term 'sustainable' means. Explain that if something is sustainable it meets the needs of the people today without making it difficult for people in the future to meet their needs. Give students the sustainability storyboard and ask them to produce a cartoon to show that if we don't save energy today it will create problems for people in the future. It could include ways of saving energy.	Sustainability storyboard, p. 21

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6.3 Neighbourhood and Environment

How can you save energy?

Activities

	Activity	Resources
Plenary	Ask students to come up with how to save energy in three easy steps by listing three simple energy-saving techniques.	
Further/ Additional Activities	Students could look into sustainability in greater depth by thinking about what problems our consumption of energy produces. This could link with science and geography looking at climate change and the greenhouse effect.	

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6.3 Neighbourhood and Environment

How can you save energy?

Information Point

You can find out more about looking after the environment in your local area at http://www.direct.gov.uk/en/Environmentandgreenerliving/index.htm.

Internet Research

Q1 How can you save energy in you home?

Go to www.energysavingtrust.org.uk to get some ideas.

Q2 What is your carbon footprint? How does it compare to the average person in Britain?

Go to www.zerofootprintkids.com to find out.

Visitor Opportunity

Most environmental charities, such as WWF, Friends of the Earth or Greenpeace, will have school speakers in your area.

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6.3 Neighbourhood and Environment

How can you save energy?

Sustainability storyboard

6.4 Neighbourhood and Environment

Why recycle?

Activity 6.4 Why recycle?

Learning Outcomes

Key Learning Outcome **The learner has:**	**Evidence**
Demonstrated the ability to identify two reasons for recycling.	Participated in discussion on drink can recycling and fining.
Other Learning Outcomes **The learner has:**	**Evidence**
Demonstrated the ability to identify two ways of getting people to recycle.	Presented an idea on how to get people to recycle and participated in discussion.

Key Words

- Waste: another word for rubbish
- Recycle: to make something new out of a used item
- Landfill: burying waste in the ground

Resources

- Landfill photograph, p. 27
- Drinks cans and a magnet
- Rubbish Hunt checklist, p. 28

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6.4 Neighbourhood and Environment

Why recycle?

Additional Resources

Resource	Source
This site has number of games for young people about recycling	www.recyclenow.com

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Activities

	Activity	Resources
Starter	Either individually or in pairs, students write questions around the landfill photograph relating to the image. Students swap their sheets with another individual or pair and try to answer the questions. Ask: ■ Who is to blame? ■ How could this be reduced?	Landfill photograph, p. 27

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6.4 Neighbourhood and Environment

Why recycle?

Activities

	Activity	Resources
Main Activity 1	Bring in a selection of drinks cans - one for each student and member of staff – and a magnet. Ask students what their favourite drinks are then ask them how many cans they think they drink in an average week. From this, help students to do a calculation of how many cans they are likely to drink in a year. Then ask: ■ Where do all your drink cans go when you have finished with them? ■ Can drinks cans be recycled? What does 'recycled' mean? Give students an opportunity to use the magnet to check what the drinks cans you have brought in are made of. Then ask: ■ If it is such a good idea to recycle drinks cans, why doesn't everybody do it? ■ Encourage students to brainstorm other kinds of waste that can be recycled: ■ What other kinds of rubbish can be recycled? How many can you think of?	Drinks cans and a magnet
Main Activity 2	Explain to students that in certain parts of the country you can now be fined for not recycling. Ask: ■ Is it fair that people can be fined for not recycling? ■ Is it everyone's responsibility to recycle? ■ What other ways could you use to get people to recycle more? Ask students to develop one idea further that can be presented to the group	

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6.4 Neighbourhood and Environment

Why recycle?

Activities

	Activity	Resources
Plenary	Ask students if they agree with the following statement: ■ 'You should be fined £100 if you don't recycle.' This can be done as an opinion continuum across the room with one corner being 'strongly agree' and the opposite corner being 'strongly disagree'.	
Further/ Additional Activities	This lesson could be used with the focus on bottled water or plastic bags if more appropriate for the students. With the Rubbish Hunt checklist, take your students for a short walk around the grounds and/or the surrounding area. Ask them to keep their eyes open for the items on the checklist. When an item is found, tick it off – or ask students to tick it off - on the checklist and note down where it was found. Return to the classroom and go through the list of items you have found and where you have found them. Ask students: ■ Who has put all this rubbish there? ■ Do you think they should get into trouble for it? Why or why not? ■ Whose job do you think it is to clean it up? Why?	Rubbish Hunt checklist, p. 28

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6.4 Neighbourhood and Environment

Why recycle?

Information Point

There is an opportunity here to explain what drinks cans are made of and reasons for recycling them. Most drinks cans are made of aluminium – about 75%, but some are made from steel. An easy way to check is to test the side of a can with a magnet - if the magnet doesn't stick, it's aluminium. Aluminium cans are lighter than steel and the metal is more shiny - if you compare the base of a steel can to one made of aluminium you can see the difference.

It has been estimated that every household in the UK consumes around 200 aluminium drink cans every year. Each one of these can be recycled back into new drink cans over and over again. Recycling aluminium cans saves energy and natural resources, and also reduces the pressure on landfill sites - if all the aluminium cans sold were recycled there would be 14 million fewer dustbins emptied into landfill sites every year.

Aluminium cans are recycled in the UK by Alcan, which operates Europe's only dedicated aluminium beverage can recycling plant. Here cans are melted down and turned into ingots of aluminium which are used to make new cans. This is called closed loop recycling, because old cans go in and new cans come out. The magnetic properties of steel make the recovery of steel cans and other steel packaging somewhat easier. Large industrial electromagnets can be used to recover steel cans from household rubbish.

Internet Research

Q1 Why should you recycle drinks cans?

Go to www.everycancounts.co.uk to find out.

Visitor Opportunity

Many councils will have an environmental education officer who can offer talks and workshops.

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6.4 Neighbourhood and Environment

Why recycle?

Landfill

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6.4 Neighbourhood and Environment

Why recycle?

Rubbish Hunt

Type of rubbish	Tick	Where found
Sweet wrapper		
Crisp packet		
Drinks can		
Takeaway packaging		
Dog poo		
Plastic bottle		
Cigarette packet		
Chewing gum		
Cigarette		
Magazine/newspaper		
Syringe		
Abandoned car		

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6.5 Neighbourhood and Environment

How safe is our neighbourhood?

Activity 6.5 How safe is our neighbourhood?

Learning Outcomes

Key Learning Outcome **The learner has:**	**Evidence**
Demonstrated the ability to communicate their opinion on safety within their area.	Completion of and discussion about 'our neighbourhood map'.
Other Learning Outcomes **The learner has:**	**Evidence**
Demonstrated the ability to identify three danger 'hotspots' for young people in the local area	Completion of and discussion about 'our neighbourhood map'.
Demonstrated the ability to identify three ways of improving safety in the local area.	Completion of and discussion about 'our neighbourhood map'.

Key Words

- **Danger:** when you are at risk of being hurt
- **Vulnerable:** to be in danger
- **Precaution:** something you do to avoid danger

Resources

- Our Neighbourhood Map – You will need to find a map of the local area or have students draw their own. Websites such as multimap.com have maps of your area to print out.

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6.5 Neighbourhood and Environment

How safe is our neighbourhood?

Additional Resources

Resource	Source
Search 'Metropolitan Police Safer Neighbourhoods' to see a short campaign video about police community work in London.	www.youtube.com
Search 'Safer London Problem Solving Awards 2009' to see a range of videos about local Safer Neighbourhoods Teams' work in London.	www.youtube.com
Crimestoppers website for young people which has information as well as a number of games.	www.shadowcs.co.uk

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6.5 Neighbourhood and Environment

How safe is our neighbourhood?

Activities

	Activity	Resources
Starter	Ask students to show how safe they think their neighbourhood is by drawing an image. This could be of anything to represent the safety of the neighbourhood. If they struggle with drawing get them to come up with 3 words. Ask students to share their image/words with the group explaining the significance. Alternatively students could close their eyes and imagine their journey to and from school and think about particular places where they don't feel completely safe.	
Main Activity 1	Give each student or pair a map of the area where they live to include your setting and the other main places they visit. Ask students to look at the map and point out the places which they think are the most dangerous for young people, eg, where they are more likely to be threatened or bullied, or have an accident, eg parks, alleyways. Students should mark these places on their maps. Ask: ■ What different kinds of dangers do you think young people have to face in this neighbourhood? Ask students to think about the places in their neighbourhood that are particularly dangerous for other groups in society, eg, young children, the elderly, and mark them onto the map in a different colour.	Our Neighbourhood Map

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6.5 Neighbourhood and Environment

How safe is our neighbourhood?

Activities

	Activity	Resources
Main Activity 2	Ask: ■ What do you think could be done to make the neighbourhood safer for people? ■ Whose job do you think it is to do this? Why? Ask students to mark onto their map next to the problem places how these places could be made safer. It may be worth brainstorming ideas as a group prior to this.	
Plenary	Ask students to stand in a line across the classroom to show who thinks the neighbourhood is most dangerous to who thinks it is least dangerous. Students will have to discuss their opinions to get in the correct order. Ask students to justify their position. They could then write up their justification.	
Further/ Additional Activities	This lesson could be carried out in the neighbourhood. The group could walk around the neighbourhood with their maps noting down any places they think are not safe and then come with ideas to improve these places.	

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6.5 Neighbourhood and Environment

How safe is our neighbourhood?

Information Point

Neighbourhood safety can cover a range of issues such as dumping and litter, roads, crime, buildings, flooding and disputes. You can find out more about these problems and how to deal with them at http://www.direct.gov.uk/en/HomeAndCommunity/WhereYouLive/index.htm.

Internet Research

Q1 What so Safer Neighbourhoods Teams do?

Visit your local police service website to research this.

Visitor Opportunity

There is an opportunity here for students to speak with a police officer from the Safer Neighbourhoods Team in your area to discuss problem places discussed in the lesson.

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6.6 Neighbourhood and Environment

How can you make a difference?

Activity 6.6 How can you make a difference?

Learning Outcomes

Key Learning Outcome **The learner has:**	**Evidence**
Demonstrated the ability to identify three ways young people can make a difference in their community.	Participated in discussion on young citizen awards and designed their own version.
Other Learning Outcomes **The learner has:**	**Evidence**
Demonstrated the ability to judge what makes a good active citizen.	Designed their own young citizen award.

Key Words

- **Community:** a group of people who live together in one place
- **Active citizen:** someone who tries to make a difference to their community

Resources

- Young Citizen of the Year Award, p. 39
- Austin's story, p. 40

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6.6 Neighbourhood and Environment

How can you make a difference?

Additional Resources

Resource	Source
A collection of videos of young people who have won the Rotary's young citizens awards. These could be used to give students inspiration.	www.ribi.org/youth/young-citizen-awards
Information about active citizenship awards that already exist. These will help students devise criteria for their own version. There are many other awards that can be found using internet searches.	www.jackpetcheyfoundation.org.uk www.annefrankawards.org.uk

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6.6 Neighbourhood and Environment

How can you make a difference?

Activities

	Activity	Resources
Starter	Give students a copy of the Young Citizen of the Year Award. Ask them to imagine they have been asked to sit on a panel of judges for your neighbourhood. Ask: ■ Which of the nominations do you think should receive the award? Why? Feedback their answers. Ask: ■ Do you think it is a good idea to have awards like these? Why or why not?	Young Citizen of the Year Award, p. 39
Main Activity 1	Give students a copy of Austin's story to read. Ask: ■ Why do you think Austin received the award? ■ How did the award help Austin? ■ Do you think awards are a good way of encouraging people to be active citizens? ■ Encourage them to consider who they would give such an award to and explain why. Students then brainstorm all the different ways (young) people can make a difference in their community. This could be made more focussed on your setting if students think about who might deserve an award in their school.	Austin's story, p. 40

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6.6 Neighbourhood and Environment

How can you make a difference?

Activities

	Activity	Resources
Main Activity 2	Ask students to imagine they are developing a Young Citizen of the Year Award for their community or school. Ask: ■ What criteria would there be for such an award? ■ Who should decide who wins the award? Why?	
Plenary	Ask students to design a certificate Young Citizen of the Year Award which gives three examples of ways young people could make a difference in their community.	
Further/ Additional Activities	Students could prepare a speech/presentation for the senior management of their setting about why a Young Citizen of the Year Award scheme should be introduced.	

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6.6 Neighbourhood and Environment

How can you make a difference?

Information Point

Many councils and some police forces give annual awards to local people in a range of categories. These can include contribution to the community, volunteering, community safety and personal achievement. You can probably find out if your local council gives out these awards from their website.

Visitor Opportunity

There an opportunity to invite a representative for a local active citizenship award scheme or a winner of the award to speak about such awards. If one doesn't exist in your area, students could campaign for one by talking with a local councillor.

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6.6 Neighbourhood and Environment

How can you make a difference?

Young Citizen of the Year Award

There is a very busy road in your neighbourhood that you have to cross to get to the post office. This is particularly dangerous for old people and there have been a number of accidents there.

Four young people try to do something about this:

1 The first helps old people across the road whenever he sees them waiting at the road side.

2 The second goes to the post office for old people and does their errands for them.

3 The third arranges for friends and relatives to drive old people to the post office by car.

4 The fourth starts a campaign to get the local council to put in a pedestrian crossing.

Which one of these would you nominate for your neighbourhood's Young Citizen of the Year Award – and why?

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6.6 Neighbourhood and Environment

How can you make a difference?

Austin's story

Sixteen year old Austin from Essex is the proud winner of an Active Citizenship Achievement Award for volunteer work, after turning away from his early teenage years of trouble-making and crime.

Austin received his award in recognition of his many hours volunteering for a local Active Health Project, which provides health and fitness opportunities for people over the age of 50.

Austin's work has included creating allotments in sheltered housing and helping to deliver a range of fitness sessions including Boxercise and Movement classes, and Nintendo Wii Bowling sessions!

As well as a medal and certificate of achievement, Austin was awarded £200 to spend on his project. He chose to put the money towards the allotment he had been involved in, covering the cost of an entire year's worth of seeds, and some much needed gardening equipment.

Austin says: 'I was very proud to be nominated for the Active Citizenship Achievement Award as I never believed that it would be possible for someone like myself to be worthy of this type of thing. The volunteering opportunity and mentoring that I received from David and the local Sports & Health Development team helped me change my life and showed me that with the right attitude you can reach your dreams and aspirations.

'The award has been part of a 'turning point' in my life because before I was given this volunteering opportunity with the Active Health project I was heading towards a life of crime due to a lack of self-confidence and belief in being able to achieve anything positive.

'I have displayed my certificate on my bedroom wall as a constant reminder that with the right attitude and motivation you can achieve greatness in whatever you set out to do in life! I have now also arranged with David and the Sports & Health Development team to work towards the qualification to become a Sports Development Coach and Personal Trainer. I know it will be a difficult journey but I now have the right mindset and motivation because of what I have achieved so far!'

Source: http://www.jackpetcheyfoundation.org.uk/?young-achievers/your-stories/austins-story.html

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6.7 Neighbourhood and Environment

How will you take action?

Activity 6.7 How will you take action?

Learning Outcomes

Key Learning Outcome **The learner has:**	**Evidence**
Demonstrated the ability to develop a plan for taking action on a chosen issue.	Completed 'Action Plan Template' and participated in discussion on issues that concern them.
Other Learning Outcomes **The learner has:**	**Evidence**
Demonstrated the ability to identify key people involved in their issue.	Completed 'Action Plan Template' and participated in discussion on issues that concern them.
Demonstrated the ability to identify obstacles that they may come across and how to address them.	Completed 'Obstacles and Solutions' sheet and discussed it.

Key Words

- **Action plan:** a series of steps aiming to achieve a particular purpose
- **Active citizen:** someone who tries to make a difference to their community
- **Obstacle:** Something or someone that prevents or slows progress of an action
- **Success criteria:** a statement of how an action can be judged as meeting its objective

Resources

- Issues for Action cards, p. 46
- Action Plan Template, p. 47
- Obstacles and Solutions, p. 48

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6.7 Neighbourhood and Environment

How will you take action?

Additional Resources

Resource	Source
A website for young people who have campaigned on issues that concern them. There are a range of videos on what people have done as well as other resources.	www.battlefront.co.uk
Students can contact local councillors, MP and MEP for their area via this website.	www.writetothem.com

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6.7 Neighbourhood and Environment

How will you take action?

Activities

In this lesson students plan an active citizenship activity. This can be done as a stand alone lesson but has greater impact if students can follow through with their action plans and then reflect on the process.

	Activity	Resources
Starter	Ask students to think about issues in their neighbourhood that concern them. To support this, students could be given a set of the Issues for Action cards and asked to rank them in order of what concerns them most. In groups of 2 to 4 they should choose an issue that concerns them most and be able to justify this to the rest of the class. Alternatively, students choose an issue individually and then have one minute to persuade other students to support their idea. Students can then choose an issue by a vote.	Issues for Action cards, p. 46
Main Activity 1	Ask students to think about what they would like to do about this issue. Remind them that this should be a realistic action that they can take. They should write down what their final objective is, eg to get recycling bins in every classroom. Encourage them to consider the various steps they need to take to make this happen. The Action Plan Template can be used to support this activity (the success criteria section can be completed in the plenary).	Action Plan Template, p. 47

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6.7 Neighbourhood and Environment

How will you take action?

Activities

	Activity	Resources
Main Activity 2	Ask students to think about who the key people are involved in their issue. These will be people who might support their cause or hinder them. Ask students to make list of obstacles they might meet, ie what could go wrong? Encourage them to come up with solutions for these obstacles. The Obstacles and Solutions sheet can be used to support this. The main activities can reversed in order as it may help students be more focused on what particular action they need to take.	Obstacles and Solutions, p. 48
Plenary	Ask students to develop success criteria to judge whether their objective has been met. These should not be too ambitious. Ask students to share their success criteria with the rest of the group. Encourage the group to offer constructive advice on these.	
Further/ Additional Activities	Further lessons could be dedicated to taking action and then reflecting on their actions. A timescale should be mentioned at the start of this lesson so students can plan effectively.	

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6.7 Neighbourhood and Environment

How will you take action?

Information Point

Completing an active citizenship activity is an important part of the citizenship curriculum. It is also useful to get young people involved in the local community and working with other people.

Visitor Opportunity

There is an opportunity here for students to speak with someone in their local community who has made a difference. This could be someone who runs a youth club or support group for the elderly or refugees in the area. Alternatively big charities such as Amnesty International have speakers for schools in all areas of the country who can talk about running campaigns.

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6.7 Neighbourhood and Environment

How will you take action?

Issues for Action cards

Recycling	**Facilities for young people in the community**
Saving energy	**Bringing different groups within the community together**
Safety in the community	**Fundraising for a charity**
Awareness raising campaign, e.g. about safe sex	**Your idea -**

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6.7 Neighbourhood and Environment

How will you take action?

Action Plan Template

Issue (What is it all about?)			
Objective (What do we want to achieve?)			
Actions (What do we need to do?)	By who	By when	Resources needed
Success Criteria (How will we know we have succeeded?)			

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6.7 Neighbourhood and Environment

How will you take action?

Obstacles and Solutions

OBSTACLE	SOLUTIONS

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